

INSPECTION REPORT

BROOKSIDE JUNIOR SCHOOL

Harold Hill, Romford

LEA area: Havering

Unique reference number: 102288

Headteacher: Mr Colin Cooper

Reporting inspector: Mr Colin Henderson
23742

Dates of inspection: 29th October – 1st November 2001

Inspection number: 193995

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7 to 11
Gender of pupils:	Mixed
School address:	Dagnam Park Drive Harold Hill Romford Essex
Postcode:	RM3 9DJ
Telephone number:	01708 701682
Fax number:	01708 349120
Appropriate authority:	The governing body
Name of chair of governors:	Mrs Y Cornell
Date of previous inspection:	April 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Colin Henderson 23742	Registered inspector	Mathematics Geography History Physical education	How high are standards? a) the school's results and achievements How well are pupils taught? How well is the school led and managed?
Jenny Mynett 9334	Lay inspector		How high are standards? b) pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
Susan Russam 10228	Team inspector	English Music Religious education Special educational needs	
Mike Wehrmeyer 15015	Team inspector	Science Information and communication technology Art Design and technology Equal opportunities	How good are the curricular and other opportunities offered to pupils?

The inspection contractor was:

TWA Inspections Ltd
5 Lakeside
Werrington
Peterborough
PE4 6QZ

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Alexandra House
33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Brookside Junior School is a two-form entry school, situated on a large site which it shares with an adjoining infant school. It currently has 235 pupils on roll (110 boys and 125 girls), which is slightly below the average junior school. Most pupils come from the surrounding housing estate which is a mixture of rented and owner-occupied housing. It is an area of significant social and economic deprivation. The pupils are of white, United Kingdom ethnic background. There are no pupils for whom English is an additional language. There are 63 pupils (27 per cent) on the school's register of special educational needs, with a range of moderate, severe and emotional needs. This is above average. Seven pupils have specific Statements of Special Educational Need. Thirty per cent of pupils are entitled to free school meals which is above the national average for this type of school. Attainment on entry is below the national average, particularly in literacy.

HOW GOOD THE SCHOOL IS

Brookside Junior School is a friendly and harmonious school community, and its overall effectiveness is satisfactory. Teachers successfully encourage pupils to have good attitudes to learning and to relate well to each other. Standards in mathematics and science have improved significantly. They are still too low in English. Teaching is sound and often good. The headteacher works effectively with his deputy headteacher and a supportive team of staff and governors. They have been successful in maintaining a caring, supportive approach and in preparing pupils for national tests. The school gives sound value for money.

What the school does well

- Year 6 pupils attain standards in mathematics and science which are above the national average.
- Pupils have positive and enthusiastic attitudes to their work.
- Good relationships promote a caring school, and a supportive school community.
- It provides well for pupils' moral and social development.
- Pupils' behaviour is good in lessons and around the school.

What could be improved

- Standards of attainment in English, in information and communication technology and in religious education.
- The arrangements for pupils with special educational needs.
- The monitoring and evaluation of teaching and learning.
- The management of curriculum subjects to a consistently high level.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made sound progress since the last inspection in April 1997. It has made some progress on the key issues, although this has not been consistent. It has made good progress on raising standards in mathematics and improving the school development planning. Progress on improving attainment in English has been unsatisfactory. Standards are still well below the national average. Pupils' poor literacy skills are a significant weakness and are restricting their achievement in other subjects. The school has made some progress on using assessment information to inform targets, although teachers do not build assessment opportunities consistently into their planning. It has not established procedures to monitor and evaluate teaching and learning. Teaching is still sound, overall, although there is now no unsatisfactory teaching. The school has maintained pupils' positive attitudes and good behaviour.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	E	E	E	D
Mathematics	C	C	B	A
Science	C	C	B	A

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

Results of the national tests at the end of Year 6 show that standards are improving, especially in mathematics and science. The proportion of pupils who achieved the nationally expected Level 4 has increased since the last inspection in all three subjects. In 2001 the proportion in science (96 per cent) and in mathematics (78 per cent) were both above the national average. The school exceeded its realistic 2001 target (73 per cent) in mathematics. Sound and often good teaching in Years 5 and 6 and a very effective programme to prepare pupils for the tests have improved standards in mathematics and science. The proportion of pupils achieving Level 4 in English (62 per cent) was well below the national average. The school exceeded its rather low target of 60 per cent. Standards in literacy are improving too slowly in order to enable pupils to attain the levels being achieved in the other subjects. Inconsistencies in implementing the school's literacy strategy, together with pupils' literacy weaknesses when they start the school in Year 3, are limiting attainment.

Inspection evidence confirms the trend in test results. Year 6 pupils are currently achieving standards in mathematics and science which meet average levels. They are likely to attain above average standards by the end of the year, following the positive impact of the systematic revision programme. Pupils' literacy skills are well below average, particularly in writing. These weaknesses restrict standards achieved in other subjects, for example, in history and information and communication technology. They are a serious concern to the school's continued improvement. Attainment in information and communication technology is below nationally expected levels by Year 6. Some weaknesses in teachers' subject knowledge, together with limited time for pupils to apply their skills, restrict standards. Pupils attain standards in religious education which are below those expected in the locally agreed syllabus. Pupils are given too few opportunities to extend their knowledge and understanding of Christianity and other faiths and beliefs. Pupils attain standards in physical education which are above average, particularly in developing their games skills. Standards in art, design and technology and geography are in line with those expected in Year 6. They are below expectations in music and history. Pupils with statements of special educational need receive effective support and they generally make sound progress. The school does not organise the arrangements to support other pupils with special educational needs so effectively. It does not ensure that these pupils make satisfactory progress overall.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils enjoy school. They have positive and enthusiastic attitudes to learning. They are keen to participate and to succeed.
Behaviour, in and out of classrooms	Pupils are well behaved in class and as they move around the school. They are friendly and show respect to adults and to each other.
Personal development and relationships	Relationships are good. Most pupils work and play together effectively. They respond well when given responsibility, although opportunities to take initiative and responsibility in lessons are limited.
Attendance	Attendance rates are well below the national average. A small number of pupils persistently arrive late for school.

Good standards of behaviour and pupils' enthusiastic attitudes to learning are strengths of the school and promote learning. Good relationships contribute to pupils' enjoyment of school.

TEACHING AND LEARNING

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

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

Teaching was sound throughout the school. There were examples of good teaching in each year. There was no unsatisfactory teaching. The teaching of English and mathematics is sound, overall, although there are inconsistencies in the way teachers implement the school's literacy strategy. This limits the development of pupils' literacy skills. Teachers promote pupils' numeracy skills soundly and use these successfully to raise standards in mathematics and some other subjects, for example science. Teachers use good class management skills to focus pupils' attention and concentration. Teachers do not have consistently high expectations, especially of more able pupils. They do not always use assessment information to ensure that learning activities closely meet the range of pupils' needs.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and soundly balanced. It is enhanced effectively by educational trips, links with the local community and a sound range of extra-curricular activities.
Provision for pupils with special educational needs	Unsatisfactory. Teachers do not use individual education plans to ensure that work closely matches pupils' needs. The frequent withdrawal of pupils for additional literacy work restricts their involvement in class activities. The work is not consistently linked to their class work.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good moral and social provision promotes good relationships and a good understanding of right and wrong. Provision for spiritual and cultural development is sound. Pupils' knowledge and understanding of the contributions of other cultures are not fully developed.
How well the school cares for its pupils	The school provides good care and support for its pupils. It has sound procedures for monitoring pupils' academic and personal development. Assessment procedures are unsatisfactory. Teachers do not use them effectively to guide their plans consistently.
How well the school works in partnership with parents	The school's links with parents are not sufficiently developed to contribute significantly to improving the quality of pupils' work.

