

INSPECTION REPORT

WARREN JUNIOR SCHOOL

Chadwell Heath, Romford

LEA area: Barking and Dagenham

Unique reference number: 101219

Headteacher: Mr G J Wilder

Lead inspector: Mrs P Silcock

Dates of inspection: 8th - 10th March 2004

Inspection number: 258305

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7 - 11
Gender of pupils:	Mixed
Number on roll:	447
School address:	Gordon Road Chadwell Heath Romford Essex
Postcode:	RM6 6DA
Telephone number:	(0208) 270 4680
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Appropriate authority:	Governing Body
Name of chair of governors:	Reverend D Skipp
Date of previous inspection:	8 th June 1998

CHARACTERISTICS OF THE SCHOOL

Warren Junior is bigger than other primary schools of its kind, with 447 pupils on roll. It is a popular school and over-subscribed. Most pupils transfer to Year 3 from one infant school. The full range of ability is present on entry but attainment is judged broadly in line with expectations. There are slightly more boys than girls, with gender imbalances in some year groups. Socially, culturally, linguistically and in terms of faith, the school is diverse, though it is predominantly White British. The main languages other than English are French, Urdu and Somali. The proportion of pupils with English as an additional language¹ (11 per cent) is high compared to the national figure but most have competent English language skills. Three per cent of all pupils are at an early stage of learning English. Just over four per cent have refugee or asylum seeker status. The proportion eligible for free school meals is broadly average (15 per cent). Proportions on the Code of Practice register of special needs (14 per cent) and with a statement of special need (1.6 per cent) are also broadly average. Needs identified range from social, emotional and behavioural or speech and communication problems, hearing impairment and physical difficulties. Moderate learning difficulties form the biggest group of identified needs. 25 pupils joined the school other than at the usual time and 22 left in the last full reporting year (representing 5.6 and 4.9 per cent of the school population respectively). This trend is growing. As it is for the region, the recruitment of teachers is a challenge for the school. It is currently involved in the Leadership Development Strategy in Primary Schools, the pioneering 'Test Bed Project' (at the invitation of the Department for Education and Skills) and was selected by the local education authority to join its Pathfinder Modern Foreign Languages programme. It receives New Opportunities Funding for developing Out of Hours Learning. It has received a Basic Skills Quality Mark and an Investor in People award as well as the Schools Extra Award for Information and Communication Technology Club.

¹ For ease of reference, these pupils will sometimes be referred to in the Report as bilingual pupils. It is, however, recognised that some may have more than one language other than English and that pupils may also be competent in literacy skills in their other language/s.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21261	Pauline Silcock	Lead inspector	Art and design Music Citizenship English as an additional language
9974	Daljit Singh	Lay inspector	
5565	Bimla Thakur	Team inspector	Mathematics Design and technology Religious education
20962	Chris Ifould	Team inspector	English Information and communication technology History
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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **very good** school. Very good leadership and management stem from senior managers' partnership, whilst the headteacher's leadership is often inspirational. The school's ethos for learning is very good. Curricular provision is good, including that for activities outside lessons. The use of new technology in the 'Test Bed' initiative is widening educational opportunities in ways that teachers and pupils find stimulating and enjoyable. The school gives **very good** value for money.

The school's main strengths and weaknesses are:

- Standards in statutory tests are high.
- The school leadership's commitment to equality of opportunity for all pupils is excellent.
- Most teaching is good or better, explaining pupils' very good attitudes to learning and good behaviour in and out of classrooms.
- Teachers plan well for individual learning needs.
- In a small number of lessons, teaching is unsatisfactory.
- Very good assessment procedures in English, mathematics and science inform planning and are well aimed at raising achievement.
- Provision for special educational needs is very good.
- French is being piloted very successfully in a Year 5 class.
- Links with the local community have a good effect on pupils' learning. Very good links with the main feeder infant school help pupils transfer smoothly to Year 3.
- Music is a real strength. It improves school life in ways affecting everyone and enhances pupils' spiritual and cultural development very well.
- Library provision is inadequate for the size of the school.
- Some other accommodation is also cramped. Toilets for older pupils are in need of upgrading.

The school has made **very good** improvement since its last inspection in 1998. It has dealt successfully with all key issues. In fact, improvements go beyond this, in that teaching and learning are better and standards have risen notably. The school has gained a number of awards in recognition of its work - such as a 'Basic Skills Quality Mark'. Accommodation and décor have improved in ways enhancing the school's ethos.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	C	C	A	A
mathematics	A	A	B	A
science	A*	A	A	A

Key: A – very high, in the top five percentile of schools; A – well above average; B – above average; C – average; D – below average; E – well below average. Similar schools are those whose pupils attained similarly at the end of Year 2.*

Pupils' **achievement** is **good**. The school's 'value added' rating for its work with pupils between Years 2 and 6 is well above the average for all and similar schools. Standards reached at 11 were well above average in English and science and above average in mathematics compared to those reached by pupils in all schools in 2003. Variations in standards over time, seen in the table above, occur in line with variations in cohorts. Inspection evidence shows that the very good gains in

English in 2003 result from actions taken to improve pupils' writing throughout the school. The trend over time is in line with the national trend but actual results are consistently above this.

By Year 6, pupils already reach standards in line with those expected in English, mathematics and science. More able pupils and some of average ability do better. Pupils with special educational needs make good progress, as do pupils with English as an additional language. Those with competent English language skills do as well as their peers. Year 6 pupils reach good standards in some parts of information and communication technology, though access to the computer suite has been limited this school year due to the upgrading of equipment for the 'Test Bed Project'.

Throughout the school, pupils' personal development is **very good**, helped by **very good** spiritual, moral, social and cultural development and a carefully structured programme for personal, social and health education. **Attendance is satisfactory**. In spite of the school's efforts, a few parents persistently take children for holidays during term-time and this affects overall figures.

QUALITY OF EDUCATION

The quality of education is **good** because most teaching is good or better, curricular provision is good and pupils are cared for and supported. In a very few instances, teaching was unsatisfactory. Teachers are skilled at helping pupils with special educational needs. They are also skilled at matching work to the needs of pupils with English as an additional language and giving support where needed. At times, teachers in Year 5 and 6 classes find such support hard to manage because additional help for older pupils is limited. Teaching assistants are well trained for their work and provide very good support for pupils with identified learning needs.

LEADERSHIP AND MANAGEMENT

The leadership and the management of the school are **very good**. Its governance is **good**. Governors are fully committed to raising standards and achievement. They monitor the school's work carefully and make a valued contribution to its very good financial management. They are good 'critical friends'. Although statutory requirements are mostly met, some aspects of information and communication technology are not taught at present. The school has this well in hand. The school's thorough self-assessment procedures have led to it identifying areas for improvement, as listed below.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Almost all parents have positive views of the school. They believe teaching is good and children are helped to become mature and responsible. A minority express concerns about bullying, information on children's progress, homework, and having their views listened to. The school does not tolerate any form of bullying and deals with the rare instances promptly. Information on children's progress is good. The school welcomes parents' views. Homework is given regularly. Pupils often express pleasure in being at school. They find teachers mostly "kind and caring". They speak highly of improvements brought about by the new technology.

IMPROVEMENTS NEEDED

The most important things the school should do to improve are:

- seek to improve teaching to bring *all* in line with the best practice;
- those aspects of accommodation which are cramped and in need of upgrading;
- library provision;

and, to meet statutory requirements:

- implement plans so that all elements of information and communication technology are taught.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in subjects

Pupils' achievement is **good** generally, with strengths seen in Years 5 and 6. Standards are broadly **average** in Year 3 relative to pupils' age and abilities. Pupils make **very good** progress and reach **above average** standards by Year 6.

Main strengths and weaknesses

- By Year 6, pupils reach high standards in national tests compared with pupils in similar schools.
- Although the trend in tests over time is broadly similar to national trends, results themselves are consistently above those achieved nationally.
- The 'value added' rating based on pupils' test results in Year 2, and progress made to Year 6, is well above the average for all and similar schools.
- Throughout the school, but especially in Years 5 and 6, good or better achievement leads to good standards in many subjects.
- Pupils with special educational needs do well relative to their capabilities because of good support.
- Pupils' achievement relative to their age and abilities is consistently very good in music. Standards reached are better than expected.
- The lower school choir reaches high standards in singing. Very good progress leads to exceptionally high attainment for the upper school choir.
- Year 6 pupils reach good standards in elements of information and communication technology. Overall, however, standards are below average due to factors beyond the school's control.

Commentary

1. Although all levels of ability are present when pupils start school in Year 3, they are assessed as broadly average for their age relative to previous national tests and assessments (for reading, writing, mathematics and science). Inspection evidence supports such assessments, showing that, overall, standards are in line with those expected, although able pupils sometimes exceed expectation.

Standards in national tests at the end of Year 6 – average point scores in 2003

Standards in:	School results	National results
English	28.4 (26.9)	26.8 (27.0)
mathematics	28.1 (28.7)	26.8 (26.7)
science	30.2 (30.6)	28.6 (28.3)

There were 111 pupils in the year group. Figures in brackets are for the previous year.

2. As seen in the table, pupils made very good gains in English compared to the previous year. They did much better than pupils in all schools. Results in mathematics and science are somewhat below those recorded before but are still better than national results, especially in science. A significant proportion of pupils undertaking tests last year had special educational needs (21 per cent), affecting results overall. Even so, results in mathematics were above the national average and well above in English and science. Scores producing a well above average performance in mathematics were missed by only one per cent (one pupil's results). When compared to similar schools' results, pupils reached well above average standards in all

three subjects. Whilst differences are seen in the performance of boys and girls over a three-year period, the gap is narrow in all tests. The school has worked hard at achieving this outcome and has succeeded year on year in lessening the gap faster than schools nationally. Results reflect the good support given to pupils on the Code of Practice register of special educational needs. Almost a half reached expected levels. In fact, in science almost all pupils in the cohort reached at least the expected Level 4 or above, with most reaching Level 5. Results in all tests are so good because of the high proportion of pupils achieving at this higher level. Science is especially notable.

3. Inspection evidence supports this good picture. It shows standards already meeting expectations in English, mathematics and science, with a significant number of pupils doing better. No significant difference is found in the performance of boys and girls. Pupils with special educational needs do well in ways outlined above because of good support. Pupils with English as an additional language who have competent skills achieve on a par with their peers. By Year 6, pupils have developed very good speaking and listening skills. In subjects across the curriculum and in conversation, these pupils express their ideas clearly. They justify their views well. They infer meaning from demanding texts and write for different purposes. Their writing shows a good understanding of how to match literacy skills to tasks (as when they write up science experiments). Across levels of ability, work is neatly presented and writing is in joined script. Spelling is generally correct. Pupils have secure understanding of the four number operations in mathematics (addition, subtraction, multiplication and division) and choose the correct operation to solve problems. They know 'fair tests' in science are important and see the reasons for this. They choose materials for experiments in the light of such knowledge. Good standards in science are underpinned to very good effect by a stress on investigative work throughout the school.
4. Across the school, pupils' achievement in information and communication technology has been affected adversely by a situation outside the school's control (detailed later). However, in the elements of the subject taught, Year 6 pupils reached above average standards - seen in a lesson when they prepared PowerPoint presentations. This work also showed pupils' good word-processing skills. More generally, pupils have good competency in the use of computers when working in the computer suite. They use their computing skills across the curriculum, benefiting subjects such as art and design and mathematics, although this is not yet routine. Pupils of all ages are also good at applying literacy skills to other subjects, especially to religious education and science. They use numeracy skills, too, in science and in design and technology.
5. Pupils of all ages reach above average standards in music and sometimes do better. Members of the two choirs - especially more experienced pupils in the upper school - sing really well. Pupils in a Year 5 class where French is being piloted reached high standards when consolidating and extending their vocabulary by speaking only in French. Above average standards are seen in personal, social and health and citizenship lessons. Pupils have sound understanding of moral issues such as those involved in making responsible choices and not shirking the decisions and actions following from these. Standards in religious education and design and technology are at least on a par with those expected for pupils' ages. Standards in geography, history and dance in physical education are average. Only dance was seen in physical education so no judgements are made of other subject elements but many pupils do well in swimming by Year 6, suggesting above average standards. There is insufficient evidence to make a judgement on standards in art and design although limited work available suggests these vary within and across year groups. Good achievement is seen in drawings by a Year 3 class and in pencil and water-colour studies made by Year 6 classes.
6. Thorough analysis of statutory test information together with information collected systematically throughout the school year in English, mathematics and science informs decisions made about these core subjects. Senior managers pinpoint specific areas for development with accuracy. This was seen, for instance, in the analysis of statutory test results in English three years ago. Specific weaknesses in writing were tackled in ways the

school maintains led to a dramatic improvement in results for the latest statutory tests – a judgement not contradicted by inspection evidence. The school's analysis of test results by gender has led to the raising of boys' achievements as already outlined. The school's analysis with regard to ethnicity shows pupils from minority ethnic groups succeed on a par with their peers. However, this analysis is not undertaken systematically and does not reveal the performance of different groups of pupils within the larger grouping. On the other hand, systems for monitoring individual performances are thorough and include all pupils. They are well targeted at those achievements falling below expectation, in terms of criteria set out in National Curriculum levels for the core subjects and in terms of the school's own benchmarks. The school will also soon benefit from further refinements to its program for analysing data. These refinements will enable different groups to be picked out more easily and much wider comparisons made. Systematic assessment is built in to planning in some other subjects. It is well targeted at raising achievement (for example in geography, music and physical education). It is being developed in religious education and will soon be piloted in personal, social and health education and citizenship.

