

INSPECTION REPORT

HARLYN PRIMARY SCHOOL

Pinner

LEA area: Hillingdon

Unique reference number: 102383

Headteacher: Mrs Jackie Lack

Lead inspector: Roger Brown

Dates of inspection: 8 – 10 November 2004

Inspection number: 266958

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 to 11 years
Gender of pupils:	Mixed
Number on roll:	385
School address:	Tolcarne Drive Pinner Middlesex
Postcode:	HA5 2DR
Telephone number:	0208 866 1290
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Appropriate authority:	The governing body
Name of chair of governors:	Mr Roger Pearce
Date of previous inspection:	19 April 1999

CHARACTERISTICS OF THE SCHOOL

Harlyn Primary School is situated in a residential area in the north of the London borough of Hillingdon. The school caters for pupils aged 3 -11. It has gradually grown in size for a number of years and now has two form entry. Currently, there are 385 pupils on roll and this will rise to around 410 when the full reception intake starts in the new year. There are 18 pupils from refugee and asylum-seeking families who have English as an additional language. Most pupils come from white British backgrounds, but 20 per cent of pupils come from a variety of ethnic minority groups. At the time they start school, children's overall attainment is below average. Twenty per cent of the pupils have special educational needs, which is above the national average. Five pupils have a Statement of Special Educational Needs. The percentage of pupils moving in to the school after the normal starting point, or leaving before transfer to high school, is slightly higher than average. This is particularly noticeable in the current Year 6 where 38 per cent of the pupils have joined the school after the normal starting time. Fifteen per cent of pupils in the school are eligible for free school meals, which is below the national average. The number of pupils entitled to free school meals has risen year on year for the past five years. The percentage of pupils in the current Year 6 entitled to free school meals is now 23 per cent.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
22229	Roger Brown	Lead inspector	Information and communication technology Personal, social and health education
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8864	Peter Clifton	Team inspector	Science Geography History
33393	Penelope Luker	Team inspector	English as an additional language Special educational needs English Music
24104	Michael Marsh	Team inspector	Mathematics Art and design Design and technology
22092	Derek Watts	Team inspector	Foundation stage Physical education Religious education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good school. The leadership of the school by the headteacher and the governance of the school are both good. The atmosphere in the school is a positive one. Relationships between all staff and pupils are good. Teaching is good and teachers have high expectations of the work they require from pupils and clear standards for how they will behave. As a result, pupils are happy, enthusiastic learners and willing participants in the many activities the school offers. Standards by the end of Year 6 have generally been above average for the five years since the last inspection. They are likely to dip this year because of the very high numbers of special needs pupils, but should rise again in following year. The school gives good value for money.

The school's main strengths and weaknesses are:

- Pupils achieve well in almost every subject of the curriculum, they work very productively and consistently produce work of a good standard.
- The level of provision for Information Communication Technology (ICT) is unsatisfactory. As a result, standards in the subject are unsatisfactory and there is too little support from ICT for work in other subjects.
- Children get a consistently good start to their education in the Foundation Stage and this prepares them well for the rest of their time in school.
- Pupils with special education needs and pupils with English as an additional language get good support from specialist staff; their work is well matched to their needs and as a result they make good progress.
- The curriculum is broad, but the balance is heavily weighted towards English and mathematics and pupils do not always get sufficient opportunity to develop the key skills of other subjects.

The school has made satisfactory progress since the last inspection. The leadership and governance of the school continue to be effective. Teaching is now good and, as a result, good standards have been maintained despite changes to the nature of the school's catchment. Pupils continue to have good attitudes to their work and the quality of their behaviour is still good. Despite an over-emphasis on English and mathematics the curriculum is satisfactory, except for ICT where the level of provision is unsatisfactory. Positive partnership with parents, very good links with the community as well as good relationships with other schools and colleges have a positive impact on pupils' learning.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	C	C	C	C
mathematics	B	B	B	B
science	B	B	B	D

*Key: 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. At present, children starting at the school come from a very wide range of backgrounds, but their overall level of attainment is below average. They achieve well in the Foundation Stage and, by the end of the reception year, most exceed the early learning goals expected of them in all six areas of learning. In Year 2, pupils' attainment is currently above

average in reading and writing and well above in mathematics. Their attainment is good in religious education and satisfactory in history, art and design, music, physical education. It is below average in ICT. Pupils' attainment is very similar throughout Years 3 to 5. In the current Year 6 standards are lower, but this is in the main because over 42 per cent of the year group have recognised special needs. Standards in this year group are average in almost all subjects. They are well above average in music and some aspects of physical education, notably games, but below average in ICT. Standards in Years 3 to 5 are well above average in music and above average in English, mathematics and religious education. The only subject in which they fall below average is ICT. Results in the national tests for mathematics have remained above the national levels at the end of Year 6 since the last inspection and usually above average in English and science for the same period. Standards have been consistently well above average in all three subjects at the end of Year 2 for the same period.

There is good provision for pupils' personal development. Pupils benefit from good opportunities to develop their individual characteristics and **their spiritual, moral, social and cultural development is good, overall.** Pupils have positive attitudes to school and their work. They behave well and the level of attendance is improving and is now satisfactory.

QUALITY OF EDUCATION

The quality of education provided by the school is good. Teaching and learning are good. The consistency in the quality of teaching and learning is one of the most significant factors in the success of the school. The curriculum is satisfactory in that it covers all subjects, but too much emphasis is given to English and mathematics. However, the provision for ICT is unsatisfactory. There is good provision for pupils with special educational needs and English as additional language. The good quality of care for the well-being of the pupils contributes considerably to the good quality of the relationships in the school. The quality of pupils' learning is enhanced by good levels of support from parents and good links with other schools and colleges and in particular by very strong links with the local community.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good. The friendly and warm atmosphere in the school is created and led by the headteacher. She has established a clear sense of direction and created a whole staff team who strive to achieve the best for the pupils. The leadership of other key staff is good; they have a genuine ambition for the school to do well. The management of the school is good, high priority is given to staff development and although there are good systems for evaluating the school's own development, not enough emphasis is given to focusing on ways to raise standards still further. Governance is good. The governors are keen for the school to be successful; they closely monitor its progress, and commit time and energy to support initiatives.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents hold the school in high regard. The parents' questionnaires were markedly more positive about the school than had been the case at the time of the last inspection. Nearly all parents recognised that the teaching is good and that staff expect pupils to work hard. Pupils' questionnaires also showed strong support for the school; pupils recognise that they have to work hard, but they enjoy the many extra-curricular activities on offer. The inspection team agrees with these opinions.

IMPROVEMENTS NEEDED

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

- Improve the provision of ICT across the school.
- Review the curriculum to improve the balance across all subjects.

- Improve the focus on targets and success criteria in the school development plan.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Achievement is good throughout the school. Standards are above average in English and mathematics and average in science. Pupils, including those with special educational needs and pupils from refugee and asylum-seeking families, achieve well. There is little difference between the achievement of boys and girls.

Main strengths and weaknesses

- Children make good progress in the Foundation Stage and as a result make a good start to their education.
- Standards in mathematics have been consistently good over recent years.
- The unsatisfactory level of provision for Information Communication Technology (ICT) does not adequately support pupils' achievement across all subjects of the curriculum and pupils' standards in ICT are unsatisfactory.
- The school's strong commitment to supporting pupils with special educational needs and those pupils who have English as an additional language ensures that their achievements are good.