Parents value the school's caring and supportive approach. The unsatisfactory arrangements for pupils with special educational needs do not ensure that they make good progress towards their learning targets.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school has sound leadership and management overall. The headteacher provides good leadership in promoting a caring and positive school ethos. He works successfully with his deputy and senior staff. Rigorous procedures to monitor and evaluate teaching and learning are not in place. This is restricting improvement in key subjects, for example literacy.
How well the governors fulfil their responsibilities	Sound, overall. Governors actively support the school and are well informed. They fulfil their statutory requirements effectively and are increasingly involved in focusing on school improvement.
The school's evaluation of its performance	The school is beginning to use attainment information to identify improvement priorities. It has not developed clear, rigorous procedures to focus on raising standards consistently.
The strategic use of resources	Good. The school uses its finances efficiently to support development priorities. Governors monitor spending levels closely and apply the principles of best value effectively. The school gives sound value for money.

The headteacher, working closely with an influential deputy and a supportive staff and governing body, has developed an effective team approach. Staff changes and recent recruitment difficulties have limited some aspects of school improvement. The number of teaching and support staff is good. There are some uncertainties in staff subject knowledge which restrict the pace of pupils' progress. Resources are satisfactory, overall, although those for music and reading are not sufficient to extend pupils' skills and knowledge.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • The standard of behaviour is high. • Teaching is good. • The school is well led and managed. • The school has high expectations of their children's work and behaviour. • The school helps their children become mature and responsible. 	<ul style="list-style-type: none"> • The amount and consistent use of homework. • The school working more closely with parents. • Being kept well informed about their children's progress. • A broader range of activities outside of lessons.

Parental responses are from the five parents who attended the meeting and the 42 questionnaires (18 per cent) that were returned. Inspection evidence supports many of the parents' positive views, especially those relating to good behaviour, children's enthusiastic approach and their good personal development. Good teaching and high expectations were not consistently evident. Inspectors judged that the school uses homework soundly to support school work and that there was a sound range of extra-curricular activities, especially sporting activities. Inspection evidence confirms that the school has not fully developed its partnership with parents and the range and quality of information sent to them.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The results of the 2001 national tests for Year 6 pupils show that pupils attained standards which were above the national average in science and in mathematics and were well below average in English. Compared with similar schools, pupils' attainment was well above average in science and in mathematics and below average in English. Test results since the last inspection, as set out in the following table, show that the school has been improving standards in all three subjects. The proportion of pupils who achieved the nationally expected Level 4¹ by end of Year 6 has increased. There is no significant difference between the attainment of boys and girls. The school has raised attainment considerably in science and in mathematics. Results show that standards are improving each year in English. However, this improving trend is too slow to enable the school to reach levels achieved in the other two core subjects.

A table to show the percentage of Year 6 pupils achieving the nationally expected Level 4.

Subject	1998	1999	2000	2001	2001 National average
English	41	47	56	62	75
Mathematics	55	70	69	78	71
Science	52	82	86	96	87

The following are the main factors which are improving results considerably in mathematics and science.

- The school organises a very effective programme for the spring and summer terms to prepare pupils for taking the tests; for example, pupils thoroughly revise each aspect and topic in science and mathematics.
 - The teaching is sound and often good in mathematics and science, especially in Years 5 and 6. The school has implemented its numeracy strategy soundly.
 - Pupils have positive and enthusiastic attitudes to practical investigations and solving problems in science and mathematics.
 - Teachers use a well-structured range of activities in both subjects, many supported by good resources, to capture pupils' interest and attention.
2. Inspection evidence reflects test results and shows that pupils attain well below average standards in English by the end of Year 6. They make unsatisfactory progress, overall, in developing their literacy skills. The school has achieved its target in the last two years for the proportion of pupils achieving the nationally expected Level 4; for example, the 2001 target was 60 per cent and it achieved 62 per cent. It is likely to achieve its 2001 target of between 63 and 68 per cent. These targets are still well below the national average and are not sufficiently challenging to enable the school to achieve the standards achieved in the other two core subjects. The school has not implemented its literacy strategy consistently, due mainly to staff changes. Teachers do not use assessment information effectively to ensure that their expectations are high enough, especially for more able readers and writers. Pupils' reading skills are not developed satisfactorily overall. Few pupils read for pleasure. Pupils have little knowledge of authors or books which they have read. Pupils often organise their writing soundly with accurate use of punctuation.

¹ The National Curriculum has been written on the basis that pupils attain Level 4 by the end of Year 6. ~~If a p~~ Pupils attainings Level 5 ~~then he or she is are~~ reaching standards above ~~that those~~ expected for ~~a child of his or their~~ age.

Their spelling is frequently inaccurate and few use dictionaries consistently to support this aspect of their work. Handwriting is sound and pupils generally take pride in their presentation. Pupils have too few opportunities to write for a broad range of different purposes, especially extended written work. Teachers do not enable pupils to extend their writing skills consistently in other subjects, for example history.

3. Inspection evidence shows that most Year 6 pupils are achieving standards in mathematics which are in line with those expected of 11-year-olds. The impact of the school's very effective revision programme, as shown in previous years' results, should enable a significant number of pupils to achieve above average standards. The school is on line to attain above average standards for Year 6 pupils in mathematics by the end of the year. The current Year 6 contains a higher proportion of average and above average pupils than last year. The school achieved its target in 2000 for the proportion of pupils (69 per cent) to achieve Level 4 or above. It exceeded its 2001 target (73 per cent) by 5 per cent. It is likely to exceed its 2002 target of between 78 and 80 per cent, although teachers do not consistently require more able pupils to apply their mathematical skills to solve challenging investigations and number problems. This does not always enable pupils to attain standards of which they are capable. Most pupils have sound and often good knowledge and understanding of number strategies. They use written methods effectively to solve a good range of number questions. Their mental number skills are sound, although many have a limited speed of recall. This restricts the amount of work achieved.
4. Pupils attain standards in science which are above the national average and reflect the improving test results. During the inspection, Year 6 pupils were achieving standards expected of 11-year-olds. Many will achieve above average levels by the end of Year 6 due mainly to good teaching and the impact of the very successful revision programme. Most pupils have a good knowledge and understanding of the process of scientific enquiry. They have a good knowledge and understanding of such topics as 'life and life processes'. Pupils clearly enjoy the practical investigation activities and are keen to find solutions. This supports the standards achieved and enhances the quality of learning.
5. Pupils' attainment in information and communication technology is below nationally expected standards by the end of Year 6. Pupils make unsatisfactory progress in developing and applying their knowledge, understanding and skills. Teachers make some use of the improved computer resources, for example, to support work in some other subjects. However, pupils do not have opportunities consistently in all classes to apply their skills. This does not ensure that pupils make sound and consistent progress in extending their skills. Weaknesses in literacy skills restrict the amount of work achieved, for example, in word processing. Teachers do not have subject expertise and confidence to ensure that pupils make sound progress in all required aspects.
6. Pupils attain standards in religious education which are below those expected by Year 6 pupils in the locally agreed syllabus. Most Year 6 pupils know the importance of the Bible as a Holy Book for Christians and some recalled significant events in such stories as 'the Good Samaritan'. Few pupils have a sound knowledge and understanding of other faiths. Teachers do not provide sufficient opportunities for pupils to consider other religions in any detail. This limits the standards attained, especially for more able pupils.
7. Many Year 3 pupils start the school with below average skills, particularly in literacy. Their writing skills are well below average. Most pupils make sound progress, overall, although teachers do not consistently challenge more able pupils to extend their knowledge and skills. Pupils often make good progress, especially in science and in aspects of mathematics. The school does not consistently and frequently require pupils to apply their literacy skills in subjects other than English. This restricts their progress.