7. This picture represents very good improvement since the previous inspection. Standards have risen and assessment issues have been tackled.

Pupils' attitudes, values and other personal qualities

Pupils' behaviour is **good** and their attitudes to school are **very good**. Their spiritual, moral, social and cultural development is also **very good** overall. Attendance and punctuality are **satisfactory**. This picture is similar to that given in the previous report, with good improvement seen in provision for pupils' spiritual development where weaknesses were identified.

Main strengths and weaknesses

- Pupils' very good attitudes to learning and their good behaviour in lessons and in school generally help them to achieve well.
- A few pupils – mainly in each Year 3 class but also in Year 4 – behave in an immature way. They find it hard to sustain concentration and try to distract others.
- Relationships between pupils and between pupils and the adults who work with them in classrooms are very good. These positive relationships underpin pupils' confidence and self-esteem, encouraging them to learn.
- Real strengths are seen in pupils' personal, moral and social development.
- Although attendance has improved since the previous inspection, the attendance and punctuality of a substantial minority of pupils is a concern.

Commentary

8. Pupils usually have very good attitudes in lessons; it is rare for these attitudes to be less than good. Nearly all pupils – including those with special educational needs and with English as an additional language - listen attentively, are keen to answer questions and tackle work enthusiastically. Teachers' ability frequently to sustain high levels of interest in lesson content and set suitably challenging tasks ensures pupils of all abilities do well. Pupils with learning needs (especially in Years 3 and 4) are helped by very good support from special support assistants in and out of classrooms. Notwithstanding this overall picture, immature attitudes are seen on occasion in the lower school, particularly in Year 3 classes. A few pupils seek adult attention and find work hard to manage without it. At times, a teacher's best efforts to keep a lesson on track prove difficult, as seen, for example, in a physical education lesson in the hall when a few pupils persisted with silly attention-seeking behaviour throughout.
9. Much more often, behaviour is good in classrooms, in assemblies, around the school and in the playground, where pupils play harmoniously together. At times, behaviour reflects pupils' interest in challenges set and in co-operating with peers and adults in ways they find fun.

During lunch-time juggling clubs, for instance, pupils of all ages are totally engaged in perfecting skills a teacher demonstrates. Across the age-range, pupils discuss and agree class rules at the start of the school year. They know the importance attached to keeping these and to procedures regarding behaviour. They are fully aware of the high standards expected and usually insisted on by teachers and others who support them in classrooms. The caring ethos of the school results in pupils knowing right from wrong and showing good consideration for others. No instances of aggressive behaviour were seen. On the infrequent occasions when bullying occurs, pupils say it is dealt with promptly and effectively by teaching and support staff. There have been no exclusions in the past year or for several previous years, signalling an improvement since the last inspection. Behaviour in the dining room is satisfactory. There is a strong but necessary emphasis on getting the whole school in and out of lunch in 40 minutes so that pupils from the neighbouring secondary school can follow. Whilst this is managed efficiently, it does not help promote the better behaviour that pupils exhibit elsewhere as supervisory staff work towards keeping to time limits.

10. Pupils take on responsibilities willingly. They act as classroom monitors and ‘buddies’ to new pupils who start school late in the year and need help understanding what to do. Year 5 pupils organise collecting contributions to charities supported through fund-raising activities each year. Year 6 pupils assist in managing access to the building at lunchtime. Pupils show good levels of responsibility during wet playtimes indoors when they play board games or chat with friends in classrooms. They also behave responsibly when working with partners or in small groups in lessons, concentrating hard on finishing tasks. For example, in a Year 5 French lesson, pupils listened very well to each other and to their teacher. They improved their counting and pronunciation by practising, and appreciated each other’s efforts. Teaching and classroom support staff give a positive lead regarding relationships. They are very good role models and regularly give praise and encouragement.

11. In addition to promoting pupils’ personal development, the very good ethos of the school contributes to pupils’ spiritual, moral, social and cultural development. Lessons in personal, social and health education, science, music and religious education also contribute strongly. To illustrate: a Year 6 design and technology lesson linked to science, when pupils realised their designs for an electric circuit worked, led to excited satisfaction and a strong feeling of class camaraderie. The daily acts of collective worship contribute effectively to provision. For example, in an assembly for Years 5 and 6 about Noah and the Ark, pupils were challenged to think hard about personal responsibility in a morally ambiguous circumstance. A teacher suggested Noah might well have wondered “How can I ask my neighbour to help me build this huge thing knowing I can’t offer a place of safety when the flood starts? Was his position reasonable?”. They have time to reflect on such matters, albeit briefly, facilitating both their moral and their spiritual development. This marks an improvement since the last inspection. The diversity of the school population is sometimes reflected in daily life, as seen in a Year 6 religious education lesson where a pupil’s personal knowledge of the Hindu faith was used to advantage. French is being introduced partly because it is the second most common language used in the school after English. Staff know planning could be extended across subjects to involve different cultural practices and traditions more routinely. Pupils’ understanding of the prevailing culture is fostered well through music, dance and drama activities.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.8	School data	1.0
National data	5.4	National data	0.4

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

12. Attendance is satisfactory. Figures for the academic year 2002/03 are broadly in line with the national median – another advance on the previous inspection. The school works closely with

the educational welfare service and with its pupils and parents in order to bring about further improvements. However, some parents take family holidays during term time and this not only affects overall attendance but also pupils' achievement. A few parents persist in bringing children to school late, disrupting learning and setting bad examples. Despite the school's efforts, some parents do not make sure their children attend regularly and on time.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school's educational provision is **good**, due to the good or better teaching often seen and the way pupils are cared for and supported. There is also a good breadth of provision extending outside lessons, enhanced to very good effect by the new technology which has improved teaching and learning and extended pupils' educational opportunities.

Teaching and learning

Teaching is often **good** or better throughout the school but especially in Years 4, 5 and 6. Learning is also **good**, again most obviously in the older year groups. Assessment is **good** and teachers make effective use of all assessment information.

Main strengths and weaknesses

- Teachers' planning meets pupils' learning needs very effectively.
- Teachers insist on high standards of behaviour and work. They set good examples through their own practices.
- Most pupils are very good at concentrating on tasks and on working independently or in partnership with peers. They keep to deadlines.
- Teachers are mostly competent at managing the new technology, helping them keep a good pace in lessons, and promoting enjoyment in learning.
- Some teachers' technological competence is very high, leading to high levels of achievement and pupils gaining a sense of pride in learning.
- Pupils with special educational needs are well supported in and out of classrooms. They learn successfully alongside their peers.
- Additional support for pupils in Years 5 and 6 is limited.
- Teachers plan well in light of assessment information.

Commentary

13. The table below shows the quality of teaching across the school. Whilst the picture is positive generally, there are strengths in Years 4, 5 and 6 where no teaching is less than satisfactory and most is at least good (86 per cent). Indeed, in Years 5 and 6, a significant proportion of teaching (37 per cent) is very good, with excellent teaching seen in Year 5. No teaching in Year 6 classes is less than good. A number of factors affected the few unsatisfactory lessons observed in Year 3 classes. The pace of one lesson was too slow. Pupils were unsure of what was expected of them and made little progress. Elsewhere, inappropriate behaviour of a minority affected the learning of all pupils and again hindered progress. Staff new to the school, including newly-qualified teachers, some of whom trained overseas, frequently make a strong contribution to the quality of teaching, which is not less than satisfactory and is most often good or better in their lessons.

Summary of teaching observed during the inspection in 49 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
2 (4%)	8 (16%)	24 (49%)	12 (24%)	3 (6%)	0 (0%)	0 (0%)

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

14. Insufficient evidence is available to make firm judgements about teaching in history (where only one lesson was seen) or in art and design (where none were seen). Good teaching predominates in information and communication technology. Good or better teaching is allied to confidence in subject knowledge and understanding in all other subjects. It is also linked closely to high levels of subject expertise as is consistently found in music lessons and in the exemplary French lesson seen in Year 5. Often, too, teachers in these lessons are commendably confident when using the new technology to promote high quality learning, as outlined below.

Example of outstanding practice

The way that a subject specialist and new technology contribute to outstanding teaching of French to a Year 5 class.

The teacher greets each pupil: *'Bon après midi, ...'* and follows with *'Quel âge as-tu?'* or *'Es-tu une fille ou un fils?'* Very few hesitate in responding *'Bon après midi, ...'* and confirming their age or gender. The teacher's *'Bravo'* brings proud smiles to many faces. Next, pupils are led by an active display of numbers and their French names: *un, deux, trois* and so on. They chant confidently to *dix*, hardly pause before going on to *vingt* and then, with prompting where needed, to *soixante*. Pupils now enjoy a game where they drop out if they have a multiple of *cinq*; they can hardly resist helping any who falter. The teacher varies the tempo and pitch of her voice when leading practice of greetings. Pupils find this great fun: they grin and copy her inflexions accurately as they repeat *'Bonjour'*, *'Ça va?'*, etc. Finally, pupils speak with a lively video introducing them to the sounds of the French alphabet. Teacher and pupils have talked nothing but French throughout and enjoyed an energetic and enriching lesson.

15. A feature of these good or better lessons is the brisk pace teachers establish at the start and keep throughout. They share lesson objectives with pupils and explain tasks well, using the technology effectively. Consequently, pupils know what they are expected to do. Teachers are gaining confidence in using the technology creatively, including evaluating their teaching to assess gains in learning by the ends of lessons. They use skilled questioning strategies in these better lessons prompting pupils to make contributions and take risks. For example, in a very good Year 6 personal, social and health education lesson, *all* pupils wanted to answer questions. They were honest about assumptions made about another person's actions. They knew their first responses did not put them in a very good light.
16. Where teaching is only satisfactory, the pace of a lesson is slow and tasks for more able pupils sometimes lack challenge. This was true of a mathematics lesson in Year 3, which got off to a promising start in consolidating prior learning but did not extend this sufficiently for the more able, affecting pace. In a Year 4 English lesson, pupils grew restive as a teacher introduced the lesson and explained tasks. They wanted to participate but there was inevitable delay and, again, loss of pace. Concentration gradually improved and the lesson proceeded satisfactorily. In some cases, the new technology is not used when it would prove helpful. For instance, in an English lesson in Year 3, a prepared list might usefully have been projected onto the class screen to check against pupils' criteria for writing a sentence with correct grammatical features. Instead, points were written on the whiteboard. This took time and some pupils became distracted.
17. Teachers make good provision for including all pupils in work. They match tasks well to the needs of those on the Code of Practice register, including those with a statement of special need. Pupils get good individual or group support from special support assistants. Similarly, teachers set suitable work for pupils with English as an additional language and make good judgements about when to give extra help (as seen in a Year 6 mathematics lesson). At times, this is not easy, especially in Years 5 and 6, since classroom assistants usually work with younger pupils, resulting in pupils in older classes finding it hard to get on independently.
18. Teachers' planning is really well supported by year-group meetings as well as by their good knowledge and understanding of subject content. A subject leader or other colleague with

particular expertise readily gives guidance to the less confident. This was seen in a Year 5 information and communication technology lesson taken by a temporary teacher covering for staff absence and in school only a few days prior to inspection. The new technology and program to be taught were new to her but everything went satisfactorily because of a colleague's help in preparing the lesson. Such care and the strong teamwork within year-groups is a marked feature of teachers' planning and all staff, experienced and inexperienced, speak highly of this aspect of school life.