Commentary

1. Children starting at the school come from a very diverse range of backgrounds. The overall level of attainment on entry to the school is below average. A well-planned curriculum and good teaching ensure that children achieve well through the nursery and reception, and most reach the standards that are expected as they enter Year 1.
2. In 2004 the results in the national tests for Year 2, in reading, writing and mathematics, were well above the national figures and well above those of similar schools. The school has maintained this trend consistently for the last five years. The standards in mathematics were particularly noteworthy, with a significant number of pupils achieving results at higher levels. Evidence from the inspection indicates that the current Year 2 pupils are maintaining these high standards. However, standards in science are only average.

Standards in national tests at the end of Year 2 – average point scores in 2004

Standards in:	School results	National results
reading	17.2 (16.9)	15.8 (15.7)
writing	15.9 (15.9)	14.6 (14.6)
mathematics	17.9 (18.4)	16.2 (16.3)

There were 54 pupils in the year group. Figures in brackets are for the previous year.

3. The results of the national tests in 2004 for Year 6 pupils were above average in mathematics, in line with the average in English, but just below average in science. Achievement is consistently good in the school, because the pupils, whatever their abilities, are expected to work hard and rise to the challenges the teachers set for them. Current standards in Year 6 are not as high as those of previous years. This is because there is a significant proportion of pupils who have joined the school in recent years and a very high number of pupils have special educational needs. The trend in the school's average point score has been maintained at a consistent level for five years. At the same time, evidence gathered during the inspection

indicates that throughout the school, pupil turnover has been increasing, and the nature of the school's catchment is changing so as to bring in more disadvantaged pupils. To maintain standards in these circumstances is, therefore, a significant achievement. The targets set for the current Year 6 are challenging, but realistic, given the good quality of teaching and learning in the school.

Standards in national tests at the end of Year 6 – average point scores in 2004

Standards in:	School results	National results
English	27.2 (27.1)	26.9 (26.8)
mathematics	28.0 (28.2)	27.0 (26.8)
science	28.2 (29.6)	28.6 (28.6)

There were 55 pupils in the year group. Figures in brackets are for the previous year.

- Pupils achieve very good standards in music. Specialist teaching and good quality resources ensure that all pupils get good opportunities to succeed in this subject. Pupils achieve well in history, art and design, physical education and religious education. Standards in these subjects are at least satisfactory and, at times, for instance in outdoor games, very good. Standards for ICT are unsatisfactory, a relatively low level of provision and restrictions created by a difficult site with six classrooms not networked, mean that pupils get too few opportunities to use a range of ICT, or to develop their skills sufficiently. As a result, their achievement in this subject is unsatisfactory, overall. It was not possible to judge how well pupils achieve in geography or design technology, as there was too little evidence available during the inspection.
- The school has made a significant commitment to supporting all pupils whatever their needs. The school's successful inclusive approach includes some specialist teaching and additional learning assistants to give support for pupils with special educational needs and those pupils with English as an additional language. This approach has been very effective and these pupils make good progress. These pupils achieve well as a result of this commitment.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are good. Their spiritual, moral, social and cultural development is good, overall. Attendance is satisfactory.

Main strengths and weaknesses

- The school has very high expectations for pupils' conduct and this is reflected in the good quality of relationships throughout the school.
- Religious education, assemblies, and personal, social and health education make a good contribution to pupils' social, moral and cultural education.
- Pupils show a good level of interest and involvement in school life and the many extra-curricular activities on offer.
- Pupils, but especially the older ones, willingly take on responsibility and make a good contribution to the school community.

Commentary

- Staff are good role models. Their high expectations and sensitive approach to behaviour management contribute much to this secure and happy school community. Pupils enjoy good

relationships with staff and other pupils, whatever their background. Pupils from different cultures, of different ages and both sexes, play well together on the playground. They know, understand and respect the rules. Through their involvement in the school council pupils make sensible and perceptive contributions to bringing about further improvements. There have been no recent exclusions of pupils.

7. Most pupils are highly motivated learners. They are interested in their work and enjoy the challenges posed by their teachers. For instance, in a Year 5 mathematics lesson, pupils collaborated well to solve problems quickly and correctly against the clock. Each one was keen to beat their own personal target. Older pupils have a good understanding of their own abilities and what they need to do to improve their work. They are also aware of the strengths and successes of their peers and quick to recognise their achievements. Pupil questionnaires indicate that almost all pupils are very positive about nearly every aspect of school. They like the school and the opportunities it affords them for success in sport and music. Year 6 pupils are already anticipating the opportunity to go on the end-of-year residential visit to Devon.
8. Provision for pupils' spiritual development is satisfactory. The religious education curriculum and daily assemblies give pupils satisfactory opportunities to reflect on issues that affect their lives. They have many opportunities to involve themselves in events, such as assemblies and performances that clearly develop and enhance their self-esteem.
9. The provision for pupils' cultural development is good. Teachers encourage an appreciation of art and music that crosses a wide range of different cultural traditions. At an assembly for the younger pupils, during which the teacher told the story of Rama and Sita as a background to the Hindu festival of Diwali, Hindu pupils were invited to tell the others about their experiences of the festival. Another teacher followed this through in her classroom by showing rangoli designs on the computer; she then got the pupils to create their own rangoli designs on the floor in chalk. Other activities were also used, allowing the pupils to experiment creatively with patterns in a different media on the rangoli theme. Pupils have good first-hand experiences of life in a multicultural society. All pupils are encouraged to share their own backgrounds and experiences in lessons such as personal, social and health education. This is developed further by many visits from people representing a variety of faiths and cultural backgrounds.
10. Pupils' moral and social development is well promoted through the thoughtful and structured provision of personal social and health education. This is reinforced by many visits and visitors and the strong lead given by staff. This is particularly seen in the development of the principles of right and wrong. All pupils are encouraged to be self-confident and to establish and express their values and views. An important mechanism for this is the school council. Currently, among the areas they are promoting, council members are campaigning for the provision of recycling bins at the school and looking to establish a buddy system for play-times. They are also asking the parents fund-raising committee to rethink whether they should hold the annual balloon race they run because of the adverse impact this has on the environment.

Attendance

Attendance in the latest complete reporting year 2003/4 (%)

Authorised absence	
School data	5.6

Unauthorised absence	
School data	0.0

National data	5.1
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National data	0.4
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The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

- Attendance for the current academic year is satisfactory. Parents are keen for their children to attend and, consequently, there are few pupils who have poor levels of attendance. Unexplained absences are followed through quickly and effectively. Parents report that they are discouraged from taking holidays in term-time. Pupils arrive at school punctually each morning. Lessons start on time, allowing for a prompt and effective start to teaching and learning.

Exclusions

There were no exclusions in the previous academic year.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education that the school provides for its pupils is good. Teaching and learning are good throughout the school. The curriculum is satisfactory and there is good provision for pupils' personal and social education. The good relationships between pupils and staff ensures that all pupils are well looked after and cared for. The school's partnership with parents, the local community and other schools and colleges are good. This adds value to the quality of the pupils' learning in the school.

Teaching and learning

Teaching and learning are both good. The quality of assessment of pupils' work is good.

Main strengths and weaknesses

- In the Foundation Stage teaching, planning is good and pupils learn well.
- Teaching has many strengths and pupils' acquisition of skills, knowledge and understanding is good throughout the school.
- Teachers are very effective in encouraging pupils and gaining their interest. Pupils apply themselves to their work very well.
- ICT is insufficiently used to support learning.
- Pupils with special educational needs make good progress against their individual targets.

Summary of teaching observed during the inspection in 39 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	11 (28%)	19 (49%)	9 (23%)	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.