Most Year 6 pupils attain standards in physical education which are above expected levels, especially in games and swimming. Pupils' attainment in design and technology, art and geography meets nationally expected levels in Year 6. Their standards in history and music are below those expected nationally.

8. Pupils with special educational needs do not make satisfactory progress. The school has not organised its programme for support for these pupils effectively. It does not identify all pupils who need additional help in class activities. As a result, they are not making good enough progress in their work. Arrangements for supporting pupils who have statements of special educational need are more effective and ensure they attain standards which are more closely in line with their prior achievements. Pupils who have individual education plans do not make adequate progress in meeting their targets. They attain below expected levels in relation to these targets. Pupils who are withdrawn from class to receive additional help with literacy gain competence in basic reading, writing and spelling skills. However, they miss a significant number of lessons taught by their class teachers. They are not receiving the same opportunities as their classmates to benefit from the same quality of teaching and learning experiences. This does not promote their learning.

Pupils' attitudes, values and personal development

9. Pupils enjoy school and demonstrate positive attitudes to their learning. They are enthusiastic, eager to respond, and keen to participate both in lessons and other activities in and around school. Parents are particularly pleased by the way the school promotes pupils' personal development and helps their children to become mature and responsible. They value the good teaching and high expectations of staff, which make their children keen to learn. Pupils are particularly well motivated when there is a practical focus to the lesson. However, some pupils have a short attention span and can become easily distracted when the pace is slow, or if there are over-extended sessions on the carpet. Pupils with special educational needs generally respond well to their lessons and demonstrate a positive attitude to learning alongside their classmates. A minority of pupils who are withdrawn from their lessons for additional help with their literacy resent having to miss opportunities to work with their classmates.
10. **The standards of behaviour in and around the school are good and have been well maintained since the last inspection. The school has worked hard at promoting good behaviour with effective results. Parents were complimentary about the behaviour of pupils in the school. Pupils are aware of the school rules. However, there is a small minority of pupils who exhibit challenging behaviour and can be very disruptive, requiring careful management by staff. Effective use of the behaviour tracking systems generally ensures these pupils are well controlled. Pupils respond positively to the reward system and feel that it encourages them to behave and work harder. Pupils are very friendly, happy to talk about what they are doing and very willing to show their work to visitors. They feel that the school is a 'colourful' place, 'not dull', 'nice to be in' and the 'teachers make it fun'. When asked whether there were incidents of bullying they replied 'occasionally', but they knew who to go to if it happened. They were confident it would be dealt with properly. They felt it was 'a happy and safe school'. The Year 6 pupils who had trained as 'peer mediators' were very confident that they were going to be able to sort out any problems that occurred once they started their roles. There has been one exclusion this term lasting five-days.**
11. Relationships in the school are good, both between staff and pupils and amongst the pupils themselves. The school works hard to promote tolerance and kindness and ensure pupils do not feel excluded. When they have opportunities pupils work well

together in pairs, such as collaborating on the computer. However, there are insufficient opportunities for group work and many pupils have not learnt how to work harmoniously together. In a science lesson there was a great deal of squabbling in some groups and reluctance to share the resources and take turns. This resulted in them making slower progress than the other groups. There is also a reluctance to work together in some classes, where boys and girls are paired up for activities. Pupils who have emotional and behavioural problems respond well to the help the school provides in enabling them to come to terms with their difficulties. They build meaningful relationships with adults and their classmates.

12. The school offers good opportunities during assemblies, collective class worship and during circle time² for pupils to talk about important issues, sharing their views and feelings, with a good moral code promoted. During the inspection week the focus was on 'friendship', with many activities exploring this theme and how to ensure that everyone was valued and appreciated. A Year 6 circle time activity provided sensitive personal recognition of the strengths of those involved, promoting their self-esteem and confidence. The clear aims and ethos of the school encourage value and respect for each other, and are reinforced by the good role models of the staff.
13. Opportunities to develop pupils' personal development and initiative are satisfactory. There is good personal support. However, teachers over-direct many lessons. This limits opportunities for pupils to develop their initiative or to take responsibility for their own learning. Pupils respond well when they get opportunities to take on roles of responsibility. Pupils undertake their roles as class monitors conscientiously. For instance, in an art lesson pupils had different tasks in setting up and clearing away which they did with the minimum of fuss or mess. In a Year 5 numeracy lesson, more able pupils acted as 'maths buddies' helping those in other groups who were having difficulties. Year 6 pupils have additional responsibilities such as helping out at lunchtime or looking after younger pupils at wet break times. Eight pupils are selected to act as captain and vice-captain of each house team, and have responsibility for the collection of the house shield each week. Twenty-four pupils in Year 6 have undertaken training as 'peer mediators' to help solve playground and other difficulties. They are very enthusiastic about the opportunities offered and are eager to begin their role. They feel that 'they can make a difference'. The school does not have a school council and there are no effective systems in place to provide pupils with a chance to offer suggestions or air their views.
14. Attendance levels in the school are unsatisfactory. The attendance figure of 91.62% for the last academic year was well below the national average. Many of these absences relate to parents taking their children on holiday in term time. Punctuality is also a problem with a small number of parents regularly bringing their children to school late in the mornings. Teachers complete registers correctly during the registration period. This provides a settled start to the day.

² During circle time pupils discuss a wide range of personal and general issues. All pupils agree that no interruption should occur and only person at a time will speak. Respect for other pupils' views will occur at all times and therefore pupils feel confident that they can talk with ease and free from any interruption from other pupils.

HOW WELL ARE PUPILS TAUGHT?