19. Teachers take good account of assessment information gathered from lessons and other sources. At times, they re-order planned work to support learning better. This was seen in a Year 5 literacy lesson when, in light of prior learning, a teacher continued exploring a difficult text and its themes to help pupils' writing. He decided pupils would benefit more from this than tackling the linked grammar exercises. The outcome was that all pupils made very good progress in understanding difficult vocabulary. They detected meanings underlying the story of 'Sir Gawain and the Loathly Lady'. They tackled their writing with vigour and most completed it by the end of the lesson.
20. Questionnaire responses show most parents believe teaching is good (92 per cent). Of the small number adding written comments, about half wrote warmly about their child's teacher. They believe good teaching promotes self-esteem and confidence. A scrutiny of last year's annual reports found very many parents (around 75 per cent) had written similar comments on response forms, thanking teachers for their work and the good outcomes for their children's academic and personal development. No parent wrote critically. Pupils also have positive views, saying teaching is "good" and teachers are usually "kind and considerate". They are enthusiastic about their favourite subjects and explain why they enjoy learning even when they find work hard. Often, they mention the new technology in this context.
21. Teachers' marking in the core subjects is strong. For example, there was some excellent marking in English in a Year 3 class, linking remarks to pupils' personal targets. High-quality marking is also often seen in Year 6 where teachers comment helpfully on pupils' strengths and weaknesses in ways clearly matching teaching and learning objectives. One Year 6 teacher instructs pupils to *listen* carefully in the next English lesson because work will be 're-visited'. This will aid understanding and help overcome problems. At times, pupils' responses hint at their close attention to comments, as seen in the corrections they make. Marking is also helpful in religious education and in some other non-core subjects such as geography, though this helpfulness is not consistent.
22. Questionnaire responses reveal some concern about homework (17 per cent). Whilst the nature of the concern is not made clear, a few added written comments point to inconsistencies of practice or insufficient homework being given. Inspection findings show that stress is given to reading skills in Years 3 and 4, where the school realises these must be well established. However, pupils also have homework on spelling and multiplication tables in mathematics, whilst tasks are extended as pupils move through the school, well matched to classroom work. Teachers refer to these in lessons observed. A scrutiny of samples of homework across the age-range found the quality of these rather inconsistent across classes in the same year group.

The curriculum

Curricular provision is **good**, with some **very good** features. There is a **good** range of activities outside lessons. The accommodation and the quality and range of learning resources are **satisfactory**, with strengths seen in some aspects.

Main strengths and weaknesses

- The school embraces opportunities provided by the 'Test Bed Project', and by the 'Pathfinder' initiative linked to teaching French, to enhance provision for all learners.

- New technology helps planning across all subjects, at times inspiring imaginative approaches to stimulating and enjoyable lessons.
- Provision for music is a strength. Science and personal, social and health education and citizenship, also, have well-planned programmes of work.
- The structured reading programme targeted at under-performing pupils in Year 3 is especially effective at raising achievement.
- Very good links are made across subjects and the application of pupils' literacy and numeracy skills is promoted to advantage in some.
- Highly consistent planning is found within year groups.
- Planning for information and communication technology does not meet statutory requirements fully, although this situation will soon be remedied in line with school improvement planning linked to the 'Test Bed' project.
- A good range of out-of-class activities helps to enrich and extend provision, especially in music and sport. Opportunities for educational visits linked to classroom work are limited.
- Very good arrangements to support pupils with special educational needs, including those with a statement of special need, help these pupils participate in all curricular activities.
- The assembly hall, library, staff room and music room are not big enough to meet the needs of the school but plans are in hand to improve these and other aspects of accommodation.

Commentary

23. The curriculum is broad and generally balanced. It meets statutory requirements in all subjects of the National Curriculum with the exception of information and communication technology, where there are gaps. These are owed to circumstances beyond the school's control and have to do with setting up equipment and resources for the 'Test Bed Project'. Matters are well in hand and problems will be resolved as equipment on order is put in place in line with planned project developments. Commendably, the school embraces such initiatives with energy and enthusiasm yet monitors rigorously to keep important educational goals in view (namely, to improve learning opportunities for all pupils regardless of gender or ethnicity and help them do their best). Statutory requirements for religious education as set out in the locally agreed syllabus and the act of collective worship are met. All matters highlighted for improvement in the previous inspection report have been dealt with fully.
24. Indeed, improvement to curricular provision generally since then is very good. Planning for most subjects is very good. Curriculum monitoring makes consistent planning within and across year groups highly effective. This monitoring works especially well in supporting new and relatively less experienced teachers, giving equal access to all aspects of provision to pupils in parallel classes. A further strength of joint planning is the way year-group teachers match curriculum content to individual learning outcomes, making ongoing judgements about what is to pupils' best advantage. Teachers' discussions give rise to imaginative approaches to planning at times, particularly in Years 5 and 6 (as seen in adaptations made to curriculum content for English and mathematics lessons).
25. The core subjects of English, mathematics and science are given due emphasis. Nevertheless, the school promotes cross-curricular links very well, making sure pupils apply literacy and numeracy skills purposefully to other subjects. Such cross-curricular benefits were seen, for example, in religious education, science and design and technology lessons. In fact, in all subjects, pupils have very good opportunities to develop their reading, speaking and listening skills, as they read instructions or parts of a text aloud, explaining their thinking in ways showing they are becoming sensitive to other viewpoints. The new technology available to teachers through the 'Test Bed Project' is used really effectively at such times.
26. Art and design alternate each half-term with design and technology. Geography alternates with history. Whilst such strategies are less than ideal with regard to building on pupils' skills, knowledge and understanding consistently, they allow all subjects to be included in school provision, as required. Attention is also paid to meeting curricular requirements within available time. In fact, currently, pupils in a Year 5 class are 'guinea pigs' for extending curricular

opportunities beyond those usually provided. Through the very well resourced 'Pathfinder Project' for modern foreign languages promoted by the local education authority, combined with the expertise of a French-speaking teacher, French teaching is being piloted. The school expects this initiative to be 'rolled out' to other classes over time, and is to include a concentrated course for the current Year 6 after statutory tests in the summer term. However, it admits that such initiatives put further pressures on time.

27. Activities outside lessons are popular and are generally oversubscribed, with large numbers in each year group eager to join, resulting in a waiting list for most clubs. Pupils find the lunchtime juggling clubs tremendous fun. They enjoy lower and upper school choir sessions, after school orchestra and competitive sports such as netball, football and rugby. Whilst a visit linked to a history theme is planned for each year group as a matter of routine, there are limited opportunities for other kinds of visit. For example, field study visits connected to geography, different places of worship for religious education or art galleries to support art and design are rarely organised. The school finds it impracticable to organise extended field study visits because of the implications this would have for equality of access across a year group, apart from the logistics of staffing and other resources. However, all Year 5 pupils are introduced to sailing as part of their physical education outdoor and adventurous activities, at a facility run by the local education authority. It finances this provision. Some then go on to join the borough's club for such activities, participating sometimes in weekend events.
28. Curricular provision for pupils with special educational needs, including those with a statement of special need, is effective in supporting good achievement. Targets are well matched to pupil needs, and individual education plans include objectives linked to literacy, numeracy and social development. Work for most pupils is suitably pitched, given their academic capabilities, and all are fully included in curricular activities in and out of lessons alongside their peers. Pupils are trained in using technology available through the 'Test Bed Project' to good effect. They contribute to lessons more readily because of their training. In line with project objectives, the school has now identified pupils believed to be gifted and talented and is set to develop related aspects of its work.
29. Teachers also plan effectively for pupils with English as an additional language, though extra support is limited in Years 5 and 6, affecting learning generally as teachers strive to meet bilingual pupils' needs. For example, in a Year 6 mathematics lesson, a pupil still developing English language skills made very good progress in grasping concepts involved and completing tasks because of a teacher's timely support. However, others who might also have benefited from extra help missed out.
30. Pupils benefit from the contributions from visitors, such as a theatre group and musicians from the local education authority's music service. Members of the local community also come in to talk about their experiences, for example from World War II. Good liaison with the adjacent secondary school to which most pupils transfer ensures pupils with special educational needs are eased well into this next phase of their education. More generally, though, and for reasons beyond the school's control, links with the secondary school are not as strong as they once were, hindering most pupils' preparation for transfer. The 'Test Bed' initiative, which is cross-phase, is helping to re-establish links. The school is planning to extend its science curriculum for more able older pupils through liaison with a secondary school able to offer support.
31. There are sufficient teachers, including experienced as well as newly-qualified teachers. Because of difficulties recruiting staff - common across the borough - some teachers (also including some new to the profession) who qualified overseas are employed on a temporary basis. The school nonetheless benefits from the strong contribution newly-qualified and temporary staff can make across the curriculum. Very good expertise is found generally among staff, including in mathematics, French, music, information and communication technology, science and design and technology. The school gains in many ways from this expertise, not least in its potential for general professional development. In particular, staff at all levels are well-trained in information and communication technology in furtherance of 'Test

Bed' objectives. Classroom assistants give good support, especially in Years 3 and 4, but their number is limited with few available for pupils in Years 5 and 6, as noted above.

32. The quality and range of resources in most subjects are satisfactory. Whilst resources for lessons in information and communication technology are also only satisfactory, they are being upgraded rapidly to meet the next stage in the 'Test Bed Project', which will enable better pupil use of technology. In music, resources are very good and they are good in physical education. There is some shortage of mathematics resources for practical work and in geography to promote pupils' own investigations.
33. The school makes effective use of available accommodation, and the standard of décor is much improved since the last inspection. Classrooms are spacious and mostly well organised, although the room for music lessons is cramped, making lessons hard to organise and monitor easily. Some public areas also have limited space. For example, the whole school seldom gathers as a community because the hall is too small, and the staff room will not accommodate all staff. Library provision remains less than ideal for a school of this size, as mentioned in the previous report. Older boys and girls protest their toilets are "not up to hotel standards" and they are certainly in need of attention. There are major plans to improve accommodation further, including toilet arrangements and an exciting extension of facilities for music. Outdoor space and facilities are good resources for games and sports. They are well used by pupils during school time as well as during outside school hours. Most classrooms are lively, with attractive displays of pupils' work and learning aids such as posters and photographs helping to create a pleasant atmosphere for learning.

Care, guidance and support

Provision for the care, welfare, health and safety of pupils is **good**, with some **very good** features. The school involves pupils in its work and development **satisfactorily**.

Main strengths and weaknesses

- Teachers know pupils well and value them as individuals.
- Procedures for monitoring academic performance and personal development are very good. They are well aimed at helping teachers guide and support pupils.
- The monitoring of pupils on the Code of Practice register of special needs is also very good. These pupils' needs are targeted to best effect.
- Pupils have a high regard for the school and say they enjoy being there. They know they are valued. They feel secure and happy.
- Pupils are confident about approaching staff who work with them in classrooms with any concerns they may have but report that they are not always sure how other staff will deal with their concerns.
- Induction procedures for pupils starting in Year 3 are very good. Pupils entering school during an academic year are also well supported.
- Procedures for child protection are securely in place but the school knows that training for these needs updating.

Commentary

34. Teachers and pupils trust each other. Pupils are friendly and welcoming. They talk positively about what the school offers. Year 6 pupils have a thorough knowledge of all aspects of daily life and can explain this while courteously escorting visitors round the building, making sure everything is seen. In weighing the pros and cons of school, pupils know their views are respected. Although there is no School Council, there are a number of ways in which they make their views known, such as during circle time and in personal, social and health education lessons as well as informally to their class teacher or another adult. They do not hesitate to approach senior managers with their concerns and know they are welcome to

knock on the headteacher's door. Pupils would recommend the school to others because it has "excellent" facilities, especially information and communication technology. They see the 'Test Bed Project' as a good thing for all. Technology makes lessons more interesting and the large-scale text and images put on screen means "everyone can see easily and knows what is being talked about." Evidence in lessons throughout the school supports such views. The technology also allows staff to canvass pupils' opinions 'at the press of a button', although this feature is not yet used systematically.