Commentary

12. Teaching of the youngest children in the school is good. Children in their reception year experience activities that are well matched to their abilities and needs. Teaching assistants are deployed effectively and support children's learning well. As a result, the children make good gains in all areas of the Foundation Stage curriculum, with very good gains in language and literacy skills. In all lessons there is a stimulating range of activities and children are keen to participate. The children are well prepared to tackle the work of the National Curriculum.
13. The quality of teaching and learning in Years 1 and 2 is good. Lessons start with a recap of previous learning and most have clear objectives, which help pupils to know what they are expected to learn. Good relationships between teachers and pupils produce a positive working climate. Teachers plan lessons together well and nearly always use a good range of strategies to capture the pupils' interest. They encourage pupils to do their best. As a result of this, time is used effectively and pupils participate with interest. Very good subject knowledge and detailed planning in English and mathematics form the basis of some very good teaching and learning. In these lessons, the needs of pupils are met and they show genuine interest and excitement for learning. When teaching is only satisfactory, as in some English and science lessons, teachers do not always capture the attention of all pupils or they take too long to develop ideas. In ICT lessons younger pupils struggle with the layout of the computer equipment and cannot see what they are doing very easily.

14. In Years 3 to 6 the quality of teaching and learning is good. Sequences of lessons build pupils' knowledge and understanding effectively. The good relationships in all classes and range of learning styles used, ensure that pupils maintain interest in their work. Generally, pupils apply themselves to their work very well and are very productive. For example, samples of written work arising from the Year 6 trip are of high quality. There are detailed diaries and projects are very well presented. Although no teaching is less than satisfactory there are weaknesses in a few lessons. On some occasions the pace of learning dips and the challenge for higher-attaining pupils is insufficient. This is usually because the work is mundane or repeats that done in previous years.
15. Overall, the use of ICT in lessons is too limited across the school and, as a consequence, research and individual learning are underdeveloped. The teaching of some topics such as the 'Earth in Space' is limited because facilities to enable the class to access the Internet on a regular basis are insufficient.
16. The quality of teaching and learning of pupils with special educational needs is good overall. In lessons, teaching assistants are generally well deployed. During group work they contribute significantly in supporting the learning of lower-attaining pupils. Pupils are withdrawn on a regular basis to support the development of literacy and numeracy skills. Here the teaching is very good and based on thorough knowledge of strengths and weaknesses. In one lesson observed, the teacher's excellent subject knowledge was used to very good effect in tackling an area of weakness identified by the class teacher.
17. In English and mathematics teaching is good. In science and ICT teaching is satisfactory. Generally, teachers make good use of targets to improve pupils' performance and this helps pupils to understand the next stages of learning. Pupils' work is marked consistently and is frequently helpful; guiding and informing pupils as to how they can improve. However, sometimes the marking is rather general and not specifically focused on the learning intended.

The curriculum

The curriculum provision is satisfactory. The school offers a broad curriculum, but the balance is heavily weighted towards English and mathematics. This means that some foundation subjects are not given enough time for pupils to fully develop the key skills of the subject. The opportunities to use ICT across the curriculum are limited and have not yet been formalised in long- and medium-term planning.

Main strengths and weaknesses

- The school makes good provision for pupils who have special educational needs and those who have English as an additional language. Equality and access to the curriculum is good for all pupils.
- There is an effective programme for personal, social and health education.
- The school strongly promotes participation in a good range of extra-curricular sporting events, which involve both boys and girls.
- There is a good level of enrichment of the curriculum through a range of extra-curricular clubs, many visitors and good outside visits.
- The lack of time for teaching some subjects leads to limited progression of skills in some areas, such as science.
- The unsatisfactory provision for ICT across the curriculum does not help pupils develop and apply the skills learned in discrete ICT lessons.

Commentary

18. Since the last inspection, the school has worked diligently to improve the provision for religious education. The subject now has an adequate time allocation and significant improvements have been made in pupils recording their work, which has led to improved standards.
19. The school has a long-term map, which reflects a broad curriculum, but there is a heavy focus on the teaching of literacy and numeracy; although this has had a positive impact on maintaining the high standards in these areas, it has led to an imbalance in the curriculum as a whole. This means that some foundation subjects receive insufficient time on class timetables and pupils do not have enough time to develop the key skills in all subjects. An example of this was in a Year 6 geography lesson where pupils were investigating how rivers carry materials away, but did not have time to finish the investigation or record their results. From the scrutiny carried out of pupils' science work it was clear that, in some units of work on the separation of materials, Year 6 pupils were not building progressively on the skills developed in Year 4. Curricular provision for gifted and talented pupils is being developed. It is a priority in the school development plan for the current year. At present, the provision is good in mathematics and satisfactory in most other areas.
20. The school has begun to make some cross-curricular links with other subjects, but this has not yet been formalised in the long-term curriculum map and medium-term planning. Examples of this are in art, where work has been linked to the Year 6 history work on the Blitz, and in Year 1 where collage work was used in work on religious buildings. Very little was seen of ICT being used across the curriculum during the inspection. This does not allow pupils to develop, use and apply the skills they learn in discrete ICT lessons.
21. An analysis of pupils' test papers has been undertaken and this has identified areas of strength and areas for development. The school has made good use of this information to make changes to their curriculum delivery. An example of this is the way that a whole-school policy has now been developed for the progressive teaching of calculation from Year 1 to Year 6.
22. Pupils with special educational needs benefit from the close liaison between teachers and teaching assistants, which leads to them being well supported and achieving well during lessons.
23. The well-structured programme for personal, social and health education has a direct impact on improving pupils' attitudes and behaviour. The curriculum includes provision for the teaching of sex education and drug awareness to prevent drug misuse. Health education is integrated appropriately across the curriculum, with food and hygiene appearing in other subjects such as science. The school council, which meets on a regular basis, provides pupils with an 'active' voice on school issues, such as the redecoration of the school building and investment into ICT. There are satisfactory arrangements in place to prepare pupils for their transfer to secondary education and, at the present time, the headteacher is part of a working group looking at ways of improving transition arrangements.
24. The school uses its homework policy consistently and rigorously across the school and pupils' work in this area is recorded in 'communication books' that go home to parents. Parents receive termly documentation that shows curriculum coverage for each year group and this allows them to support their children at home. Documents have been produced and workshop sessions held to support parents in helping children with their reading, spelling and mathematics.
25. Pupils have many good opportunities to represent the school in sporting, musical and cultural events and there is a wide range of extra-curricular activities, which are well attended. The school has a very good focus on developing pupils' sporting abilities and participates in many local sporting events, some of which it organises. Appropriate educational visits support

learning and good use is made of the local environment. The oldest pupils enjoy a residential trip to Devon and much work is produced following the visit covering science, geography and history. The curriculum is also enriched through a number of visitors to the school who have specialist knowledge, such as sports coaches, authors and musicians.

26. There is a good level of teachers with the necessary qualifications and experience, as well as a good provision of support staff with significant skills in developing pupils' understanding. Resources are generally good across the curriculum and effective use is made of them in lessons. The school uses a difficult site effectively. Accommodation is adequate and well maintained. The library has been developed since the last inspection and is now a good resource for teaching library and referencing skills. Outside, the grounds are spacious and include large play areas for team games and safe indoor and outdoor spaces for the youngest pupils.

Care, guidance and support

The school takes good care of the children's individual needs. It promotes the pupils' welfare effectively in a safe and caring environment. Support and guidance for pupils are good. The school is effective in taking pupils' ideas and opinions into account.