15. The quality of teaching is sound. Teaching was good in 42 per cent of the 42 lessons observed. It was very good in a further 10 per cent. There was no unsatisfactory teaching. Although the standard is similar to that reported in the last inspection, the school has improved the amount of good teaching and reduced the amount of unsatisfactory teaching. Taking all subjects into account and looking carefully at pupils' work, the quality of teaching is sound throughout the school. There were examples of good teaching in each year group, with frequent examples of very good practice in Year 4. The scrutiny of pupils' work showed that there are inconsistencies in teachers' expectations of the standards and the amount of work which pupils achieve. Teachers do not consistently use assessment information to ensure that learning activities closely match pupils' needs. This restricts standards. The teaching of English is sound overall. However, there are inconsistencies in the way teachers implement the school's literacy strategy, which does not enable pupils to develop their skills consistently. Teachers do not challenge pupils enough to apply their literacy skills in other subjects. This does not enable them to improve their skills and limits the effectiveness of the school's literacy strategy. The teaching of mathematics is sound and often good. It is contributing successfully to improving standards and to ensuring that pupils develop their numeracy skills soundly.
16. Teachers have good relationships with their classes and manage their pupils very effectively to enable them to sustain interest and concentration. Teachers plan together soundly in year group teams to ensure pupils meet the same learning objectives. These objectives are shared consistently with their classes to enable pupils to know what they are trying to achieve. Most teachers use the end-of-lesson feedback sessions successfully to check on pupils' learning. In the most effective lessons, teachers use these feedback sessions to question pupils about their understanding and then to challenge them to extend their knowledge. For example, in a Year 6 numeracy session, the teacher questioned pupils to review what mental strategies they had used to solve different 'whole-number' problems during the main activity. He then used number cards successfully to challenge pupils to apply similar strategies to display answers to rapid-fire mental number questions. Some of these required pupils to extend the use of these strategies into the addition and subtraction of decimal numbers such as $117.5 + 4.5$. This reinforced then extended pupils' understanding and enabled higher standards to be achieved.
17. Teachers organise their lessons effectively and make good use of different resources to gain pupils' interest and focus their attention. For example, in a good Year 4 science lesson looking at the properties of materials, the teacher gained their attention by shining a light through different materials. The teacher then used questions to develop pupils' understanding of the scientific process. For example, she encouraged them to predict the number of sheets of tracing paper they would need to make the material become opaque. This focused their attention on the learning task. By continuing to ask probing questions, for example, on the position and distance of the torch from the material, the teacher then extended the pupils' knowledge of 'fair testing' and raised the standards attained.
18. Teachers do not have consistently high expectations of pupils' work, both in the standards attained and the amount achieved. They do not use assessment information consistently to build on pupils' prior knowledge and ensure that learning activities match the needs of the full range of ability. They do not always challenge more able pupils to extend their skills and knowledge and attain higher than average standards. For example, in a Year 6 numeracy lesson on the use of brackets, more able pupils understood quickly the 'adding on strategy' to check the accuracy of their answers. However, the teacher did not then challenge them to apply it to work out harder

questions. They continued to use it successfully to solve and check easy questions. When they had completed the exercise, the 'extension' activity was mainly reinforcing the technique rather than extending its use into more difficult questions. This restricts the standards which these pupils are capable of attaining.

19. Teachers do not always clearly show in their planning how learning activities match the range of pupils' needs. This leads to some activities being too difficult for lower attaining pupils and not sufficiently challenging for more able pupils. For example, in some numeracy sessions, teachers plan the main activity on the ability of the average group. They expect more able pupils to cover more of the work and less able pupils to cover less. In a Year 3 lesson, this resulted in almost all of the teacher's attention being given to the lower attainers who were not able to work independently on too difficult a task. The more able pupils completed all that was required of them quickly, but received no challenge to extend their knowledge. Teachers do not always provide activities which focus on improving pupils' writing skills, a weakness known to the school and an identified improvement priority. For example, in history, teachers use activities such as cloze procedures too frequently requiring one word answers and writing frames which only require two or three sentences. They do not encourage pupils to provide detailed and informative written work nor extend their writing, for example, in descriptive or imaginative work.
20. Most teachers maintain a good lesson pace. They frequently change activities to link the different parts of the lesson together and to encourage pupils to stay focused and use their skills and knowledge. For example, in a Year 6 physical education lesson, the teacher changed activities successfully to enable pupils to practise their hockey skills in individual, group and team activities. She gave pupils appropriate time to practise their skills before requiring them to apply the skills in a competitive team activity. Where teachers have good subject knowledge, they use it successfully to promote higher standards of attainment. For example, in a Year 3 art and design lesson, the teacher used her good subject knowledge to improve pupils' understanding of the correct technique for mixing and blending colours. Pupils began to appreciate that by using colour blends carefully, it enhanced the quality of the mix and of their whole painting. The teacher enthusiastically encouraged pupils to evaluate their work and continually look for ways to improve its quality. This raised the standards attained by the pupils.
21. Teachers use homework soundly to consolidate and extend the work covered in school, particularly in literacy and numeracy. For example, the school uses a mathematics scheme of work which provides a good range of homework activities to support pupils' learning. Most teachers use the homework consistently to enhance numeracy skills. Teachers also use homework to have regular preparation for spelling tests. However, there is significant inconsistency in the use and effectiveness of the reading record books. Teachers do not always monitor the use of these books. This does not always encourage pupils to read frequently and improve their standard. Many teachers do not use information and communication technology sufficiently frequently to support work in a wide range of subjects and to promote pupils' basic skills. They do not always identify opportunities to use information and communication technology in their lesson plans. When they do use it, they do not always organise it to ensure that it links closely to the main class focus, for example, in numeracy. This does not enable pupils to reinforce or extend their knowledge and understanding in the particular aspect of the work. For example, in a Year 6 numeracy lesson, two pupils worked on a problem-solving activity on the computer which did not relate to their mathematical topic. They missed the teacher's introduction and development of a particular mental mathematical strategy, which affected their later progress.
22. Teaching for pupils with special educational needs is sound overall. They receive sound

support in whole class lessons. It is effective in enabling pupils to participate fully and with confidence in all learning tasks. Trained learning support staff are effective and make a valuable contribution to the quality of teaching and learning. Teachers make very poor use of individual education plans to inform their planning and to match the work they provide to meet the pupils' individual needs. Untrained learning support assistants work with individuals or small groups of pupils without direct supervision by teachers. They are encouraging and supportive in their approach, but frequently have low expectations about the quality and standard of work produced by the pupils.