35. The headteacher and his senior managers are very good role models. They show respect and courtesy towards others at all times and set the tone regarding the care, welfare, health and safety of pupils. Teachers and support staff interact with pupils positively. Like senior managers, they are concerned that individuals are helped to succeed. Pupils themselves relate well to each other and to most adults, feeling confident in their learning as valued individuals. However, a number of pupils across the age-range are anxious about relationships with some office staff and lunchtime supervisors. They do not feel comfortable about taking a concern to such staff because they are uncertain whether name-calling or other forms of bullying will be treated with the seriousness teachers would show. Procedures for child protection reflect those set out in locally agreed arrangements and the school follows these meticulously. Whilst staff are kept suitably informed, the school knows that updating training for the designated person and the link governor for child protection will further improve provision.
36. Pupils get very good support and guidance through the school's rigorous monitoring of their academic performance, particularly (though not solely) in English, mathematics and science. Such guidance is bolstered by information that teachers gather from work in personal, social and health education lessons and the routine monitoring of behaviour and discipline. For example, a Year 5 personal, social and health education lesson explored the theme of 'friendship' because of difficulties identified regarding this. The school celebrates pupils' achievements in all areas. This is sometimes seen in newsletter items and in annual reports on pupils' progress when personal qualities and individuals' achievements are praised. Success in learning an instrument is noted as well as helpful and kind behaviour that makes life pleasant in a class. Such praise often features when pupils succeed in lessons, too, or persist in spite of difficulties, and pupils respond to teachers' comments proudly and occasionally with real delight. Adults show high levels of care when interacting with pupils, ensuring personal needs are met. This was seen to advantage in a Year 3 music lesson. Here, a teacher quickly realised a pupil was making a serious point about finding it hard to look at writing projected onto the large screen. Subsequently, the background was adjusted to reduce the glare and the pupil was happy.
37. Pupils with special educational needs get very good care, support and guidance. Their progress is monitored consistently. Support for pupils is usually provided within groups, in classrooms or outside, by matching activities closely to needs. Pupils with a statement of special need gain from using personal laptop computers, where software is suitably matched to their abilities so they make progress. Links with outside agencies help support provision to good effect. Very good liaison with the main feeder infant school ensures pupils likely to need extra help in Year 3 are identified before they transfer.
38. The school also caters well for pupils with English as an additional language although it admits its resources here are limited. The deputy headteacher who oversees provision recognises the problem of ensuring bilingual learners who have good competence in spoken English actually do fully understand a lesson's content and the tasks set, and can get on independently. The small number of classroom assistants cannot support bilingual learners consistently, although such support is targeted successfully at these pupils where a particular need is identified. The school seeks immediate support and advice from the borough Ethnic Minority Achievement Service when new pupils arrive with little, if any, English, checking on pupils' progress in line with guidance.

39. The induction of new pupils is effective. Parents agree that arrangements for children starting school either in Year 3 or later help them settle in quickly. Indeed, inspection evidence shows that new pupils adapt to school routines well. They soon become members of the school community. Regular meetings between school staff and colleagues in the main feeder infant school ensure pupils transfer smoothly into Year 3. A structured programme of events introduces these pupils well to school during the year prior to their starting in September. This is especially important in light of the distance between the schools and the impact this has on pupils' perceptions of what is involved in moving to the junior school.

Partnership with parents, other schools and the community

The school has **satisfactory** links with its parents. Its links with the community are **good**. Those with other schools and educational institutions are **very good**.

Main strengths and weaknesses

- Most parents have very positive views of the school.
- Parents make a valued contribution to their children's education through support given at home, particularly with reading.
- Parents of children with special educational needs are fully involved in all processes linked to reviewing progress and setting targets.
- Parents are welcomed into school to help in classrooms or on visits to places of interest.
- Good quality information is given to parents about the work of the school and its daily life.
- Good links with the local community extend pupils' understanding of the wider world although its diversity is not capitalised on to best advantage.
- The school values its strong links with the main feeder infant school. It makes sure important educational goals are shared in pupils' best interests.
- The school has very good links with other schools and educational institutions, both locally and further afield. Staff members' high levels of professional expertise facilitate these.
- The 'Test Bed' initiative has already led to very good links with other schools. Technology is to be used increasingly to further the school's links with parents.

Commentary

40. The school sees its partnership with parents as a vital part of its efforts to make the most of available educational opportunities. To this end, it maintains an 'open door' policy so as to foster good relationships between home and school. Although only one parent came to the pre-inspection meeting, about 56 per cent responded to the questionnaire. The lone parent at the meeting preferred to leave after a short period but was emphatic that her child enjoyed school. She had no complaints. A high proportion of questionnaire responses (around 48 per cent) also had no criticisms and by far the majority record positive answers. For example, parents state children like school. They make good progress, are expected to work hard and helped to become mature. The school is well led and managed. There is a good range of activities outside lessons.
41. Otherwise, four matters stand out as being of greatest concern to parents. About 21 per cent believe their children are bullied or harassed whilst a similar proportion believe they are not well informed about their children's progress. A further 18 per cent think the school does not seek parents' views and a slightly lower proportion does not believe their children get appropriate homework or help with this. A small proportion (representing around five per cent of all responses) included written comments, just over half of which were critical in ways outlined above. During the inspection, a small number of parents were asked about the school. Their replies supported both the positive and negative positions given here, though positive views predominated.

42. Whilst it is difficult to interpret answers to questionnaires and (mostly) brief written comments with any certainty, inspectors' findings support parents' positive views. They do not support the contention that parents are not well informed about their children's progress. In addition to a meeting each term to discuss progress, parents get good information in annual reports. Frequently (although not in every instance), these include suggestions about how to help at home with difficulties in reading or number work, for example. In addition to information on each subject of the curriculum, the reports give very good information on children's personal development, including achievement outside lessons. The school is very ready to accommodate parents who wish to meet teachers or senior managers during the course of the year to discuss a child. This readiness is clear in the 'open door' approach mentioned above and in staff members' interactions with parents during the inspection. Annual reports on pupils' progress often acknowledge the good help given by parents with homework tasks, resulting in improvement in learning, especially in reading. Approaches to setting homework are stated earlier.
43. The school does canvass parents' views and takes these seriously. It strives to ensure concerns are acted on whenever possible. Currently, the school is actively involved in widening its scope for consulting parents through technology in line with 'Test Bed Project' objectives. For example, it has surveyed parents' views and discovered that a high proportion of parents (around 67 per cent) have Internet access, helping them to disseminate information and collect views on aspects of school life. Inspection findings support the opinion that incidents of bullying and harassment do happen, which the school acknowledges. However, such incidents are taken very seriously and dealt with promptly in line with policies. They are also rare and no such behaviour was seen during the inspection. Pupils are adamant that teachers will not tolerate *any* form of bullying and that it does not occur much. The 'Pupil Welfare and Behaviour Support Programme' is a very strong framework for dealing with behaviour and discipline matters and is adhered to consistently by everyone. Its content is spelled out in the school prospectus and parents sign a home/school agreement about their responsibilities as outlined in the Programme. Whilst the prospectus also refers to racism in its list of examples of bullying, such reference could usefully be included in the Programme itself. In addition, reference to the race equality policy would strengthen important messages which the school is intent should be understood by all.
44. Parents of pupils with special educational needs get very good information about their children's progress. All parents are invited to review meetings and nearly all attend to check a child's progress against targets. The parents agree adjustments where appropriate. The new technology facilitates meetings really well. For example, parents get a copy of agreed targets immediately. There is good contact with staff responsible for special educational needs both in the main feeder infant school and local secondary school, so pupils' needs are known at each stage in their education.
45. Good information is provided on school matters through a lively and attractive newsletter. The school prospectus is similarly informative and 'user-friendly'. Governors' annual reports to parents meet statutory requirements and are admirably brief, making essentials easily accessible. A large screen in the school entrance and smaller screens around the school give information on classroom events in eye-catching ways, facilitated through the new technology. For example, they explained the purpose and findings of a science investigation conducted in Year 5 classes, showing the work done. There is also a school website. One parent commented this was enjoyable and would like to see it updated more regularly.
46. The school values its links with the local community. For example, representatives from the fire service talk about their work in support of health and safety matters and members of a local church contribute regularly to assemblies and support work in classrooms. Links with other faith communities are not made, however, which is a pity in view of the diversity of faiths within the school community. The upper school choir performs in local music festivals and teams play competitive sports such as netball with other schools in the locality. The school is well used by a variety of local organisations as a venue for meetings and activities.

47. The school also values its work with the wider educational community. In addition to its strong links with its main feeder infant school, it has good connections with a university department for initial teacher training. It frequently provides placements for students - a student was working in a Year 4 class during the inspection, obviously enjoying her placement. There is high involvement in a number of schools and institutions because of the expertise of many staff (such as in science). Very good links with other primary and secondary schools in the borough have grown up as a result of the 'Test Bed Project'. For example, during the inspection week, pupils and staff in Year 6 watched a recording of an experiment in a secondary school's Year 7 science laboratory. As well as improving pupils' learning to very good effect, this experience also served to demonstrate the power of the new technological tool. Indeed, there are national links to schools in other local education authorities where the technology is being trialled in different ways. Findings are shared.
48. No clear judgement on this aspect of the school's provision was given in the last inspection report, but the above picture suggests good, if not better, improvement since then.

LEADERSHIP AND MANAGEMENT

Governance of the school is **good**. Leadership by the headteacher is **excellent**. Leadership by other key staff is **very good** with some **excellent** features. The management of the school is also **very good**. This overall pictures marks very good improvement since the previous inspection.

Main strengths and weaknesses

- The headteacher's excellent clarity of vision, focused on raising standards across the school's work with pupils at the centre of concerns, indicates his outstanding leadership.
- The deputy headteacher and assistant headteacher also are strong leaders. Their skills and expertise complement those of the headteacher, resulting in a highly effective senior management team.
- These senior managers are very good role models, determined to raise standards by expecting individuals to aim high.
- Leaders' commitment to including *all* pupils in provision, promoting equality of access and opportunity relative to their learning needs, is excellent.
- Although it makes heavy demands on management time, a very good induction programme helps overcome difficulties of recruiting teaching staff.
- Governors are committed to school goals. They ensure that statutory requirements are properly met. They have a good understanding of the strengths and weaknesses of the school.
- All staff and governors share commitment to, and enthusiasm for, the 'Test Bed Project' and for learning opportunities opened up for pupils.
- Finances are managed to very good effect. The school manages its educational priorities successfully and gives very good value for money.
- The headteacher is a 'caretaker' co-ordinator for geography because the previous post-holder left through promotion.
- Statutory requirements are met with the exception of some aspects of the curriculum for information and communication technology.

Commentary

49. The headteacher's leadership ensures that the school has well-planned strategies for realising clear educational purposes. Fundamental is his excellent policy for delegating responsibility to colleagues. The distinctive and complementary roles of deputy head and assistant head, too, are crucial. They bring skill and expertise to their work in high measure. They and the headteacher make a formidable team, with energies and commitment geared to assuring all pupils' good achievement relative to their abilities. Whilst it is accepted that standards in the

core subjects must stay to the fore because of pressures beyond the school's control, raising standards across all subjects is now of prime importance. The headteacher and his senior managers are very well supported by staff and by governors. All share enthusiasm for the broadening of educational horizons for adults and pupils presented by the new technology gained through the 'Test Bed' initiative the school is rightly proud to have been chosen to pioneer.