Main strengths and weaknesses

- The school provides well for the pupils' welfare, health and safety.
- Pupils trust members of staff who provide sensitive support and guidance for their individual needs.
- The school involves pupils well in its work.

Commentary

27. The school has continued to create a supportive and caring environment for the children. Child protection procedures are effective. All staff are aware of their roles and responsibilities in respect of child protection issues. They understand the need for vigilance and the steps to take if suspicions are aroused. Health and safety matters are well monitored. Site inspections are conducted regularly to identify potential hazards and prepare action plans for correction. All staff are safety conscious and watch for the security of the children.
28. The school has maintained well the good quality of support and guidance for the children's individual needs. Led by the headteacher, staff know the children well and are well equipped to offer support when it is needed. In turn, the high quality relationships ensure that the children are comfortable should they need to approach an adult with any problems. All staff offer high quality support to those most in need.
29. There are a number of mechanisms in place to take account of the ideas and opinions of the pupils. The school council is instrumental in providing the opportunity for pupils' views to be considered. Pupils are confident, articulate and keen to be involved. They take the responsibility seriously and have been instrumental in developing a number of initiatives. They are involved in fund raising for a number of charities each year.
30. The good quality induction procedures enable the children to feel comfortable from the moment that they first start school in the nursery. Home visits and detailed documentation give parents useful information that enables them to be reassured and in turn to reassure their children. Children recently started in the nursery were well settled and made welcome by the staff and fellow pupils.

Partnership with parents, other schools and the community

The school has good links with parents and other schools and colleges. There are very good links with the community.

Main strengths and weaknesses

- There are very good links with the community.
- Parents are extremely supportive of the school and its work.
- The school works hard to involve parents in their children's education.
- Parents are kept well informed, with good quality information.
- Links with other schools are good.

Commentary

31. The school has worked hard to improve the partnership with parents since the last inspection and it is now good. Parents responding to the questionnaires and most of those attending the meeting were extremely supportive of the school. They believe that it has many strengths. The responses to a high proportion of points included in the questionnaire were highly positive.
32. Parents are encouraged to become involved in the life of the school and many continue to respond positively. As well as helping in the classroom and around the school, they also help out on trips and visits. Many parents are becoming more confident in their ability to support their children's learning at home.
33. The Fund-Raising Association continues to provide considerable support for the school. They organise many successful fund-raising and social activities. The school values highly the efforts of parents, visitors and other members of the community for the valuable contributions they make to the quality of education and the children's learning.
34. The quality of the information for parents about their children's learning has been improved since the last inspection and is now good. Induction arrangements, the school prospectus and the statutory information all contain much detailed and helpful information. The annual reports give good information about progress, what the children know, understand and can do and include targets for improvement. Reports for pupils in Key Stage 2 also include relevant judgements about the effort applied by pupils.
35. The school has improved further the partnership with the community, which is now very good. Links with the church and local businesses are strong. Educational and residential visits are both used regularly and effectively to further extend the children's awareness and understanding of the wider world.
36. The links with other local schools are good. Pupils from the main schools to which most of the children transfer visit this school for work experience. In addition, there are useful language links and drama workshops. Secondary school students have also painted the murals for the area outside the Reception classes.

LEADERSHIP AND MANAGEMENT

Overall, the leadership and management of the school are good. The headteacher leads the school well and is supported effectively by other key staff. The governance of the school is effective.

Main strengths and weaknesses

- The headteacher provides clear educational direction.
- The senior management team are effective.
- Inclusion is promoted well.
- The monitoring of teaching and performance management systems are good.
- Targets and success criteria in the school improvement plan are not sufficiently focused on pupils' achievement.

Commentary

37. The governing body has a good balance of experienced and new members. The governors have a good understanding of the school's strengths and development areas and they are kept well informed by the headteacher about the school's performance. For example, the governors are well aware of the school's changing intake of pupils and know that standards in the current Year 6 are lower than usual due to a higher than usual proportion of pupils with special educational needs. The governors are supportive and involved in the life of the school. They also provide constructive challenge when necessary. They visit lessons, accompany pupils on trips and are involved in fund-raising activities. All statutory requirements are met.
38. The headteacher is experienced and provides good leadership and direction for the school. She clearly has the confidence of pupils, staff, parents and governors. The headteacher has a clear vision and the school's aims and values are clearly articulated in the school improvement plan and displayed around the school. The aims and vision give good emphasis to equal opportunities, high standards, providing a happy and positive environment and developing high quality staff. Staff and governors share the school's aims and, as a result, these pervade the day-to-day life of the school.
39. A senior management team, consisting of the deputy headteacher, Key Stage 1 leader, the Foundation Stage leader and the English co-ordinator, supports the headteacher effectively. Leadership roles and responsibilities are shared and distributed effectively so that the strengths of different individuals are used well. Teamwork among the staff is good. Staff are supportive, share good practice and plan the curriculum together.
40. The headteacher and staff have successfully created a positive school ethos where all pupils are valued. The school leaders are effective in promoting inclusion. The school has an interesting and diverse intake of pupils. Pupils show respect for all groups, and racial and social harmony are good. Pupils with special educational needs, and those with English as an additional language, are well provided for. Provision for gifted and talented pupils is less well developed but the school is taking positive steps to improve this.
41. The management of the school is good. The day-to-day management is effective and this helps to ensure that the school runs smoothly. The administration staff provide good support for the headteacher, pupils and staff. Procedures for self-evaluation and monitoring performance data are satisfactory. The senior staff monitor and review the school's performance on a regular basis. School improvement planning is also satisfactory. While planning identifies appropriate priorities for development, the targets and success criteria in the plan are not sufficiently focused on pupils' learning and achievement. The monitoring and development of teaching are good and contribute to the good teaching and learning throughout the school. All members of the senior management team carry out class observations and provide constructive feedback. The performance management of staff is well established, with effective classroom observations and target-setting.
42. Financial planning and management are good and well linked to the priorities in the development plan. The school makes good use of the financial expertise on the governing body. Governors are involved appropriately in budget preparation and monitoring. The

school secretary monitors the day-to-day finances effectively. The principles of best value are applied well, particularly when recruiting staff. With good pupil achievement, good teaching and learning and effective leadership and management, the school provides good value for money.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	1,080,483
Total expenditure	1,118,999
Expenditure per pupil	2,992

Balances (£)	
Balance from previous year	68,033
Balance carried forward to the next	29,517

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS

AREAS OF LEARNING IN THE FOUNDATION STAGE

The provision for children in nursery and reception is good, with some very good features, and is a clear strength of the school. Attainment on entry to the school is below average. The school has effective induction procedures, including home visits, and this helps to ensure that children settle into the nursery very well. The quality of teaching is good in both nursery and reception, with examples of very good teaching. As a result, children, including those with special educational needs and those with English as an additional language, make good gains in acquiring knowledge, skills and understanding. Interesting lessons are well planned and organised. The nursery nurse, nursery assistant and learning support assistants are well trained and work well with the teachers. They are deployed effectively and make a significant contribution to children's learning. The curriculum for the Foundation Stage is good. It is well planned and all areas of learning are given appropriate attention. However, there are some weaknesses in the use of ICT. On the whole, children are provided with imaginative and stimulating activities. Since the last inspection, the planning of the curriculum has improved and a good outdoor play area has been developed for reception children. Accommodation and resources are good and used well. The leadership and management of the Foundation Stage are very good and have contributed to the consistently good teaching, achievement and improvements since the last inspection.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is **good**.

Main strengths and weaknesses

- Children achieve well because of good teaching.
- Adults are very good role models for children.
- Stimulating activities motivate children to learn.