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

23. The school provides a broad and soundly balanced curriculum which meets statutory requirements. It has made a sound improvement to the curriculum since the previous inspection. The topic system of planning has given way to a form that puts the emphasis more clearly on individual subjects. This enables the teachers to go into a greater depth of subject knowledge. It also ensures that teachers develop skills through an orderly sequence of steps through the four years. The time allocated to science has increased and the new planning scheme has had a significant effect in raising standards. Most subjects now have strong planning schemes based on national guidelines. The broadly based and soundly balanced curriculum effectively meets pupils' needs and interests. The exceptions to this are music and religious education. The planning for music is incomplete and, therefore, pupils do not make the progress of which they are capable. The planning for religious education is loosely based on an older scheme, consequently there are gaps in pupils' knowledge.
24. Similarly, there are gaps in pupils' knowledge and skills in information and communication technology. The long term planning for information and communication technology is satisfactory. Teachers do not develop in the short term planning for other subjects a clear link showing how to include information and communication technology, nor how frequently to use it. However, teachers do make effective links between some subjects. For instance, a lively study of the history of the Victorians by Year 6 became more relevant when pupils tried for themselves the art of making William Morris tiles. Whenever the curriculum is particularly relevant it has a strong impact on pupils. For example, Year 6 pupils were rightly appalled to hear of schools where pupils smoke, because their science experiments showed clearly the harmful residue that accompanies nicotine. The curriculum includes a soundly planned programme of personal, social and health education. This programme includes sound induction arrangements with partner schools. These enable new pupils to settle quickly into the junior school, and Year 6 pupils to look forward with confidence to starting at the senior schools. The focus on citizenship is beginning to expand with initiatives such as the peer mediation project, but these do not yet include all pupils.
25. A satisfactory programme of extra-curricular activities is also expanding, as the school is anxious to meet the parents' concerns and include a wider range of pupils in these events. Sound links with the local community and trips to places of educational value further enrich the curriculum. The school ensures that these are available to all the pupils. The school aims to provide equal opportunities for all pupils. The senior staff have not yet conducted a survey of all the inclusion needs of the school in order to check on how successful they are in achieving this aim. The strategy of planning work to match pupils' needs is effective. However, on occasion the tasks do not sufficiently match the highest or lowest abilities. Then pupils find they are doing work too hard or too easy for them and become disheartened. The staff analyses the school's test results to identify differences in performance between boys and girls.

26. The curriculum for pupils with special educational needs is unsatisfactory. The school provides a flexible range of support to meet the various needs of individual pupils. The most effective is in-class support from learning support assistants and special educational needs teachers where pupils are taught in ability groups. Although teachers have copies of pupils' individual education plans, they do not use these effectively to plan suitable work to meet the needs of individuals. The school ensures that the provision outlined in pupils' statements is in place. The school maintains some documentation which indicates that it undertakes annual reviews. However, it does not do these in line with the guidance provided in the Code of Practice³ for the identification and assessment of special educational needs. The arrangements for the withdrawal of a significant proportion of pupils for additional literacy help is unsatisfactory. It does not promote the inclusion of all pupils to provide them with equality of access to the full National Curriculum.
27. The strategies for the planning of literacy and numeracy, introduced since the previous inspection, provide a more effective planning base for these two areas of learning. The school plans the numeracy hours soundly, promoting satisfactory progress for pupils. Taken into account with the school's strong revision programme for the standard tests, these contribute well to raising standards in mathematics. It does not plan the literacy hours effectively. These tend to focus too much on technical elements. They do not give enough prominence to lively debates about literature, nor to opportunities for pupils to engage in extended and excited writing. For instance, in a Year 3 lesson, where the pupils were full of ideas for a poem they wanted to get down on paper, they were asked to focus on a small number of rhyming words. The school does not sufficiently monitor and evaluate these aspects, and the curriculum generally, to identify the strengths and areas for development.
28. Provision for pupils' spiritual, moral, social and cultural development is sound overall. Since the time of the last inspection the school has maintained the good standard of provision it makes for pupils' social and moral development. It has not yet addressed the weakness in providing opportunities for pupils to develop their knowledge and understanding of other non-European cultures, nor involvement in the wider local community.
29. Pupils' spiritual development is satisfactory. Teachers choose stories to illustrate themes in lessons, assembly and collective worship. Pupils talked about how people care for them and how they also care for people who are an important part of their lives. Visitors to the school contribute meaningfully to developing pupils' wider understanding of caring within society. As part of this they collect money for good causes such as 'Operation Christmas Child', 'National Children's Homes' and 'Cancer Care'. During periods of formal prayer most pupils demonstrate a sound degree of reverence and respect. They sit quietly to reflect on what they have learned in assembly. However, teachers organise opportunities for quiet thought more effectively within their class assembly time.
30. The school is good at promoting pupils' personal development through the opportunities it provides for raising their awareness of social and moral issues. There are effective policies for eliminating bullying and unsatisfactory behaviour, which most adults working in the school implement consistently. Adults who work within the school provide good role models for pupils and are also consistent in their approach to reinforcing the difference between right and wrong. Discussions in class are particularly effective in prompting pupils to reflect upon how their actions may affect others and that they have choices about how to behave. Representatives of the 'peer mediation group' talk with maturity about the need to be honest and fair, to tell the truth. They know that justice

³ Code of Practice – this gives practical advice to schools and the local education authorities about their responsibilities and tasks to ensure that pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1993 Education Act.

depends on being even-handed and non-biased. During the inspection, first hand experience confirms the value of these initiatives in developing older pupils' social competence and their skills in initiating and sustaining interesting dialogue with adults helping them. Through their participation in school sports events and competitive games, pupils learn the value of developing a team approach with their team mates in order to be successful participants in school-based and regional events. Year 6 pupils participate in a residential visit to Stubbers Activity Centre which provides good opportunities for them to learn to live together as part of a community.

31. Pupils' cultural development is satisfactory. The school enhances pupils' awareness of their own culture through several areas of the curriculum, together with regular visits and field trips. During their history lessons, they learn about the impact of inventions and discoveries made by their ancestors, and how Britain as a nation has influenced the lives of people from other countries. Through art and less so in music, pupils find out about the work of reputed artists and musicians. The school does not provide enough visits to the theatre, museums, galleries or classical music concerts to help pupils appreciate effects created by a particular piece of music or art. The school does not have a choir and there are no opportunities for pupils to learn to play musical instruments. However, Year 6 pupils enjoy their annual Christmas musical production of shows such as *Oliver* and *Bugsy Malone* and Year 4 pupils enjoyed their production of *Joseph and his Amazing Technicolour Dreamcoat*. The school provides few opportunities for pupils to develop an understanding of living in a multicultural society, although it makes effective use of visitors who share their traditions with the pupils.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

32. **The school provides good care for pupils' health and welfare. It makes a satisfactory contribution to their personal and academic development. Teachers and their support staff know the pupils very well. They effectively monitor pupils' personal development and act quickly when they see a need. The school seeks to ensure that pupils have equal opportunities, to include them fully in all activities and to recognise and value each individual's contribution.**
33. **Procedures for monitoring and promoting discipline and good behaviour, and eliminating any oppressive behaviour, are good. This reflects in the good behaviour and orderly atmosphere in the school. The comprehensive behaviour policy provides clear guidelines and procedures for promoting good behaviour, and dealing with any disruptive pupils or incidents of bullying. There is a good balance of rewards and sanctions, with staff offering a consistent approach to behaviour management. Where there are concerns, the school has implemented sensitive monitoring and behaviour modification procedures. These include tracking systems to monitor individuals, and the involvement of outside specialists. These strategies are very effective and help to manage incidents of disruptive behaviour.**
34. Procedures for monitoring and improving attendance are satisfactory, but leave room for development. The school plans to institute first day calls to chase up absences. It informs parents of their responsibilities regarding the need to ensure their children attend school regularly and promptly. It also encourages them not to take their children on holiday in term time. It awards certificates each term as an incentive for full attendance. It has established good links with the new education welfare officer who has recently been involved in following up a number of cases.
35. The school has satisfactory systems in place for child protection and ensuring pupils' health, safety and welfare. The school has an appropriate policy with procedures and guidelines for child protection. The special educational needs co-ordinator and

headteacher are the responsible teachers. Neither of these two members of staff, nor the staff generally, have received recent in-service training or have been updated about changes to the legislation. However, the special educational needs co-ordinator participates in case conferences and is aware of the relevant procedures. Well-established systems are in place to take care of pupils who may fall ill during the day, and there are effective procedures to meet the medical needs of pupils. An appropriate number of staff are qualified to provide first aid.