50. A strong team spirit amongst staff is a feature of school life. It stems from the headteacher's and other senior managers' commitment to school improvement through teamwork. All staff work well together. When senior managers and teachers refer to "the team", they mean all staff members. Leadership of curricular development is especially effective, not only with the 'Test Bed' initiative but also with the recent introduction of French as a pilot study and the headteacher's imaginative policy to extend music provision. The headteacher sees adapting curricular provision to pupils' needs as key to stimulating their learning in worthwhile ways. In fact, his lead in such matters is highly influential beyond the school. He is a consultant head who works with the local education authority and has influence in the wider educational world. The deputy head, too, works with schools across the authority, helping induct newly-qualified teachers into the profession. Likewise, the assistant head's expertise in assessment and recording matters is deployed by the local education authority in other schools. The subject expertise noted earlier is used to advantage, both in school and, in some instances, overseas. The headteacher is proud of his teachers' commitment to 'reflective practice', as evident in the critical research stance many take and the articles published in the educational press by some.
51. Staff members' expertise is an important reason for the school's success in that it effectively supports the professional development of all staff. The headteacher sees this as fundamental to realising school priorities. He also sees it as important to recruiting and retaining teachers. The deputy head deploys his expertise in induction to running the school's very good induction programme. New and overseas-qualified staff understand the school's approaches to teaching and learning in ways they find helpful. They easily 'slot in' to being members of the school community. New teachers speak highly of the way the school supports them. The project manager for the 'Test Bed' initiative is closely involved in professional development work. He has a very good overview of individual strengths and where further training is needed with regard to the new technology, and of how to manage next steps in developing project aims. His infectious enthusiasm has helped establish a regular training programme for classroom support assistants (at their request). A high proportion of staff benefit from training to a very good level to meet project demands. This shows in certificates they have won as well as in classroom practices.
52. A commitment to including everyone in all aspects of the school's work is another strong feature. High quality leadership and management strategies have fostered very good relationships, with everyone having "ownership" (the headteacher's term) of the school's successes. The very good management structure allows staff expertise to be well exploited. Senior managers oversee teams organised by the headteacher. Responsibilities are shared within and across year-groups in ways which help teachers grasp leadership and management processes. All managers find the sharing of responsibilities professionally enhancing. The non-contact time allocated to teaching staff enables subject co-ordinators to undertake a range of monitoring activities systematically. For example, they observe lessons in classes to which they have access in each year group.
53. School improvement planning is necessarily linked closely to implementing the 'Test Bed Project' over a three-year period. The inspection occurred at a half-way point in planned developments. As it happens, main project objectives coincide with the school's own priorities. The headteacher and the project manager (who is also co-ordinator for information and communication technology) have a very good grasp of what is already achieved and what is to follow. They recognise the demands made on staff and pupils as the technology advances in ways demanding high flexibility from all concerned. For example, the next step of introducing

laptop computers into classrooms for an hour each day will make fresh demands on teachers' organisational skills as well as having implications for classroom practices.

54. The chair of governors works closely with the headteacher and his staff. He is a frequent visitor to the school both in his role as chair and as minister of a local church. In this latter capacity, he takes assemblies regularly, giving him a useful insight into the school's daily life. More generally, governors are very supportive of the school, even though some are recently appointed. New parent governors are representative of the diversity of the make-up of the school population, which rightly pleases the headteacher. Governors have a good understanding of where strengths lie and improvements can be made through good quality information as well as through visits. They are each linked to a subject and take their responsibilities seriously, meeting with co-ordinators and visiting classrooms to observe teaching. They make a good contribution to school life in their role as 'critical friends'. Governors work hard to fulfil their obligations but, as already noted, statutory requirements with regard to information and communication technology are not fully met. As also stated, the matter is well in hand.
55. Effective and rigorous self-evaluation underpins the very good management of the school. Self-evaluation forms completed prior to inspection reached conclusions similar in most respects to inspection outcomes. Meticulous attention is paid to analysing all test data. The headteacher's very strong lead makes sure implications for teaching and learning practices are well understood. He sets the pace through his attention to such matters in Year 6.
56. Very effective performance management links strongly to staff development at all levels. For instance, mid-day supervisory staff have a consultation meeting with the assistant head who manages them, which has resulted in two of them undertaking training on playground games and two others choosing to train as classroom assistants.
57. The deputy headteacher has a very good grasp of all inclusion matters, which he oversees. In his role as co-ordinator, he gives very good leadership and management to special educational needs provision. He is experienced and well qualified for this role. His use of information and communication technology to aid the administration of work is excellent. He leads a strong team of special support assistants to very good effect. Designated funds for special educational needs are used well and governors have agreed to provide extra funding from the school's own budget. In line with school improvement objectives linked to the new technology, work is being extended to ensure pupils found to be gifted and talented or of high ability are included in such provision.
58. Provision for pupils with English as an additional language is not so strong in light of the relatively small number of pupils involved, precluding the school being allocated additional resources by the borough. However, the deputy headteacher has a very good grasp of issues to do with bilingual learners through his recent relevant experience as acting headteacher in another school. He makes sure that expertise from the borough service for Ethnic Minority Achievement is drawn on to support work when necessary. He rightly decides that further In-service work is needed with staff on issues concerning these pupils and those having refugee and asylum seeker status. Pupils' progress is monitored systematically in line with that of other pupils with identified learning needs.
59. Financial planning is very well related to the school's needs. Expenditure is checked rigorously and financial reserves are projected to being close to the recommended five per cent by the end of the financial year. Because of 'good housekeeping' practices, the school has recently been reimbursed for expenditure it did not incur, which 'bumped up' reserves. As outlined above, the school has plans to further improve accommodation, and reserves are carefully targeted to this end. Its funds are well geared to raising standards and improving pupils' achievement. It is concerned at all times to get good value for money. For example, governors proposed recruiting one extra teachers to cover non-contact time and absence of staff through sickness. This has proved very cost effective since the costs are considerably

less than the employment of supply teachers. Reduced teacher absence through illness has also resulted - an unexpected bonus.

60. When consideration is given to the high standards reached in English, mathematics and science and also in music, the good quality of education provided, the very good leadership and management and excellent commitment to the inclusion of all pupils and the increasing impact of the new technology on teaching and learning, the school provides very good value for money.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	1,138,085
Total expenditure	1,146,102
Expenditure per pupil	2,598

Balances (£)	
Balance from previous year	88,951
Balance carried forward to the next	92,699

PART C: THE QUALITY OF EDUCATION IN SUBJECTS

SUBJECTS IN KEY STAGE 2

ENGLISH AND MODERN FOREIGN LANGUAGE

Provision in English is **good**.

Main strengths and weaknesses

- The subject is well led and pupils' achievements are monitored carefully.
- Teaching is good and, as a result, progress is good. Average standards in Year 3 rise to above average by the end of Year 6.
- Teachers develop pupils' speaking and listening skills successfully through challenging questions and guided group activities.
- Pupils reach good standards in reading because they are helped to enjoy books. Those who need help with their reading early in Year 3 are identified and supported.
- The library is not stocked or organised effectively to help pupils learn how to handle information or become better at independent learning.
- Special attention is paid to pupils' competency in a range of writing styles, enabling them to respond successfully to changes in national tests in 2003.

Commentary

61. There are several reasons why standards in national tests in 2003 and seen during the inspection are above average, after several years when they were broadly in line with those found nationally. First, what pupils know, understand and can do is tracked with great care through analysis of statutory test information. Findings are used to plan to meet pupils' needs in ways well aimed at raising standards. Second, the school works from the local education authority's detailed and comprehensive plans covering all aspects of the subject, matching requirements set out in the National Literacy Strategy. Third, being a large school, teachers benefit from working in year-group teams when planning and preparing lessons. This leads to well-thought-out adjustments related to pupils' needs as highlighted by teacher discussion, especially in Years 5 and 6. Last, in light of information gathered, the school decided several years ago not to teach the narrow range of writing styles tending to occur in national tests for Year 6. Instead, it looked to help pupils discover how to write for different purposes. When the contents of the tests changed in 2003, pupils were well equipped to meet the challenge. This good picture supports the judgement that good improvement has taken place since the last inspection.
62. Inspection findings show no significant differences in the performance of boys and girls. Pupils with special educational needs make good progress and achieve at least in line with their abilities. Similarly, pupils with English as an additional language make good progress. Where, as most frequently seen, English language skills are competent, they achieve in line with their peers in Year 5 and 6 classes.
63. Teaching ranges from excellent to unsatisfactory and is good overall. It was unsatisfactory in only one lesson in Year 3 when a teacher wrote tasks in each pupil's book. Many could not read the teacher's handwriting, which did not follow the school's model. They subsequently made little progress. Otherwise, learning is good overall and pupils, especially in Years 5 and 6, achieve well. Each class is equipped with the means to present and interact with a range of media, and most teachers use this to good effect. One technologically competent teacher taught an excellent lesson on using apostrophes with plural nouns to Year 5, sustaining very good pace with her projected images. She ensured better understanding by allowing time for pupils to talk without using the equipment. Pupils built on their recall of an apostrophe as 'a punctuation mark' that is 'high up' and of possession meaning 'belongs to', to understand that

girls' bicycles and *knights' horses* need an apostrophe but *books on the floor* does not. Thoughtfully-prepared animated presentations and a thorough appraisal through skilful questioning of what was learned encouraged participation and reinforced the aims of the lesson very effectively. Most teachers used some or all of this capability to good effect in their English teaching.

64. Most teachers are very aware of the need to ask challenging questions and to wait for a full answer. So pupils are expected to answer in sentences and use correct language imaginatively. For instance, Year 4 pupils responded well to a story with a twist at the end with comments like: '*He's become less shy*' and '*She changed from being caring to tormenting*', revealing good insights into content and into how inference is used in stories. There are many planned activities where pupils work with partners or in small groups. Good listening as well as speaking results from this.
65. The school promotes reading well and takes prompt action to help any pupil transferring from Year 2 into Year 3 or starting school later, to catch up as needed. Special support assistants take these pupils out of lessons for very effective help. Careful records of progress are kept.
66. The school library is cramped. Books are crammed into available shelves and many have damaged spines as a result. There is little to help pupils find information they want and many books are not shelved in the right place. Although plans are in hand to relocate the library, current arrangements do not maximise its use as a resource and as a means of helping pupils to learn more independently.
67. Leadership and management of the subject are good. The co-ordinator has ideas about the future direction of the subject, including planned developments linked to the new technology. She is knowledgeable about provision across the school through systematic monitoring activities, including observing teaching and learning practices in classrooms. Her analysing of assessment information in partnership with the co-ordinator for assessment gives a clear picture of where strengths lie and improvements are needed to raise standards. She stays updated through training opportunities provided by the local education authority, making sure relevant information is disseminated to staff through school in-service training.

Language and literacy across the curriculum

68. Literacy is being developed through pupils using their writing skills to support work in other subjects to good effect. In science, pupils learn suitable vocabulary and verb tenses before recording results of their investigations. Word-processing skills in information and communication technology and design and technology are well developed. For example, Year 6 pupils produce comprehensive instructions for making a cup of tea, including humorous examples of potential health and safety hazards such as *Don't pour hot tea on your cat*. Good quality writing is also seen in religious education lessons and pupils' work books.

FRENCH

See exemplar of excellent practice above.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Standards are above average and pupils achieve well.
- Standards have risen notably since the last inspection. Pupils make very good progress from being average in Year 3 to above average in Year 6.

- The very good support for pupils with special educational needs means pupils make very good progress, reaching similar standards to their peers.
- The use of the new technology in lessons impacts effectively on pupils' grasp of new concepts, making learning more interesting and easier for pupils of all abilities.
- Pupils show much enthusiasm and enjoyment in mathematics lessons. They answer their teachers' questions well.
- There is strong emphasis on numeracy.
- There is limited use of information and communication technology to promote pupils' independent learning, although this is the next step in the 'Test Bed Project'.

Commentary

69. Standards are above average in mathematics for pupils in Years 5 and 6. There is no significant difference in the performance of girls and boys. Standards are average for pupils in Years 3 and 4, and the range and quality of work offered to these classes generally lacks variety. This is often due to teachers relying on published schemes and materials, unlike planning for Years 5 and 6 where teachers take good account of pupils' needs and use year-group planning sessions to adjust lesson content accordingly. Improvement since the last inspection has been very good. Pupils now have a better understanding of mathematical processes and can explain their methods of calculation clearly. They have the necessary skills to cope with mathematics in day-to-day contexts. Writing is promoted well through mathematics, particularly in classes for older pupils.
70. Most pupils enter school with average mathematical understanding. Progress is good in Years 3 and 4, and better in Year 5. By Year 6, pupils have a secure grasp of the four basic mathematical operations of addition, subtraction, multiplication and division. They know and use the right operation to solve word problems. During the inspection, they were seen learning the properties of three-dimensional shapes and could name and describe 'parallel' and 'perpendicular' features in a wider context. Pupils used a 'Carroll diagram' to sort their solid shapes according to qualities.
71. Pupils with special educational needs do well, making very good progress relative to their prior attainment. This is because of the very good support they get from special support assistants and very good monitoring. Pupils with English as an additional language who are reasonably competent in English achieve as well as their peers. Pupils at an earlier stages of acquiring English language skills tend - not surprisingly - to respond less confidently to questions and are less able to explain reasoning. Overall, the school does very well for its pupils and all groups achieve well.
72. Teaching ranges from very good to satisfactory and is mainly good. Learning is also good. Teachers have good subject knowledge, often reflected in their very good planning. They give good presentations using the new technology available, resulting in a good degree of teacher-pupil interaction. There is suitable emphasis on learning and using mathematical terms correctly. Pupils' new learning is reinforced at the end of lessons through questions well aimed at checking what has been learned. Where teaching is stronger, teachers evaluate and modify their lesson plans on the basis of information gained through this means. Such modification was less obvious in Year 3 classes, where less challenging tasks were set for more able pupils. Mathematics lessons enhance pupils' literacy skills as teachers ask pupils to read out problems and explore different ways of recording answers (for instance, through words or mathematical symbols). Homework is a regular feature in the form of learning tables and is proving useful in applying this knowledge to the daily mental and oral work and in solving written problems.
73. Mathematics is very well led and managed, although the co-ordinator is on long-term sick leave. Temporary arrangements cover the main responsibilities. The curriculum has improved since the last inspection and meets National Curriculum requirements. Pupils in Years 5 and 6 benefit from teachers using national guidelines alongside a published scheme. There are good

systems for monitoring and evaluating work throughout the school, including through observing lessons as they take place. Test results are analysed systematically and resulting information helps set targets for improvement and decide on suitable support for different ability groups. Day-to-day assessment and recording procedures for individual pupils are less well developed in mathematics than in English and science, which may in part account for differences in standards reached in national tests in Year 6.