Commentary

43. Children in both nursery and reception achieve well in this area of learning. They are excited about learning and are highly motivated because of the good teaching they receive and the interesting and stimulating activities provided. The teachers and support staff are very good role models for young children and have established clear expectations and very good relationships with them. As a result, children are friendly and relate well to their peers and to adults. Children work and play together well, they share and take turns. The children are managed well in both nursery and reception and this leads to consistently good behaviour. Children in reception manage their own hygiene. For example, they wash and dry their hands independently before lunch. Most children are on course to reach the expected early learning goals in this area of learning by the end of reception.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **good**.

Main strengths and weaknesses

- Teaching and learning are good.
- Children achieve well.
- Language skills are promoted well in a wide range of activities.

Commentary

44. Teachers and support staff provide numerous opportunities to develop children's speaking and listening skills. In both nursery and reception, the development of children's vocabulary and language skills pervade all activities. Children sit quietly when required and listen well to others. For example, at the end of an outdoor session in the nursery, children talked about their work to the class as they sat on the carpet. One child described how they had seen a magpie with binoculars and remarked, 'It's got a black beak'. The teacher was extremely skilful in encouraging all children to talk.
45. Many of the activities and themes provided in both nursery and reception are often focused around a book. Children enjoy the stories that are read to them and listen attentively. Teachers and support staff read books with expression and enthusiasm and this captures the children's attention. Teachers use questioning well to check children's understanding of the stories. The teaching of letters sounds is effective and teachers use a range of interesting strategies and resources for this. For example, in nursery, children selected items one at a time from the 'sound basket'. The children identified the sound of the first letter of the item such as 'h' for hat. In reception, following the story, 'We're going on a bear hunt' by Michael Rosen, the children then chose a range of different books about bears. They showed interest and handled them carefully. Most children identify simple common words in the text. Also in reception, higher-attaining children used a collection of cards with letters. They matched capital letters with small ones.
46. Children in both nursery and reception have good opportunities to acquire and develop writing skills. Clear instruction and demonstrations are given by the teachers and a range of different writing implements are used. Children make good gains in forming letters correctly. In reception, children began to write sentences about the story 'We're going on a bear hunt'. One higher-attaining child wrote 'I went on a bear hunt' and read this confidently to the class. Most children are on course to meet the learning goals expected of them.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Teaching and learning are very good and children achieve well
- Mathematical activities are interesting.
- Number work is developed effectively within a range of different activities.

Commentary

47. Children achieve well in this area of learning because of the good teaching they receive. Most children are likely to reach expected early learning goals by the end of reception. An interesting range of activities is provided to promote children's mathematical development. For example, in the nursery, children explored different fish including mackerel, kipper and sardine. They compared the size of the fish. One child remarked, 'This is a bigger one' when a mackerel was alongside a sardine. Also in the nursery, children in an outside activity practised throwing beanbags in hoops with numbers. They identified the numerals from one to nine. Higher-attaining children counted, up to 16, the number of children in a registration group. In reception, children worked with water and a variety of containers. They estimated how many cups of water would fill a vessel and then tested their guess. They applied counting skills and used vocabulary such as 'full' and 'empty'. In another activity, children carefully measured ingredients for making chapattis. In both nursery and reception a range of

interesting resources, such as games, number-lines and illustrations, are used well to promote children's learning.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **good**.

Main strengths and weaknesses

- Teaching and learning are good and children achieve well.
- A wide and interesting range of activities is provided.
- Children acquire good knowledge of different countries and cultures.
- ICT is not sufficiently used to support children's learning.

Commentary

48. Children in both nursery and reception achieve well in this area of learning and most are on course to reach the early learning goals by the end of reception. Lessons are well planned, with interesting activities provided. After hearing a West African folktale by Angela Shelf Medearis, children made model houses of clay with a straw roof like those illustrated in the book. After being read the 'Rainbow fish' children in the nursery, with an assistant, made fish fingers. They brushed egg on the fish fillets and sprinkled them with breadcrumbs. Other groups of children explored and observed different types of fish, including mackerel, kipper and sardine. In both these activities the support staff provided good instruction, demonstrations and feedback.
49. In a good lesson in reception, the children had clear opportunities to find out about foods from different parts of the world. They tasted pitta bread from Greece, prawn crackers from China and naan bread from India. The children recognised the flags of these three countries. While the introduction was a little overlong, the children's enthusiasm was rekindled as they were engaged in a range of stimulating activities. For example, children followed clear instructions in the making of chapattis. They mixed flour and water, kneaded, rolled and cooked the dough. Children in nursery and reception acquired new knowledge of different countries and cultures well.
50. There are some examples of children using ICT to support their learning. For instance, children in nursery used computer programs to help recognise letters and mathematical shapes. Other children used a 'paint program' to create a picture of a fish. However, the computers are old and the limited range software restricts the effectiveness of ICT as a learning tool. Furthermore, children do not always have sufficient guidance when working with computers and this can adversely affect their interest and rate of learning. The Foundation Stage co-ordinator is aware of the need to improve the ICT equipment and has clear plans to do this when funding is available.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**

Main strengths and weaknesses

- Teaching and learning are good and children achieve well.
- Outdoor play provision has improved.

Commentary

51. Children achieve well in this area of learning and, by the end of reception, most children are likely to attain the expected early learning goals. Children have good opportunities to play outside and develop physical skills in the spacious and well-resourced area in the nursery. In one mathematical activity, children in the nursery demonstrated sound throwing skills with bean bags. Since the last inspection, the school has built and developed a good outdoor play area for children in reception. In reception, children travelled along a low beam with good balance, co-ordination and control. They developed their manipulative skills well in threading pasta on to wool and in mixing dough when making chapattis.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Teaching and learning are good.
- Children are provided with a wide range of activities.

Commentary

52. Children in both nursery and reception achieve well in this area of learning because of good teaching and the wide range of interesting activities provided. The teaching is an effective blend of clear instruction and allowing children to explore. For example, in an interesting nursery activity, children explored different fish. These were then coloured with thick paint. The children used the coloured fish to produce 'fish prints' on large sheets of paper. Children in the nursery also explored sounds by using a range of percussion instruments. In a reception activity, children created patterns of foot prints on a large piece of paper by placing wellington boots in a tray of paint and them walking on the paper. Another group used a range of brown fabrics and glued these on a card bear face and made an attractive collage. There are good opportunities for children to be creative and imaginative in role-play. In the nursery, the role-play area was the inside of an Arabian tent, where children had good opportunities to dress up in Middle Eastern costume. In the reception was the 'Harlyn Tandoori Restaurant'. Children gained new knowledge by working with different foods, spices and utensils. They offered others a portion of rice with mixed spices.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Teaching and learning are good and pupils achieve well as a result of this.
- Leadership and management of the subject are good.
- Standards in reading and speaking and listening are above national expectations.
- Writing standards are above national expectations in Years 1 to 5, but below in Year 6.
- The planning for cross-curricular links is not sufficiently developed.

Commentary

53. Teaching and learning are good, they are never less than satisfactory and at times are very good. Teachers have a good subject knowledge and use a wide range of strategies to engage pupils, which leads to good learning. Pupils' good behaviour, their good listening skills and

good application to the tasks set are important factors contributing to pupils' achieving well. Pupils with special educational needs, and those with English as an additional language, also make good progress. This is because they are well supported by work that matches their needs and they often receive good targeted additional help from learning support assistants. The school has made satisfactory progress since the last inspection by maintaining the good teaching, learning and achievement of pupils.