36. There is a comprehensive health and safety policy. Regular health and safety checks and risk assessments are undertaken by the school-keeper, and the staff representative, who is also the health and safety governor. The governing body takes an active role in fulfilling their responsibilities for health and safety.
37. There has been some progress since the last inspection in developing assessment procedures and the use teachers make of them to inform the next step in pupils' learning. However, the school has not made consistent progress in developing this aspect of its work and it is unsatisfactory overall. The school has been successful in using assessment to inform school improvement targets, to enable teachers to predict levels of pupils' attainment and to raise attainment in mathematics and science. Rigorous procedures have been introduced sensitively and systematically as part of a good quality commercial scheme of work for numeracy. The school has rightly placed emphasis upon developing the comprehensive methods of monitoring and tracking pupils' achievements in numeracy. However, it has not placed the same degree of importance on developing methods of assessing pupils' attainment in literacy. Evidence from the inspection confirms teachers' predictions about the impact this is having upon raising standards in the national tests for Year 6 pupils. It confirms the big gap between achievements in literacy and numeracy. The school has identified a need to develop assessment procedures in literacy further to replicate the better quality of numeracy and science assessments. Co-ordinators responsible for other subjects have not initiated nor implemented any procedures for monitoring pupils' progress and achievements. In some subjects, co-ordinators are considering collecting samples of pupils' assessed work. The school recognises these would be helpful in providing teachers with information about standards throughout the school.
38. The school plans to include older pupils in setting writing targets for themselves as another area to develop in order to raise standards. In discussion, pupils responded very positively to this idea. They have enjoyed the opportunity it has recently given them to take some responsibility for the direction of their own learning.
39. The school has just started to use the results of a range of assessment information in literacy and numeracy to analyse and evaluate areas of weakness in teaching and learning. It is going to check more closely the achievement of pupils who attain higher than average standards. It is aware of the importance of monitoring this strategy to ensure any gifted and talented pupils are suitably challenged by the work they are given. The school reviews and amends targets for less able pupils and those with special educational needs. It does not do this regularly enough to ensure these pupils continue to make sufficient progress. The use of assessment has not yet contributed to identifying weaknesses in the quality of some areas of the curriculum or the way in which these subjects are taught in some classes. The school is not yet using this information consistently to make the necessary changes in the curriculum, especially in literacy, to raise pupils' achievements by the end of Year 6.
40. Teachers know the pupils very well and have a full picture of their strengths and weaknesses. Some formal systems are in place which provide documented records of how pupils are developing personal qualities, such as persistence, self-confidence and

the ability to concentrate. In some classes, good use is made of circle time and personal, social and health education lessons. This encourages pupils to develop respect for each other and an understanding of the impact of their actions on their classmates and others. During the inspection, a good example of this was seen during a Year 5 religious education lesson when pupils were discussing the plight of Mary after the Angel Gabriel appeared to her. Overall, the procedures for monitoring and supporting pupils' academic progress and personal development are satisfactory.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

41. Parents have positive views about the school. However, the effectiveness of the school's links with parents is unsatisfactory. Parents have concerns regarding the extent the school works closely with them to keep them informed. Most parents felt happy to come to the school if they had problems, and knew they would be listened to. They thought the headteacher and members of staff were welcoming and approachable. However, a number of parents expressed concerns regarding the amount of homework given and the lack of out of school activities offered to pupils.
42. The quality of information provided for parents is satisfactory. Information regarding the school and its activities is detailed in the attractive school prospectus and governors' annual report to parents. Regular contact is maintained through updating letters, informing parents about activities and school trips. The school is not currently circulating a newsletter. The school prospectus does not include curriculum information including details of projects and topics to be covered. This was also highlighted during the previous inspection. A numeracy booklet was circulated to introduce parents to some of the activities their children would be covering. Fourteen per cent of parents who responded to the questionnaire felt that they were not kept well informed about the progress their children were making. With parents leaving and collecting their children at the gate each morning and afternoon there is little informal contact with staff at the start and end of the day. Consultation evenings provide opportunities for parents to review their child's progress and achievements. Some parents felt that there were insufficient meetings or time available to get a good idea how their child was progressing. The pupil's annual reports are very detailed describing what has been covered and pupils' progress and attainment in each subject area, as well as identifying some targets for improvement. However, these reports do not identify pupils' attainment in relation to national averages to provide an effective comparison.
43. Parents of pupils with statements of special educational needs take part in annual review meetings. The school does not invite them to contribute either in writing or verbally to the discussions about the continuing needs of their child and the progress they have made since the previous review. The school is less efficient in consulting with parents of pupils who have individual education plans. The school tends to inform parents rather than involve them in identifying their children's needs and contributing to setting targets and working to achieve these both at school and at home.
44. The contribution of parents to children's learning at home and school, and the impact of parents' involvement on the work of the school, is unsatisfactory. The school encourages parents to become involved in their children's learning by helping out in the school. However, few respond except for helping out on school visits. The school has now recruited on to the staff to help in the classroom as teaching assistants a small number of parents who volunteered in the past. The reading records indicate that parents are not always listening to their children read at home. The friends' association is currently inactive. A small number of fund-raising events are held, such as school discos and the summer fair - mostly organised by the infants' school. These help to generate small amounts of money to help subsidise some school activities such as the Christmas parties.

HOW WELL IS THE SCHOOL LED AND MANAGED?