74. Resources are used well to support practical work. However, as the same resources are needed simultaneously for all pupils in a year group, those for practical work are in short supply. This leads to some pupils wasting their time in lessons. There is satisfactory use of information and communication technology to construct graphs and charts and to interrogate data, as seen in Year 4.

Mathematics across the curriculum

75. Pupils are increasingly using mathematics routinely in other subjects and consequently coming to appreciate the practical uses of mathematics in real life. For example, there is sound use of graphs and tables to record data in science. Pupils were seen using mathematics for measuring materials accurately in science and in design and technology.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- There is strong emphasis on investigative science throughout the school, helping maintain high standards in statutory tests and achievement in Year 6.
- There is good improvement since the last inspection in the number of pupils reaching Level 5 in statutory tests in Year 6.
- The quality of teaching and learning is good overall.
- Pupils with special educational needs get very good support. They achieve well.
- The leadership and management of the subject are good.
- Information and communication technology is used very well for teaching and for assessment purposes, but its use by pupils is still comparatively under-developed.

Commentary

76. At the time of the last inspection, standards in science were judged to be well above the national average. These standards have been maintained while the number of pupils exceeding expectations at Level 5 has risen significantly. Achievement is very good by the end of Year 6 as the current cohort was found to be average in Year 3. This assessment picture is supported by inspection evidence. Good learning results from good teaching especially in Years 4, 5 and 6. There is no significant difference between the performance of boys and girls. Pupils with English as an additional language, whose English language skills are at least competent, achieve in line with their peers.
77. Teaching ranges from very good to satisfactory and is mainly good. Learning is also good overall. Such positive outcomes are confirmed by a scrutiny of work across classes. The emphasis on investigation in science has built on already good work, raising standards and achievement throughout the school. Practical activities in most lessons are particularly effective. In a Year 5 lesson, pupils used a force meter to make accurate measurements when weighing various classroom objects in Newtons and grams. Pupils worked in pairs, thus exercising their social skills. The lesson was also well linked to literacy and numeracy when pupils talked about their investigations and carried out measurements. Year 6 pupils' knowledge and understanding of electrical circuits was developed when they used data

loggers to measure resistance in two wires of varying thickness. All signalled their good knowledge of the principle of a 'fair test' by using the same lengths of wire. Follow-up homework involved fuse wire being used by parents. Extension tasks were provided for pupils of higher ability and pupils with special educational needs had planning boards so they did not fall behind their classmates. Pupils in a Year 3 class grouped various materials into 'natural' and 'synthetic' categories. However, although pupils could select items from a box before placing them in an appropriate group, the pace was slow and concentration lapsed as the lesson progressed. All teachers encourage pupils to explain their findings and methods of working. Allied to an insistence on good behaviour, this leads to at least good achievement by most pupils.

78. Science is well led and managed by an experienced well-qualified co-ordinator who is a senior manager. The school's curricular planning, assessment details and previous work in pupils' books show that all aspects of science are well covered. Assessment is built in to each unit of work and information analysed systematically to help planning within year groups and at individual pupil level. Pupils are 'tracked', and support targeted to best effect, including pupils of higher ability as well as those who find learning difficult. Also, areas of science which pupils found most difficult in national tests are analysed and information helps decide the focus of future work. This has led to the maintaining of high standards in the 2003 tests with better results at the higher level, noted above. Work for pupils with special educational needs is well matched to their learning needs. They get good assistance from support staff.
79. Very good use of the new technology available to teachers was evident when teachers shared learning objectives with pupils. Work was introduced and demonstrated in ways easily understood by all. Such strategies clearly retain pupils' interest in science, sustaining their concentration so they make better sense of the subject. Currently, though, pupils do not apply their information and communication technology skills to science as a matter of routine. This is the next stage of development for the 'Test Bed Project'.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **satisfactory** but is rapidly improving.

Main strengths and weaknesses

- Standards in those aspects of the subject taught are above average by the end of Year 6, due to good teaching and resources and to pupils' positive attitudes.
- The subject is very well led. It is supported effectively through the school's participation in a national initiative, supplemented by good advice and guidance from the local authority.
- Most teachers are well trained in the use of available technology. They have good knowledge, skills and understanding.
- Good quality resources are nonetheless insufficient to meet curricular demands. There is a planned policy to upgrade the resources.
- The subject is used increasingly effectively as a teaching and learning tool in all subjects.
- Pupils' achievement has been affected adversely this year by the fact that installing new technology linked to the 'Test Bed Project' limited use of the computer suite.

Commentary

80. The teaching of information and communication technology is complex. It needs to be understood within the context of the 'Test Bed Project'. The school is part of an initiative in three local education authorities to examine the effectiveness role of new technology in teaching and learning. Outcomes will inform decisions at national level about the wider introduction of such technology across schools. The school has received significantly boosted funding to equip each classroom with specialist teaching equipment. It has also upgraded equipment in the established computer suite where whole-class teaching takes place. The

project is very well managed by a full-time co-ordinator with no teaching commitment and considerable subject expertise. As a former class teacher in the school and established co-ordinator for information and communication technology, he has a thorough knowledge of its teaching and learning practices, which, together with his expertise, forms a sound basis for the ongoing development of his work. He co-operates closely with the headteacher and other senior managers on achieving project objectives. Project plans for development entailed upgrading key resources during the autumn term prior to inspection, which put the computer suite out of commission and resulted in the subject not being taught. Subsequent training that followed was integral to project work, but, together with the introduction of new equipment, led to further delays in pupils accessing resources. Nevertheless, good quality teaching and learning seen during the inspection followed from these interruptions.

81. Teachers make good use of the technology to demonstrate lesson tasks to pupils. Because large screens in the computer suite, like those in classrooms, are visible to everyone, all can see how programs are to be used. Teachers involve pupils through questions highlighting a function or an aspect of a program on the screen. This strategy aids concentration as well as understanding. Pupils are very quick and confident in setting up, carrying out and saving their work when engaged in tasks on computers. Good standards are frequently evident in the work covered to date, especially by Year 6. Nevertheless, because of the disruption in the use of the computer suite for reasons given above, achievement generally is below what might be expected relative to pupils' ages and capabilities.
82. Year 3 pupils working in pairs entered information into a database and Year 4 pupils put together funny faces using a drawing program. Each pupil took barely five minutes from logging on to completing a task. Year 5 pupils enjoyed exploring a program new to them, clicking on objects such as representations of computers or keyboards, dragging them into the 'room' on the screen (replicating the computer suite) and rotating them to their correct position on a 'bench' they had put in place. Most pupils negotiated these tasks skilfully, checking the suite to make sure their ideas were correct. They found rotating objects challenging but soon became adept at it. Year 6 pupils developed their multi-media presentations about making a cup of tea before evaluating their choice of backgrounds, text, images and animated graphics. They offered sensible suggestions and made recommended changes to their work. Again, their work rate was rapid and their attitude assured. Pairing successfully promotes co-operative learning and aids pupils' speaking and listening skills. The school deliberately uses this strategy in the light of published findings about 'best practice' with computers. It has ordered sufficient laptop computers for classrooms to extend paired work during the next stage of the project.
83. As teachers' and pupils' knowledge, skills and understanding develop, the pace of learning and range of applications to support learning in other subjects are growing quickly. The co-ordinator is well aware that the school has not implemented the curriculum planned for the current Year 6 for reasons already given. Yet he is certain that the rate and scope of the subject's development will lead to the school's meeting National Curriculum requirements in the near future. Pupils' access to machines is being increased from an hour a week to an hour a day in classrooms. In light of inspection evidence showing pupils' ability to acquire and apply skills quickly in lessons, this increased access suggests that the co-ordinator's confidence is well placed. In addition to equipment such as digital cameras already in use, video cameras are to be introduced into classrooms, following suitable staff training. The co-ordinator sees exciting possibilities through the use of such technology in other areas, such as in story work in English.
84. Although there is a similar concern about achievement by the end of Year 6 to that reported when the school was last inspected, there is good ground-breaking progress being made both in the subject itself and in its use as a tool for teaching and learning. Indeed, prior to upgrading its equipment, the school had made good progress in improving provision to meet criticisms made in the previous inspection report. For example, it had installed the computer suite, established whole-class teaching more securely in ways which built on pupils' skills,

knowledge and understanding sequentially and was using technology to keep a record of pupils' work (illustrated below). Notwithstanding this, it is evident that, whilst all classes have access to the computer suite, this is not easy to manage in such a large school. The need for a further suite for pupils in Years 5 and 6 continues to be an issue for future school improvement which the school identifies and is working towards. The school is committed to providing three hours per week of after-school access to computers targeted at those pupils who do not have them at home. It received an award in 2002 in recognition of this work.

Information and communication technology across the curriculum

85. The school has pinpointed where information and communication technology can contribute to other subjects. It stores pupils' work effectively for assessment and reporting purposes. Year 6 pupils called up text and images recording their work about Romans in history when they were in Year 3. They spoke proudly of poems about *Matilda* which they word-processed in the same year. In geography in Year 5, they entered data about temperatures in London and Tokyo into a spreadsheet and produced graphs comparing the information. They could tell from these when it would be warmer in Tokyo than London. They were less confident in recalling how they instructed a programmable toy to move where they wanted it to do so.
86. Teachers make increasingly effective use of programs supporting literacy and numeracy as well as most other subjects. For example, all year groups make use of programs for art and design work. Classroom equipment means that teachers never have to turn their backs on pupils and can project virtually any object or media onto a large screen. They can work from anywhere in the teaching space through wireless pads and increasingly ask pupils to use technology to share their knowledge, skills and understanding. The subject makes a powerful contribution to teaching and learning across the school.

HUMANITIES

Geography

Provision for geography is **satisfactory**.

Main strengths and weaknesses

- Pupils' standards and achievement have improved since the last inspection.
- Assessment methods have also improved since then.
- Information and communication technology is used well by teachers.
- Lesson observations reveal good links to pupils' speaking and listening skills and social and moral development.
- In 'caretaking' the subject, the headteacher seeks to ensure that pupils continue to build on prior learning in ways well established by the previous postholder.

Commentary

87. Observations of two lessons, scrutiny of pupils' work and teachers' planning indicate that standards in geography are as expected for the age-range. This marks an improvement on the last inspection when standards were below those expected by Year 6 and progress was unsatisfactory.
88. In the lessons seen, teaching and learning were good. Teachers planned lessons well to meet stated objectives. Pupils found the use of varied resources stimulating as well as the way teachers involved them through skilled questioning. In a Year 6 lesson, pupils recognised land use around their local area by referring to maps, photographs, and information and communication technology like digital cameras. They used speaking and listening skills well when explaining environmental issues involved in planning new buildings in the area, making

good connections to their social and moral understanding. Year 4 pupils explained similarities and differences between their school lives and those of pupils in an Indian village. Information and communication technology, linked to the 'Test Bed Project', was used well in this lesson to extend pupils' knowledge and understanding of the topic.

89. The geography timetable is alternated with history for half of the school year. A scheme of work has been introduced using a modified version of the recommended national scheme. This incorporates assessment to ensure that pupils' progress in learning is regularly monitored. Such monitoring represents an improvement since the last inspection when assessment for geography was considered to be 'complex and too varied'. The headteacher oversees the subject until a new co-ordinator can be appointed. He is clear about the need to continue with the good practices established by the previous postholder, which were deemed well aimed at monitoring provision and supporting teachers in ways which helped to raise standards.

History

Provision for history is **satisfactory**.