54. Pupils read well and enjoy reading. They have a positive and enthusiastic attitude to improving their skills. Teachers' good modelling of reading and choice of interesting and appropriate texts contribute to pupils' success. In Year 2, more able pupils discuss their favourite author and the types of books they enjoy. Some pupils have a favourite illustrator. In a good history lesson, where less able pupils were matching sentences and pictures of The Great Fire of London, all pupils read the sentences well. They made their work into a miniature book, which they then read to the class with obvious pride. In Year 6, pupils of all abilities read well in class. One very able pupil read from the book, "The Curious Incident of the Dog in the Night." When asked why he had chosen the book he replied that he had read a few books about autism, because he was interested in the subject and he had heard that this book was about an autistic boy. By Year 6 the most able pupils have a list of favourite authors and they visit the library regularly.
55. Pupils are given good opportunities to develop their speaking and listening skills. In all lessons seen, pupils either read out their work and discussed how it could be improved, or discussed their learning. Pupils listened carefully to one another and made constructive comments. All pupils take part in the Christmas production and end-of-year production. A wide range of video evidence was available during the inspection. In a Year 3 class, pupils were learning how to debate. Groups of children worked collaboratively to decide whether it would be a good idea to cut down a rainforest. They looked at the dilemma from different people's points of view and discussed the issues thoughtfully and to a good depth.
56. Writing is taught well and pupils make good progress. This is because targets are set and marking is often developmental, explaining to pupils what they need to do next. In Year 6, the quality of writing is below average because this year group has a high number of pupils with special educational needs. In all other year groups writing skills were seen to be above average. All pupils were given the opportunity to explore a variety of genres and formats.
57. The English co-ordinator leads this subject well. Procedures for assessment are used to match the level of work closely to the pupils' abilities. The co-ordinator monitors the standards in teaching effectively and gives feedback to support teachers. The co-ordinator is currently attending a five day course about developing speaking and listening skills and has thoughtful plans prepared to use the ideas gained for future INSET with the teaching staff.

Language and literacy across the curriculum

58. Good links were seen between history and literacy and there were examples of other links with subjects. Some very good examples from the Year 6 pupils' written work (Year 6 2003/2004) were seen relating to the annual "School Journey". This was based on practical fieldwork and was truly cross-curricular; work included an informative diary of the experience. At present, there are too few specific planned opportunities involving all areas of the curriculum. More cross-curricular work would support the development of writing skills more effectively. The use of computers to support literacy is limited and this area is under-developed.

MATHEMATICS

Provision in mathematics is **good**.

Main Strengths and weaknesses

- Teaching and learning are good, overall.
- Pupils' enthusiasm for learning and their commitment in lessons mean that they work hard and achieve well.
- The leadership and management offered by the subject co-ordinator are good.
- The teachers analyse assessments and make good use of the information gathered to inform their teaching.
- The support given by the teaching assistants to all pupils enhances their learning.
- Teachers have not developed the use of ICT in mathematics lessons sufficiently to give adequate support to the skills taught in discrete ICT lessons.

Commentary

59. Standards attained in mathematics by the end of Year 2 in 2004 were above the national average and well above the average for similar schools. Results at the higher level (level 3) are well above the national average and very high, when compared with similar schools. Pupils' achievement in Year 2, during the inspection, was good with all pupils achieving well, due to effective teaching.
60. Standards attained in mathematics by the end of Year 6 in 2004 were above the national average and well above the average for similar schools. Results at the higher level (level 5) were well above the national average and the average for similar schools. However, standards attained in relation to prior attainment were below the national average, at level 2, and in line with the standards for similar schools in 2003. In lessons observed in Year 6 standards, at the present time, are below those expected nationally, but achievement in Year 6 and across the rest of the year groups is good.
61. Overall, teaching is good throughout the school, enabling pupils to learn effectively. Teaching is good, because teachers enable pupils to use and apply their skills and understanding throughout the lesson in all aspects of mathematics. The planning, in all classes, has clear learning intentions that are shared and made explicit to pupils; they are then revisited throughout the lesson to ensure that learning is on the right track. Teachers use assessment well in lessons and adapt their teaching to meet pupils' needs accordingly. Learning is linked to previous and future lessons, giving pupils a clear framework to their learning. Teachers have good subject knowledge and work hard to develop pupils' understanding and use of mathematical vocabulary. The management of pupils' behaviour is good, enabling them to work both independently and collaboratively. Pupils enjoy and show enthusiasm for the subject. This is largely due to the variety of teaching and learning strategies used by the teachers, although little use was made in lessons of ICT during the inspection. Clear explanations, variety in the activity and a brisk pace to lessons help pupils to maintain concentration. Good use is made of learning support assistants across the school. They have a good understanding of teachers' planning, know what they are doing and support all pupils very well. From the scrutiny of pupils' work, it is clear that teachers' marking is consistent across the school and that they use praise appropriately and set pupils' targets to improve their future learning, to which pupils respond well. Pupils' presentation of work is good, right across the school.
62. Leadership of the subject is good. The co-ordinator has good knowledge and understanding of mathematics and is a good classroom practitioner. She acts as a good role model for the rest of the staff. There is a satisfactory subject development plan, which includes improvements in appropriate areas, but this needs to have a clearer focus on raising pupils' achievements.

63. Management is good. The strengths and weaknesses of the subject have been recognised through effective monitoring and evaluation techniques, which include classroom observations, scrutiny of teachers' planning, scrutiny of pupils' work, analysis of pupil data and analysis of pupils' assessments. There have been changes made to the curriculum and to teaching and learning following the monitoring and evaluation procedures and this is having a positive impact on raising standards in calculation. The co-ordinator has attended regular co-ordinator training run by the Local Education Authority (LEA). She has also worked closely with the LEA mathematics adviser, who has carried out monitoring and evaluation throughout the school.
64. All classrooms have a good range of resources, for covering the basic areas of mathematics and there is a good range of larger resources, which are stored centrally and are used well.
65. Since the last inspection improvement has been good. Standards in Key Stage 1 and 2 were above the national average at the time of the last inspection and have improved to slightly above the national rate. There has been an improvement in teaching in Years 1 and 2 and it is now good and in line with teaching in Years 3 to 6. Resources have been improved and are now good across the school.

Mathematics across the curriculum

66. Work in children's books shows that teachers are beginning to provide good opportunities for pupils to apply their mathematical skills, knowledge and understanding across the curriculum. Examples of line graphs have been recorded in the science work of Year 6 pupils, and data from questionnaires in religious education has been converted into pie charts. However, this has not been evaluated to see what impact it has had on standards and has not yet been formalised in the school's long- and medium-term planning.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Teachers employ a good range of different approaches, which support pupils' learning well.
- Pupils enjoy science and behave well, enabling them to make good progress in their lessons.
- There are weaknesses in planning for the development of skills in the curriculum from year to year, which leads to an inconsistent pattern of learning. There is insufficient focus on standards being raised.
- ICT is underused, weakening pupils' opportunities for research and limiting teachers' ability to demonstrate ideas and concepts in a high quality way.

Commentary

67. Standards are average in Year 2. In Year 6, standards are below average because there is a high proportion of pupils with special educational needs. In Years 3, 4 and 5 the work seen indicates broadly average standards. Overall, pupils' progress and achievement are satisfactory. Pupils with special educational needs make satisfactory progress. In Year 6, they are well supported by a teaching assistant and this helps them to maintain their concentration. There are no noticeable differences in the achievement of boys and girls, although in some classes, boys respond to questions more readily than girls. Over the three years to 2003 standards were above average. The results in 2004 indicate above average standards in comparison with all schools and similar schools. Extra time allocated to science in Year 6 is used well to improve standards. The school has made satisfactory progress since the previous inspection.