45. The school has sound leadership and management. The headteacher works closely with the senior management team, staff and governors to maintain the effective team approach as reported in the last inspection. He has continued to give good leadership in maintaining high standards in pupils' behaviour and their positive attitudes towards each other and their learning. He has been particularly successful in enabling the school to maintain a strong focus on recognising and valuing the contribution of each member of the school community, in line with its aims and philosophy. These contribute positively to encouraging all pupils to participate fully and co-operate in their learning. The headteacher has been supported very effectively by an influential deputy headteacher. They have been successful in raising standards in science and mathematics since the last inspection. However, the school has not focused sufficiently rigorously on improving pupils' literacy skills. They are lower than the level reported previously and remain a significant weakness in enabling pupils to improve the quality of their work. Frequent changes in English subject co-ordination and a lack of a clear and consistent direction, shared and understood by all staff, have restricted developments in this key subject.
46. The school has made sound progress on some of the issues from the last inspection, for example, improving development planning and using assessment information more effectively to inform school improvement targets. However, progress has been unsatisfactory on establishing procedures to monitor and evaluate teaching and learning rigorously. The school has not sufficiently developed the role and contribution of subject co-ordinators in order for staff with subject responsibilities to focus consistently on promoting improvement. Science is managed well and this is clearly improving standards. Some subjects lack a co-ordinator in, for example, music and design and technology. Others have co-ordinators have just taken over the responsibility for the subject, for example literacy, and need further knowledge and guidance in order to carry out their roles effectively. Inconsistencies in co-ordinating and directing the work in different subjects limits the standards achieved.
47. The headteacher, his senior management team and all staff participate closely in evaluating and identifying issues for the school's development plan. They share this effectively with the governing body to ensure that the school is given a clear focus for its work. The development plan has improved since the last inspection. It has clear targets for improvement. It is linked closely to budget sources, although it does not always clearly identify procedures to evaluate the effectiveness of spending decisions. There are some more strategic aspects to enable the school to plan more for its longer term development, although higher staffing costs due to staff changes have hindered developments. The plan outlines procedures to monitor each issue, for example, to monitor pupils' progress in the core subjects. It indicates some of the ways in which staff with management responsibilities will monitor these issues. It does not always give clear details, for example dates and methods to be used to evaluate progress, to enable staff to focus consistently on evaluating the standards achieved in their classes.
48. Governors continue to be supportive of the school, as reported by the previous inspection. They take a close interest in its developments and achievements and are given clear direction by an influential chair of governors to enable them to fulfil their statutory duties effectively. Governors receive detailed reports from the headteacher and most visit classrooms, often in the role as a subject-link governor. Although the governing body is currently not up to its full complement, governors work hard to maintain a sound understanding of the school's strengths and areas for development. They are increasingly involved in working with the headteacher and staff. Governors make a sound contribution to shaping the direction of the school, although they have not

sufficiently developed a clear and rigorous focus on targeting pupils' attainment in literacy.

49. The governors, working closely with the headteacher and the school's finance officer, have established good procedures for financial planning and management. The school manages its budget efficiently and appropriate use of new technology in general and financial administration. Governors regularly check on spending levels and the use of specific funds, for example, the Standards Fund. The governors receive good support and advice from the local education authority's financial services. This enables them to check carefully on the use of school funds and apply the principles of best value effectively. The school had accumulated a surplus at the end of the last financial year which was slightly above average. This was mainly from the school not receiving invoices for work completed earlier. This amount has now been significantly reduced by invoices received and paid and by unexpected staffing costs. The difficulties which the school faced in recruiting teaching staff at the end of the last school year has led to a big increase to fees paid to staffing agencies in order to recruit teachers. This has had a significant impact on school funds and is limiting the finances for some aspects of school development. Despite these difficulties, the school gives sound value for money.
50. The management of the arrangements for pupils with special educational needs is unsatisfactory overall. Staff who have received specialist training are effective in the contribution they make to teaching and learning, especially when deployed to support pupils in whole class lessons. Staff without special training are less effective and frequently their expectations of what pupils can achieve are too low. The additional support provided for pupils with statements of special educational need is most effective when used to enable pupils to be taught alongside their classmates. The special educational needs co-ordinator is an experienced teacher who provides additional help for pupils who need it in Years 5 and 6. She does not monitor or evaluate the work of colleagues enough on the use they make of individual education plans throughout all subjects of the curriculum. Special educational needs are a priority in the school development plan and there is a named governor with responsibility for this aspect of the school's work. However, governors have not received consistently the information they require, for example, on how the school uses the devolved budget for special educational needs. They have had too little involvement in monitoring the quality of special educational needs provision or evaluating this element of the school's work.
51. Staffing levels are good, but there are weaknesses in teacher's subject knowledge in information and communication technology, literacy and in providing for pupils with special educational needs. These limit aspects of pupils' attainment. For example, teachers do not implement the school's literacy strategy consistently and do not always enable pupils to have activities which closely match their learning needs. Support staff work hard to develop pupils' literacy skills, for example, in reading and spelling, when they are withdrawn from class. This is not always done to link in closely to work being covered in class and does not enable pupils' skills to build consistently on prior learning. The work of support staff is not monitored closely to evaluate its impact on pupils' learning. The school has good induction procedures for staff new to the school. They are given good support and have proved effective. For example, they have enabled teachers who have no experience of teaching in English schools to settle quickly into school and become aware of its expectations and routines. They limit any inconsistencies which could occur in developing pupils' learning.
52. Resources are satisfactory overall. They are good in physical education and science and contribute positively to the standards achieved by pupils, for example, in extending their games skills. The range of literacy and library resources is limited and does not encourage pupils to pursue their reading interests enthusiastically. Resources in music

and religious education are unsatisfactory and restrict the standards of attainment. The accommodation is sound overall. Classrooms are of good size and teachers use them efficiently to provide a sound range of learning activities. The school benefits from the very spacious grounds and playing field. Staff, parent helpers and community groups use them effectively to extend pupils' skills and knowledge, for example, by organising extra-curricular physical education activities. The building does not have many other spaces for teaching groups of pupils. This leads to teaching and support staff using such areas as the staff room, the headteacher's office and hallway and corridors to teach small groups of pupils. Although this is generally done effectively, on occasions, pupils have difficulty sustaining their interest and concentration. It impacts on other staff or pupils as they move around the school. The space for the library is very restricted. Although staff use it efficiently, the school is unable to provide pupils with frequent opportunities to extend their library skills.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

53. In order to raise standards and improve the effectiveness of the school, the headteacher, staff and governors should:
- (1) raise standards in literacy by:
 - improving the teaching and support staff's knowledge and use of the National Literacy Strategy;
 - ensuring pupils' literacy skills are promoted consistently in all subjects;
 - raising teachers' expectations to a consistently high level;
 - using assessment information to ensure that learning activities closely match pupils' literacy knowledge and skills;(paragraphs 1-2, 7, 15, 19, 27, 37, 39, 45, 48, 51, 54-61, 80 and 90)
 - (2) raise standards in information and communication technology by:
 - improving the staff's subject expertise to provide a greater range of learning opportunities;
 - ensuring that pupils have more frequent opportunities to develop their skills;(paragraphs 5, 21, 24, 51, 52, 60, 70, 77 and 93-98)
 - (3) raise standards in religious education by ensuring that teachers plan consistently to cover all aspects of the most recent locally agreed syllabus;
(paragraphs 6, 23 and 109-114)
 - (4) improve the arrangements for pupils with special educational needs by:
 - improving the co-ordinating, monitoring and evaluating of the different support strategies;
 - improving the quality and use of individual education plans;
 - Improve the quality of annual reviews to review progress against learning targets and set new and specific targets where needed;(paragraphs 8, 22, 26, 39, 43, 50, 55 and 59)
 - (5) establish rigorous procedures for monitoring and evaluating teaching and learning;
(paragraphs 27, 71, 92 and 99)
 - (6) improve the co-ordination of subjects to match the good practice achieved in science.
(paragraphs 37, 39, 46, 61 and 92)

In addition to the key issues listed above, the following less important issues should be considered for inclusion in the action plan:

- raise standards in music and history; (paragraphs 7, 23, 88, 90-92 and 99-102)
- improve the partnership with parents to contribute more to promoting their children's learning; (paragraphs 41-44)
- increase pupils' awareness of the values and benefits of living in a multi-cultural society; (paragraphs 28 and 31)
- improve levels of attendance and punctuality. (paragraphs 14 and 34)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