Main strengths and weaknesses

- Visits to places of interest and suitable artefacts enliven pupils' learning.
- Pupils' written work does not reflect the range of experiences built in to lessons and there is an overuse of worksheets.
- In the lesson observed, a teacher used the new technology to good effect to help pupils appreciate each other's work.

Commentary

90. The subject was not taught to Years 4, 5 and 6 during the inspection where the focus was on geography. One lesson was seen in Year 3. Along with a scrutiny of work and planning, and discussions with the co-ordinator and Year 6 pupils, this lesson forms the basis for judgements made. Provision suggests the picture is similar to that given in the last inspection report.
91. Standards meet national expectations for the age range taught. There is insufficient evidence to make a firm judgement on teaching and learning throughout the school. However, in the lesson seen, teaching and learning were judged satisfactory. Year 3 pupils translated their names into Ancient Egyptian hieroglyphs, which they wrote onto 'papyrus' cartouches. The lesson was well planned. The teacher drew it to an end in a satisfying way by using the new technology to project individual work onto a large class screen for closer appraisal. Pupils enjoyed this opportunity to see each other's work and were proud of what they had achieved. Year 6 pupils recall in some detail topics studied since Year 3. These reflect elements of the subject set out in an overview of curriculum planning. They talk enthusiastically about visits. They had been particularly impressed by a visit to the 'Ragged School' Museum during Year 5, connected to the Victorian era. They talked about handling objects from the past as a way of researching different ways of life. They explained how time-lines start each theme of work to "set the period", fitting it to others they have learned about. They sequence themes they have studied fairly accurately. However, work recorded in pupils' books does not reflect the range of visits undertaken or the artefacts and other resources used in lessons. Neither does it demonstrate consistent links with literacy, numeracy or information and communication technology. Pupils often complete worksheets that limit their capacity to express their ideas in their own words in ways showing what they actually do understand.
92. The co-ordinator has a good grasp of classroom work through her monitoring activities. She gives sound leadership. She explained that a comprehensive commercial scheme was introduced last September, leading to teachers perhaps using more printed aids like

worksheets than previously in order to evaluate their effectiveness. The scheme is intended to diminish previously strong links with art and design so that concepts important to developing pupils' historical understanding are stressed. The co-ordinator organises additional resources such as boxes of artefacts to help promote this understanding. Such material is further extended through recording World War II events as seen through the eyes of someone recalling childhood events, using the technology now available to the school to very good effect.

Religious education

Provision in religious education is **good**.

Main strengths and weaknesses

- Achievement is good.
- Pupils compare and look for similarities and differences in religious practices within the United Kingdom and outside. They respect their own faith and those of others.
- There are good opportunities to discuss and reflect on religious issues as well as on personal values and beliefs.

Commentary

93. Standards are at least as expected for pupils' ages and at times better. The curriculum is taught to sufficient depth in line with the locally agreed syllabus. Pupils suitably grasp key concepts in the religions studied, including the religions of Hinduism, Sikhism, Christianity and Islam. The subject makes a good contribution to pupils' spiritual, moral, social and cultural development. It has developed well since the previous inspection.
94. Pupils do well in lessons, including pupils with English as an additional language who have competent language skills. These pupils willingly share their own experiences with others, seen to good advantage in a Year 6 lesson when a pupil talked from personal experience about Hinduism, responding to a video the class watched. This showed Hinduism practised in India through a Hindu boy's eyes. The boy lives in Cardiff and visits South India. Pupils made pertinent comparisons between this video and one, seen previously, on Christianity, in which a Filipino girl from London visits the Philippines - her parents' country of origin. They reflected on their own practices and beliefs alongside those learnt about and gave their thoughtfully considered views on different faith practices. Pupils have good opportunities to look for wonders in the natural world and for signs of God. For example, they look at Christianity through an artist's eyes. They are encouraged to ask questions and when they talk about puzzling aspects of life and experiences, they refer to the religions they study (as when they discuss whether or not God speaks to you). Pupils in Year 5 make an in-depth comparative study of Islam, Christianity and Sikhism. They are starting to realise how ethical teachings of different religions are often similar.
95. Teaching and learning are mostly good, with some strengths. Teachers have secure subject knowledge and understanding when teaching about Christianity and they are becoming more confident in teaching about other religions. Personal and social education is integrated well into lessons. For example, pupils in Year 3 examine terms such as 'responsibility', 'commitment' and 'interdependence' and find out what is meant by being responsible or being committed. Through reading and discussing ideas in a poem entitled 'Stinker', pupils showed responsible attitudes and developed sympathy for a less fortunate boy in the poem. Good learning about Christianity is managed through stories and parables from the Bible. Pupils get good opportunities to uncover meanings behind religious traditions and to learn their key features. Lessons in religious education promote literacy, especially writing. In a lesson in Year 4, a teacher made very good use of the new technology both to teach the religious aspects of the lesson and extend pupils' literacy skills. They knew that forgiveness is an

important part of the Christian faith and wrote poems about forgiveness in differing styles, which they learned about when studying poetry.

96. The curriculum is broad and well balanced. The subject co-ordinator is a very good leader. She manages the subject well and is good at developing it and raising achievement through a number of monitoring activities, including a programme of classroom observations. In trying new approaches to subject planning and teaching, she is a good role model for staff and pupils. Teaching is evaluated and the resulting information used well to improve lesson plans, and share ideas with others in the borough for a wider use. Schemes of work for religious education are being adapted to the revised locally agreed syllabus. There are clear expectations of standards for pupils in each year group. Systems are developing to ensure pupils' assessments are systematically recorded. Good use is made of visitors during assemblies that routinely support important messages given in religious education lessons. Such messages have to do with moral and social responsibility and respect for others, as well as the content of Bible stories, for example.
97. Pupils learn about the importance of places of worship in religions but have few opportunities to experience these at first hand by visiting a mosque or temple, for example, as well as the local church. Information and communication technology resources are used very well by teachers to support classroom work. There is limited use by pupils of computers, however, or of books meant for their own research, or for other independent learning situations.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design

A judgement on provision is not made because of the limited nature of the evidence available. Consequently, the subject was sampled and what follows summarises findings in light of this.

Main strengths and weaknesses

- At times, pupils achieve well and are stimulated by what they do but Year 6 pupils are not as confident about some parts of the subject as might be expected.
- The new technology is beginning to help expand pupils' learning opportunities, supporting the development of important skills.
- Time for the subject is constrained, limiting pupils' developing skills and knowledge and their capacity to use tools creatively for their own purposes.

Commentary

98. No lessons were seen because all classes focused on design and technology. Curricular planning shows elements are taught as required during each school year. A scrutiny of work, including sketchbooks and displays in classrooms, was undertaken, although it was limited in quantity and range. Discussions were held with the co-ordinator and Year 6 pupils. Across the age-range, pupils handle a variety of media for two-dimensional work. They use charcoal, oil pastels, chalk, pencil and water-based paints as well as computer programs. They model with materials, such as a type of clay that will harden without firing. On the limited evidence available, it is not possible to make a firm judgement on standards, apart from noting that they vary markedly in the work seen, within classes as well as within and across year groups. This variability in standards – apart from reasons owed to the range of pupil-abilities – suggests different levels of confidence in teaching. Much work is linked to other subjects, especially history. Work for this is carefully executed (such as the mummy cases connected with the Ancient Egyptians in Year 3). However, it is not clear how it promotes learning specifically linked to art and design. Evidence suggests few opportunities exist to enable pupils to apply skills and knowledge to more personal tasks or for wider purposes, including on a large scale.

99. Achievement is satisfactory overall although at times pupils achieve well. This is seen in Year 6, where they have studied the work of the Spanish architect, Gaudi. Pupils copied the spires of his cathedral in Barcelona, in detail. Using pencil, crayon and watercolour paints, they focused on pattern, colour and the rhythms of the shapes Gaudi created in mosaics. Most of this work is at least satisfactory and some is of good standard. It is small scale, illustrating pupils' capacity for putting an image into a small space with a good eye for proportion and for relating the different elements involved. Pupils' replications of Gaudi's 'dragon' using air-dried clay suggest a lack of experience in such media, although they obviously took care with the finished product. Pupils speak enthusiastically about what they did and the theme engaged their imaginations in stimulating ways. One saw, from talking to them, however, that they do not clearly distinguish art and design from design and technology. They talked well about designing and making things. They also could not recall famous artists other than Gaudi (whom they knew was an architect) although they knew the names of Van Gogh and Monet when asked directly. Neither could they recall visiting a museum or gallery connected to work in art and design.
100. The subject is led and managed satisfactorily. The co-ordinator is keen to promote it but acknowledges the problem of time-constraints and priorities being directed understandably at core subjects. She has a good grasp of work across the school, overseeing planning and monitoring. These activities include a programme of classroom observations, ensuring work from each year group is evaluated in progress. She sees an exciting development in the introduction of new technology, and has piloted work on close observational drawing with her Year 3 class in partnership with a specialist adviser from the local education authority. This is intended to produce a programme of lessons for others to follow both in school and beyond. Pupils' resulting pencil drawings of shells are qualitatively better than most other work seen in classrooms. They show attention to form and pattern and use of a pencil expressively, suggesting full engagement with a serious task. Work in parallel classes suggests pupils have not benefited in the same way. Their work is not so carefully executed or realised. Whilst it is difficult to determine reasons through only scrutinizing results it appears that the sharp focus in the pilot was missing.

Design and technology

Provision in design and technology is **satisfactory**.

Main strengths and weaknesses

- Pupils achieve well and succeed in making good-quality products.
- There is a structured programme of designing and making assignments.
- Assessment is underdeveloped.
- Two senior staff bring very good expertise to the subject but give limited time to it because of other demanding responsibilities.

Commentary

101. Standards are similar to those expected for the age of pupils and, in some respects, better. Lesson observations, discussions with pupils and a scrutiny of pupils' work showed they are gaining experience of a range of materials, tools and techniques, developing subject skills through designing and making. However, it is clear that pupils' designing skills are not as well developed as skills for making products and systems. Pupils often use their teachers' plans and ideas, rather than trying out their own. Relative to their differing abilities, pupils achieve well.
102. Teaching ranged from very good to unsatisfactory and is good overall. Learning is also mainly good. Pupils enjoy designing and making tremendously and are very well behaved and motivated. They are encouraged to carry out fair tests with a range of materials, often linking with lessons in science, adding more meaning to their learning. In Year 6, pupils evaluated the

function of a switch on a torch as part of their design and technology work, also linked to science. They made simple designs for a switch and selected good materials, including ready-made electric circuits from a previous science lesson. They were able to explain well the function of the switch but planning and evaluations were mostly teacher-directed. In a Year 4 class, pupils learned about 'structures' and 'triangulation', using a ready-made racing car design. They could apply methods of triangulation to strengthening the joints of the frames made earlier to good effect, measuring and cutting pieces of wood. Pupils in Year 3 learned how levers can help in daily life. They were expected to investigate simple lever systems using pencils, rulers and some coins. However, a lack of enthusiasm led to pupils losing concentration. Lesson objectives had not been clearly explained in simple language pupils could understand. Teaching was heavily directed and pupils had few opportunities for their own investigations so as to reach their own conclusions. Too little progress was made and they did not do as well as they might. On the whole, pupils have limited opportunities to plan their own designs or to evaluate their own or others' finished products.

103. Responsibility for the subject is shared by two co-ordinators. This joint leadership and management is good. However, despite high levels of expertise, there has been little improvement in the subject since the last inspection. Assessment and recording procedures do not monitor pupils' progress systematically, to help decide next steps in learning. This is mainly because of the co-ordinators' heavy workloads, stemming from their responsibilities as senior managers. Sufficient resources are readily available and well used. Tools and materials are also well organised and displayed. Although information and communication technology is used very well to support planned work, there is limited use of technology by pupils, for example by learning through modelling or control.

Music

Provision for music is **very good**.

Main strengths and weaknesses

- Music is a strength.
- Pupils of all abilities do really well in lessons, reaching standards better than expected across the age-range.
- They co-operate in small composition groups to very good effect, showing pleasure in one another's work.
- Standards in singing in the lower school choir are very good. They are remarkably high in the upper school choir for Years 5 and 6.
- The subject is very well led and managed by a highly expert teacher who passes his enthusiasm and love of music on to pupils.
- The new technology is used well to explain a lesson's purpose and illustrate key teaching points. Pupils build successfully on learning with enjoyment.
- Music has an important role in school life, enhancing pupils' spiritual, social, moral and cultural development to very good effect.
- The music room is cramped, given the size of classes. This impairs organisation and the support for practical activities.