68. The overall quality of teaching of science is satisfactory. The samples of work seen in Year 1 are good and this indicates that good learning is taking place. Throughout the school, teachers use a good range of different approaches, many involving hands-on practical activity. This captures pupils' interest and they are keen and behave well. In practical work pupils are well managed, they co-operate well with one another and are sensible. Pupils apply themselves well to their work and are productive. There are many examples of good links between sequences of lessons; for example, in the range of experiments to test out insulators in Year 4. In some classes, worksheets are overused and this is limiting progress. For example, a diagram of a kitchen was used to identify different materials; this did not extend the pupils' thinking and time was wasted in colouring-in. The samples of work also show that expectations for the higher-attaining pupils are sometimes not sufficiently high; mainly arising from a lack of sharpness in the lesson objective.
69. The curriculum provides some good opportunities for pupils to develop a range of practical investigation skills, and knowledge and understanding. However, on a year-to-year basis they do not always build effectively on previous work, with the result that there are gaps in knowledge skills and understanding by the time pupils reach Year 6. For example, the samples of work show good work on materials and their properties started in Year 1 but not being sufficiently well-developed in Year 2. In Year 4 and 6, there are examples of very similar work being done when learning about separating solids and liquids. A significant weakness in the curriculum is the weak use of ICT across the school and the lack of access to the Internet in some classes. This is limiting opportunities for research and individual study.
70. Leadership and management of the subject are satisfactory. The co-ordinator monitors pupils' work and the teachers' planning. Tests have been analysed to identify strengths and weaknesses. Staff work well together and plan jointly within year groups. However, the schools' evaluation from monitoring is not sharp enough and the action plan does not have sufficiently clear or measurable targets.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **unsatisfactory**.

Main strengths and weaknesses

- There is an unsatisfactory level of equipment compared with that of similar schools.
- Access to the available equipment is limited, denying pupils proper levels of use.
- Standards are unsatisfactory because of the unsatisfactory provision and other subjects are not supported by ICT as a result.
- Teachers are enthusiastic and committed to teaching ICT skills, and pupils really enjoy using ICT when they get the opportunity.

Commentary

71. Standards are below average in Year 2 and in Year 6. Not all aspects of the ICT curriculum are taught, creating weaknesses in pupils' overall achievement. As a result, achievement is unsatisfactory. In lessons, pupils are enthusiastic about the subject and really enjoy the opportunities they get to use ICT. However, there are too few opportunities for them to develop a proper understanding of ways in which ICT can be a useful tool to support all aspects of their learning. Classes only get an hour each week in the dedicated computer suite and limited access to one computer in each classroom for the rest of the week. At the time of the last inspection standards were satisfactory, but progress in the school has not kept pace with advancing standards elsewhere.

72. Teachers are good at motivating pupils and try to make the experiences they provide as interesting and lively as possible. In the lessons most pupils make good progress, however, some pupils are well aware that they have access to better quality equipment at home, and the level of challenge for these pupils is undemanding. Nevertheless, pupils co-operate well; more able pupils or those with higher levels of skills are very willing to show others how to carry out tasks or correct errors. Pupils with special educational needs and pupils with English as an additional language get good support from adults, but there are no extra ICT facilities dedicated to support these pupils.
73. The result of having only one lesson a week for the subject is that teachers tend to teach the same skills to the whole class. This results in the more able pupils not being challenged by the work, becoming bored and experimenting with the programs in a haphazard way. Teachers have to spend a hectic lesson racing round the suite correcting errors, explaining matters and generally trying hard to keep everyone on task. A session of one hour is too long for the pupils in Year 1 to concentrate, and insufficient time for the pupils in Year 6 to develop their work to any degree. It is only by Year 6 that there is evidence of pupils beginning to show real independence in the work that they are doing.
74. The most significant issue for the school is the lack of resources in the school compared with the higher level of provision found in most schools. The ratio of computers to pupils is still over 1:10 compared with the national average of 1:8 in primary schools. There are no interactive whiteboards in the school or any effective means of displaying large scale media. For example, in a Year 3 lesson the teacher had to try and demonstrate the basis of the lesson to the whole class on a single 15 inch monitor. Despite the good levels of attention shown by all the pupils some could not see the demonstration properly. Six of the classrooms are not networked, and there is therefore no Internet access and only limited access to stand alone programs. The computer suite has an adequate number of computers, but no computer chairs. Younger pupils cannot adequately see what they are doing and in stretching across equipment to move the mouse or use the keyboard occasionally catch a key that causes the program to malfunction. There is limited access to other equipment, such as digital cameras and simple digital monitoring devices.
75. The co-ordinators for the subject are both relatively new to the school and have been trying to maintain the development of the subject. This has been made difficult by equipment failures, changes to the technical support staff and a school site that is difficult to support and manage. Nevertheless, they understand what they need to do and have a vision for the way forward. The limited subject budget is not sufficient to make a serious dent in the deficit level of provision the school needs to overcome to bring it into line with most other schools.

Information and communication technology across the curriculum

76. There are far too few opportunities for pupils to use ICT in lessons other than those solely set aside to teach the subject skills. Even with the limited accessibility, classroom computers are rarely used to support the work in other subjects. The subject does not yet form an intrinsic part of the teaching and learning in the school and, as a result, neither the majority of teachers nor pupils value it sufficiently.

HUMANITIES

Religious education

Provision in religious education is **good**.

Main strengths and weaknesses

- Teaching and learning are good.
- Religious education is used well to develop speaking and listening skills.
- Opportunities for individual study are limited.
- Good leadership has led to improvements.

Commentary

77. Standards in Year 2 are broadly in line with the expectations of the locally agreed syllabus. These were not reported at the last inspection. Standards in the current Year 6 are below those expected and lower than those reported at the last inspection. However, the current Year 6 has a higher proportion than usual of pupils with special educational needs. Standards in lessons in Year 3 and Year 5 were above expectations. Throughout the school, pupils (including those with special educational needs and those with English as an additional language) are achieving well because of the good teaching they receive.
78. The quality of teaching and learning are good. Since the last inspection, teaching has improved from satisfactory to good. Lessons are well planned and clear learning objectives are shared effectively with the pupils so that they know what they are to learn. Teachers recap effectively on pupils' previous learning before moving them on. Good questioning was used to challenge the pupils' thinking and to check their understanding. Good opportunities are provided to develop pupils' speaking and listening skills. They respond enthusiastically and are keen to demonstrate their knowledge and to share experience. A particular strength is that pupils from different faiths talk about their religion and beliefs. Pupils listen with interest and show respect for different cultures and religions. For example, in assembly some Year 2 pupils described how they would be celebrating Diwali.
79. In a good Year 1 lesson, pupils acquired new knowledge about Christian baptism. The teacher used a video well to enhance pupils' understanding. Higher attainers showed a clear understanding of the symbolic meaning of the water and the candle in a baptism service. In a good Year 3 lesson, pupils identified and discussed ways of remembering people who have died. These included benches with plaques, planting of a tree and special memorials. This work was well linked to Remembrance Day and the wearing of poppies. In a good Year 5 lesson, the teacher showed a very good knowledge of Judaism. The good use of artefacts such as the torah, kippahs and menorah generated interest and discussion. Pupils worked independently on finding information about Judaism. However, the inadequate number of books available restricted this promising activity.
80. While religious education is used well to develop pupils' language skills, opportunities for them to apply and develop their literacy skills are less strong. The styles and range of written work are often limited.
81. Leadership and management are effective. The planning of the curriculum has improved and is now good. The range of artefacts has been improved to good levels but in some areas there are insufficient books to encourage independent research. Assemblies are used well to enhance pupils' learning in religious education. Overall, the school has made good improvements since the last inspection.
82. The samples of work seen in **geography** indicate that standards are average. The Year 6 trip to Georgeham enabled a different location to be compared at first hand. The pupils produced high quality work, learning about the geographical features of coastlines. There are some very good links with science and good examples of extended writing. Year 1 work features strongly in a display showing the different places visited by pupils. Other trips and visits are frequent and are used well to enliven the subject. The lack of access to ICT is limiting pupils'

opportunities to gain an understanding of what different places are like and to develop skills of enquiry.