Commentary

104. Pupils of all ages achieve much better than might be expected relative to their abilities, through consistently very good teaching. Everyone is fully engaged in lessons and able to contribute constructively. Such a high level of inclusion lifts confidence and self-esteem, making pupils eager to answer questions and perform work. In assembly, pupils in Years 5 and 6 sing tunefully in time to the piano with clear diction and good phrasing – an improvement since the previous inspection report. Overall, above average standards noticed then and other aspects of provision have been at least maintained, if not improved.

105. A lesson's structure makes sure all elements of the subject are covered, with a good emphasis on subject vocabulary and on composing and performing. Pupils are often engaged in practical work they enjoy. They have a wide choice of instruments for their compositions, though are sometimes judiciously directed towards instruments that might extend their musical experiences. They learn to think carefully about choice of instrument so that sounds produced match what is required. For example, Year 5 pupils worked on a pattern of bird calls having listened previously to Saint-Saens' 'Carnival of the Animals'. They had discussed the structure of the composition and how they might put together their own. They were discriminating when choosing instruments or deciding to make sounds vocally or with a body part. Some particularly effective pigeon noises resulted from experimenting with lip vibrations, and one pupil made an unexpectedly haunting birdcall with the mouthpiece of a treble recorder. Pupils commonly co-operate happily, negotiating the arrangement of work and concentrating on improving it. The teacher monitors groups consistently and makes well-timed interventions to allow a group to perform a piece, illustrating a key teaching point. Pupils learn how to notate, so that music can be repeated consistently. They also make changes in light of their performance. For example, Year 5 pupils played the first lines of their birdcall compositions then listened to each group attentively. Later, it was clear that pupils had made very good strides in improving work and they were rightly proud of what they had achieved by the end of the lesson.
106. The new technology is used very well at the start of lessons to illustrate how teaching and learning objectives lead on from previous work. There is a brisk recap to reinforce this with close attention paid to musical terminology. Year 6 pupils talked well about the pattern of a rondo and how different sections should demonstrate contrast. Insecurity in the use of the term "retrograde" as part of this pattern was overcome because of skilled teaching in explaining and modelling its proper usage. These oldest pupils know where a change occurs and a new pattern begins in a rondo as they listen to the teacher playing his classical guitar. Year 3 pupils quickly realised the Italian words 'largo' and 'presto' mean 'slow' and 'fast' as the teacher represented them on a screen with big animated pictures of a slow tortoise and a fast hare from a familiar story.
107. Pupils have good opportunities to learn an instrument of their choice (string, woodwind or brass) when specialists visit from the local education authority's music service. Pupils are auditioned for their musicality and chosen solely on this basis, with instruments provided by the local authority. The specialist teachers encourage pupils with particular abilities to join the borough's various youth orchestras, taking their learning beyond the school. The music teacher takes a small orchestra for weekly sessions after school and has recently included a drummer in this – a boy with a passion and talent for drumming. The teacher aims to expand the school's drumming kit to include the full range of instruments necessary. He is working on a repertoire for the orchestra for performance purposes. He auditions for membership of the choirs in order to control numbers. For example, 90 pupils in one year group wanted to join when about 40 across two year-groups is a feasible number to manage. Choirs practise weekly towards the end of a school day. They, too, are involved in many musical events beyond school, performing at music festivals, for example. The upper school choir was runner-up in a choir competition a year or so ago and pupils certainly perform to a very high standard. There are opportunities for pupils to participate in school events too. This year, a summer performance after statutory tests for Year 6 pupils is planned. Usually, there is also a Christmas performance of some kind. Such events are very popular with parents and fully booked out over a number of evenings since the school hall has limited accommodation.
108. As well as teaching all classes, the music teacher is a very good leader and manager, building on practices well established by his predecessor. This is all the more commendable because he has been in post only a short time. He has the advantage of having been a class teacher until taking up this post, so has very good knowledge and understanding of the age-range taught. He is highly committed to the subject and to extending its scope, using new technology. Observations show this clearly engages pupils in aspects of lessons they find most difficult

(such as mastering musical terminology and learning about music). His vision for the educational direction of the subject is very ambitious. He seeks to engage as many pupils as possible in musical activities. He plans, for instance, to introduce recorder playing so that whole classes participate. Pupils are assessed systematically in a number of ways, with taped samples of performances kept. Assessment folders are informative. They highlight individual achievements and give good insights into work done over time and progress made.

109. There is a wide range of good well-used resources, including electronic keyboards, stored to be accessed easily by pupils who are taught how to play them and care for them properly. Accommodation is cramped, but the school has plans for imaginatively extending provision. It looks not only to have a larger music room but to have practice rooms for instrumentalists, including pianists, and a recording room for pupils to use, containing studio quality equipment.

Physical education

Provision in physical education is **good**.

Main strengths and weaknesses

- Standards in swimming are above average.
- Good links to outside agencies broaden the curriculum, benefiting pupils in and out of school.
- The subject is well led and managed.
- Pupils have very good attitudes to their physical education lessons and clubs.
- Resources, including a wide range of sporting activities outside lessons, are good.

Commentary

110. Inspection evidence shows pupils reach at least satisfactory standards in dance, equivalent to those found in most schools. No lessons were observed in gymnastics and games, but observations of an after-school rugby club, lunchtime juggling clubs, a scrutiny of an assessment portfolio and analysis of the physical education co-ordinator's planning shows these standards are also average. Approximately 85 per cent of Year 6 pupils will be able to swim for at least 25 metres when they leave the school, representing above-average performance. Standards reached lead to satisfactory achievement by most pupils, helped by some very good teaching and learning and good leadership. Standards have been maintained since the last inspection but have improved in swimming.
111. In a Year 5 lesson, pupils did square dancing, connecting well to their cultural development, since this was a traditional dance of the British Isles. A teacher used the available technology very well to revise square dance steps at the start of the lesson, projecting them onto a large screen to reinforce the prior learning and introduce new steps. A good link to music saw pupils clapping the rhythm to the dance steps. Two pupils excused from the lesson usefully evaluated their classmates' performances. A good awareness of health and safety factors showed in a Year 6 line dancing lesson, when pupils picked up cards during warm-up activities matched to the activity. The teacher actively demonstrated good performance to improve pupils' prowess. Both classes were well behaved and concentrated well on their activities. A Year 3 lesson also concerned with square dancing lost a significant amount of time while pupils changed. The teacher stopped the lesson because of unsatisfactory behaviour by a few pupils. This led to a lower level of achievement by nearly all. Nevertheless, most pupils have very good attitudes to their physical education lessons and thoroughly enjoy them. Although pupils generally demonstrated their work in small groups effectively, they were not always encouraged to comment on others' performance.
112. The co-ordinator is a part-time teacher, teaching all physical education lessons in Years 3, 4 and 5. She gives good educational direction to the subject formally and informally and has previously organised in-service training for teachers in dance. Planning and assessment of pupils' progress have improved markedly since the previous inspection. A scheme of work to

ensure pupils build sequentially on relevant skills, knowledge and understanding has also been introduced by the co-ordinator, and a useful photographic portfolio of pupils' performance was produced for moderation purposes.

113. Resources for physical education are good. Clubs in rugby, soccer, netball and juggling during lunch-times or after school enrich the curriculum. Pupils are keen to be team members and play in competitive sports against other schools. A large hall is used for dance and gymnastics and two hard surface playgrounds and a large playing field are for games sessions. Pupils also benefit from the use of an 'astro-turf' all-weather playing field at the adjoining secondary school.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision in personal, social and health education and citizenship is **very good**.

Main strengths and weaknesses

- The school's programme of personal, social and health education, together with its approach to behaviour and discipline, underpins provision to very good effect.
- Pupils' rights and responsibilities are clearly set out in the school's welfare and behaviour support programme. Pupils know about these.
- The programme of teaching is structured to develop pupils' understanding of their personal responsibility as members of the school and wider community over time.
- Teaching and learning in religious education give very good support to this aspect of the school's work as does the way in which themes in daily assemblies are exploited.
- Classroom rules negotiated by pupils illustrate their good understanding of right and wrong, as do their contributions to discussions of moral principle in lessons across subjects.
- Pupils are interested in school life and like to participate in decision-making processes.

Commentary

114. Three lessons dedicated to this aspect of provision were observed and a discussion was held with the co-ordinator. Judgements on the lessons reinforce other findings, including about strengths and weaknesses, already dealt with. By Year 6, pupils have standards better than might be expected for their age in personal, social and health education and citizenship matters.
115. Teaching and learning in the lessons seen were good overall. All pupils do well relative to their age and abilities. A structured programme aids teachers' planning and ensures pupils build on prior learning to good effect. It moves from thinking about 'me' in Year 3 to 'me within the school community and the wider community beyond'. Discrete elements of citizenship are thus part of the programme for Year 6, including studies of political structures at local level and political issues of wider importance, such as those affecting the environment. Personal responsibility and involvement are crucial to lesson content. Planning can also be flexible so that teachers can vary content or re-order what is taught to meet needs arising in the course of the school year. This was seen in Year 5, when the topic of 'friendship' addressed problems some pupils were having.
116. When learning about the concept of a 'blind spot', Year 6 pupils revealed sensitivity to others' experiences and were remarkably honest when explaining actions they later felt ashamed of and regretted. They quickly grasped the idea that *believing* something is difficult or impossible might affect behaviour. They gave personal examples of refusing to ride in certain kinds of lifts in buildings, fear of flying in aeroplanes and negative beliefs like thinking they *can't* write neatly or do sums in mathematics. Through a teacher's skilled questioning and readiness to listen, they linked such feelings to the way personal "self-esteem" suffers "so you don't try again". The open way in which questions were posed and answered helped everyone contribute to this and a later discussion about false assumptions based on someone's behaviour. In a Year 4

lesson on affirming positive behaviour and attitudes, pupils were similarly helped to think carefully about whether personal goals they had set previously were being reached, and how they knew this. They realised they were responsible for not getting into fights, for instance, and needed to think before acting, and for improving their scores in mathematics tests by practising multiplication tables. The three rules they each worked out for affirming positive behaviour relevant to their daily life showed a good grasp of the key teaching points.

117. Weekly lessons for all classes stress the subject's importance. Themes in assemblies are linked consistently to lesson content as is work in other subjects where possible (notably in religious education). Pupils have good opportunities to adopt perspectives from the wider world when visitors take assemblies. In addition to the minister of a local church already mentioned, a community nurse, local police and road safety personnel are among visitors. These help to reinforce messages linked to personal safety, sex and relationships education and drug awareness, explored through science as well as through personal, social and health education lessons. Very good links are made with literacy learning, most obviously in the way pupils' speaking and listening skills are promoted, but reading and writing are also connected. Teachers routinely set out a lesson's objectives on the large screen, using the new technology well. Pupils have to read these and check whether they have been met. In the Year 4 and 6 lessons, poems stimulated pupils' imaginations in ways matched carefully to teaching and learning purposes. Year 4 pupils wrote out neatly the personal rules they composed neatly, with good attention paid to the construction of sentences.
118. The assistant headteacher co-ordinates the subject to very good effect. She has a thorough understanding of how it impacts on all aspects of school life, and refers to members of the school community at all levels. She also has a thorough grasp of work in classrooms. Monitoring activities include informal 'walks' around the building to see what is being done (for example to check the classroom rules agreed in September) and systematic formal monitoring of work, including observing teaching and learning in classes across year-groups. Her role as a senior manager adds importantly to her subject overview. She is well trained, having a qualification relevant to the subject. She maintains very good links with the main feeder Infant school to ensure consistent approaches to teaching and learning across phases, aiding the settling in of pupils in Year 3. 'Circle time' is used in some lessons. The co-ordinator has developed an assessment sheet to trial in classrooms that will help pupils assess their own learning. Teachers will check pupils' perceptions against their professional judgement. This form of assessment is seen as a necessary tool for planning as well as for recording pupils' progress in ways the pupils themselves can understand and benefit from.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	2
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	2

Overall standards achieved	3
Pupils' achievement	3

Pupils' attitudes, values and other personal qualities	2
Attendance	4
Attitudes	2
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	2

The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	3
The school's links with other schools and colleges	2

The leadership and management of the school	2
The governance of the school	3
The leadership of the headteacher	1
The leadership of other key staff	2
The effectiveness of management	2

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).