83. The samples of work seen and lesson observation indicate that teaching of **history** is good and that standards are average. In a good lesson in Year 2 on The Great Fire of London, resources were well used and the tasks given met the pupils' needs. Similarly, teaching in Year 3 used a very good range of different strategies to promote learning. The teacher skilfully managed class discussion to identify similarities and differences in Celtic and Roman dress. Following this, the pupils had great fun dressing up in 'togas' and helping each other follow simple instructions. This made the lesson memorable. The subject is further enlivened through a good range of trips and visitors to the school. The subject is well managed and the co-ordinator is clear about further development. Currently, the time allocated to the subject is limiting progress and the lack of ICT is restricting historical enquiry.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Music

Provision in music is **very good**, overall.

Main strengths and weaknesses

- Teaching and learning are very good and pupils in Years 3 to 6 achieve very well.
- The opportunity to play an instrument is given to all children during their time at school.
- Music is very well led and managed.
- The school curriculum is enhanced by extra activities.

Commentary

84. Teaching and learning are very good because music is taught throughout the school by the co-ordinator, who is a specialist teacher. Pupils in Years 1 to 6 receive a minimum of a one hour lesson a week. They also take part in a weekly music assembly. It is not possible to make a secure judgement about standards for pupils in Years 1 and 2 as no lessons were seen; however, by Year 3, pupils can play simple tunes on the ocarina, which is a small instrument that sounds like a recorder, but is easier to play. They use a good music vocabulary and are able to sing and play music in rounds. Lessons seen were at a very lively pace, with varied practical activities. Children knew and used the correct vocabulary and they reflected about how different music made them feel. In one very good lesson, Year 5 pupils all played the recorder and they sang a medley of tunes, some as rounds. They sang an African song and one child explained that African music had a cyclic pattern which was different from British music. The school has made good improvement since the last inspection and this is because music is now taught to all classes by a specialist.
85. Pupils in Years 2 and 3 all play the ocarina. Pupils in Years 4 and 5 play the recorder. They also play a variety of untuned instruments and during lessons observed, practised rhythm patterns and learned about timbre, tempo and pitch. In a very good lesson in Year 3 they combined playing instruments with movement. The instruments were placed around the floor. Pupils walked for eight counts, picked up an instrument for four counts, played the instrument for eight counts and put the instrument down for four. This helped pupils to practise keeping a regular beat and they were well motivated because it was such a practical activity.
86. Music is well led and managed. The co-ordinator encourages pupils to sing in choirs and represent the school. Resources are plentiful, varied and frequently used. Planning of lessons is thorough. The co-ordinator arranges for visitors to come into school and support the music.
87. In addition to visits by musicians and participation in choirs and school performances, pupils have the opportunity to learn string, woodwind and brass instruments from peripatetic teachers.
88. No **art and design** lessons were seen during the inspection and so no judgements can be made on the quality of teaching and learning. Other judgements are based on an examination of pupils' work, including display and discussion with staff. Standards are similar to those at the last inspection, and in line with national expectations. Pupils' achievement is satisfactory. The subject co-ordinator has developed the progression of skills in all aspects of art and this is beginning to have a positive impact on the standards of work produced by pupils. This is clearly evident in the pupils' observational drawings across the school, with some good drawings produced in Year 1 of characters from nursery rhymes; in Year 4, with drawings of African masks; and in Year 5, where pupils produced observational drawings linked to their work on ancient Greece using chalk pastels. In Year 6, pupils achieve good standards in their

water-colour paintings of the 'Blitz'. Their work shows great attention to detail and a developing awareness of line, shade and tone. Pupils' learning and understanding about the work of artists, such as O'Keefe, Monet, Escher and Bridget Riley, is satisfactory. By Year 6, they are beginning to develop a greater awareness of a variety of styles.

89. No **design and technology** lessons were seen during the course of the inspection and there was insufficient evidence to form a judgement.
90. Two **physical education** lessons were seen. In a very good Year 6 lesson, pupils were developing hockey skills on the playground. The teacher possessed considerable expertise and his enthusiasm motivated and engaged the pupils. Instructions and demonstrations by the teacher were extremely clear. Pupils watched and listened carefully and were then given good opportunities in small groups to practise skills in pushing, passing and receiving the ball. The teacher moved efficiently between groups providing encouragement and feedback and this helped them to improve their performance. Pupils then had good opportunities to apply the skills in a series of small games. They were competitive, worked well in teams and displayed good sporting attitudes. Higher-attaining pupils demonstrated considerable control and speed. The lesson was well structured and maintained a good pace. Pupils applied physical effort and most made very good gains in developing and applying hockey skills. The standards in this lesson were above average.
91. In a sound Year 2 lesson, pupils practised simple dance routines. The lesson had clear learning objectives and an effective warm-up activity. The teacher used groups of pupils well to demonstrate movements to others. However, the lack of clear expectations and routines reduced the pupils' progress. Pupils in this lesson attained average standards.
92. The school's participation in sporting activities is very good and the school has achieved much success in this area. The school has very good outdoor facilities and often hosts inter-school tournaments in football, cricket and netball. During the inspection, the Year 6 Harlyn girls' football team played a match against a local primary school. They displayed considerable skill, team work and hospitality to the opposition.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Personal, social and health education

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

Main strengths and weaknesses

- The personal development of pupils is an integral part of the school's ethos.
- The school values pupils as individuals and encourages self-reliance and maturity.

Commentary

93. There is good provision for pupils' personal development. The school has a full programme of lessons for the subject, which reinforces the ethos of the school effectively. The teachers are not afraid to tackle social issues in this subject and, as a result, pupils gain a very clear moral understanding. They follow rules because they understand them, not just because they feel that they have to. Assemblies and other whole-school activities play an important part in reinforcing this subject, but of equal importance is the way staff pick up on and reinforce the messages from the assemblies. Aspects such as sex education, drugs awareness and health education are all integrated into the curriculum.

94. Teachers use the subject well to reinforce the issues of valuing individuals whatever their background. There are good links with religious education. Respect and trust are central themes of the curriculum and this is reinforced by the growing importance of the role of the school council. The subject co-ordinator acts as the staff link between the school and the council and this is seen as crucial to the council's success by the pupils. They feel that their views and opinions are valued and acted upon. They have a strong sense of pride and a feeling of responsibility for the work they do. The regular events run by the school, such as performances, sports activities, fund-raising meetings and social, activities culminate in the end of Year 6 residential visit to Devon. Pupils see all these elements as a coherent programme and place great store in their school because of it. As a result, the school produces mature, sensible self-confident young people.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
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	4
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	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	2
The school's links with other schools and colleges	3
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	3

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