42

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

25

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	0	4	18	20	0	0	0
Percentage	0	10	42	48	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	235
Number of full-time pupils known to be eligible for free school meals	71
Special educational needs	Y3 – Y6
Number of pupils with statements of special educational needs	7
Number of pupils on the school's special educational needs register	63
English as an additional language	No of pupils
Number of pupils with English as an additional language	0
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	14
Pupils who left the school other than at the usual time of leaving	13

Attendance

Authorised absence

	%
School data	8.2
National comparative data	5.2

Unauthorised absence

	%
School data	0.2
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	30	25	55

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	20	25	29
	Girls	14	18	24
	Total	34	43	53
Percentage of pupils at NC level 4 or above	School	62 (56)	78 (69)	96 (86)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	24	27
	Girls	17	18	26
	Total	34	42	53
Percentage of pupils at NC level 4 or above	School	62 (50)	76 (73)	96 (75)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	1
Black – other	1
Indian	0
Pakistani	1
Bangladeshi	0
Chinese	0
White	231
Any other minority ethnic group	1

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: Y3 – Y6

Total number of qualified teachers (FTE)	10.6
Number of pupils per qualified teacher	22
Average class size	29.4

Education support staff: Y3 – Y6

Total number of education support staff	8
Total aggregate hours worked per week	109

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Financial information

Financial year	2000 / 01
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	£
Total income	515,796
Total expenditure	526,015
Expenditure per pupil	2,248
Balance brought forward from previous year	34,389
Balance carried forward to next year	24,170

Recruitment of teachers

Number of teachers who left the school during the last two years	4
Number of teachers appointed to the school during the last two years	4
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate 17.9%

Number of questionnaires sent out	235
Number of questionnaires returned	42

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	57	43	0	0	0
My child is making good progress in school.	45	48	5	0	2
Behaviour in the school is good.	38	57	2	0	3
My child gets the right amount of work to do at home.	33	52	10	2	3
The teaching is good.	50	43	0	0	7
I am kept well informed about how my child is getting on.	36	47	6	8	3
I would feel comfortable about approaching the school with questions or a problem.	69	29	0	0	2
The school expects my child to work hard and achieve his or her best.	60	38	0	0	2
The school works closely with parents.	43	39	11	7	0
The school is well led and managed.	55	40	0	2	3
The school is helping my child become mature and responsible.	52	43	0	2	3
The school provides an interesting range of activities outside lessons.	29	31	17	5	18

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

ENGLISH

54. Pupils attain standards by the end of Year 6 which are well below the national average. Evidence from the inspection confirms the results of national tests for 11-year-olds over the last three years. Pupils who are currently in Year 6 are producing standards of work which are still well below national expectations. This is lower than at the time of the last inspection, when standards were judged to be below average.
55. Pupils make unsatisfactory progress by the end of Year 6. For those pupils with special educational needs the progress they make in relation to targets in their individual education plans is also unsatisfactory. The school does not change the targets often enough. Teachers do not use the information to help them plan suitable work. In lessons where these pupils learn alongside their classmates, they make better progress in some cases and similar to the rest of the class.
56. At the end of Year 6, pupils' standard of reading is below average. They have some knowledge and understanding about how to respond to a range of texts, and understand the main ideas linked to the characters or plot of a story. Some anticipate what might happen next in the story and offer alternative scenarios, but the majority cannot explain clearly their views about a text. Year 6 pupils have too few regular opportunities to develop their writing, which is well below average. They have a significant lack of confidence to write in prose and verse or to modify style to suit different purposes such as those found in novels or newspaper articles. Year 6 pupils do not organise their handwriting. Their spellings and grammar lack accuracy. The choice of vocabulary is limited for a significant number of pupils. There is very limited evidence of extended writing. Most pupils write in a fluent and legible style, but their presentation of work is not always of a high quality. In discussions, pupils' ability to listen with concentration and question others' ideas and opinions is variable, but, overall, it is satisfactory.
57. The progress made by pupils in Years 3 to 6 is unsatisfactory. Pupils read with variable confidence and expression, but little enjoyment. Few read for pleasure, at home or in school. Pupils make better progress where they have opportunities to use reading for researching information and to analyse and discuss their findings, but this is rare. The quality of teachers' reading records is poor. Pupils have too little knowledge of a range of authors or the books they have written. In discussion, pupils talked with little animation about their personal preferences as most do not read from choice. They are not familiar with the Dewey system for locating reference books in a library. Few pupils were familiar with how to use information and communication technology to obtain information for work in other subjects. Pupils write for a limited range of purposes. They have too few opportunities to consolidate and extend these skills regularly. They write in paragraphs and demonstrate the ability to use basic punctuation accurately. Standards in spelling are unsatisfactory. Pupils do not make adequate use of dictionaries to help develop this aspect of their work. The quality of handwriting is satisfactory. At its best, pupils write in pen in a neat, legible cursive style. Many pupils show pride in their work and attach importance to the quality of their writing. In speaking and listening, most pupils have a satisfactory range of vocabulary, but not all pupils respond confidently or enthusiastically to questions. They are far more confident to engage in group discussions and are more eager to share their views and opinions with each other. Many pupils in Years 3 and 4 find it extremely difficult to take turns to speak or listen politely to their classmates.
58. The school has yet to implement satisfactorily the literacy strategy across and between year groups. Whilst teachers plan together, they do not interpret their planning

consistently. The use of literacy across the whole curriculum is not well established. Teachers have not been able to modify the strategy with any consistency to meet the needs of the pupils. Not all teachers confidently know and understand the strategy. Pupils have a positive approach to their learning and behave well in lessons where teaching is effective. When teachers' expectations are too low and the work they provide is not well matched to the age and ability of the pupils, attitudes are less positive. Most still comply with what is required of them and show respect for their teachers and classmates. Most pupils listen to their teacher and actively participate in lessons, even when teaching is less than inspiring. They settle quickly to group tasks and work well collaboratively, supporting each other when needed. In the best lessons, they are confident when responding to questions and are eager to be chosen to share their work with the rest of the class. However, pupils do not have such positive attitudes to reading and too few have a genuine love of literature.

59. The quality of teaching during the inspection was sound, with some lessons being good or very good. Over time, some weaknesses in teaching result in pupils not making sufficient gains in what they can achieve. Teachers make little use of the school's marking strategy to assess pupils work or add helpful comments about how they might improve the quality of their work. Often teachers' expectations are too low, especially for writing. Class teachers do not monitor well the work done by pupils with special educational needs when they are taught by the special needs teacher or assistants. Teaching in Years 3 and 6 is generally more consistent. This is evident from the quality and quantity of work produced by these pupils. Lower attaining pupils in Years 3 and 4 not taught by their class teachers make unsatisfactory progress. This is because the teacher does not prepare or check the work they do. Several staff changes have limited developments in the quality of teaching as new staff have not received sufficient guidance about planning and implementing the literacy strategy.
60. Teachers are not sharing good and very good teaching. For example, in a very good Year 4 lesson the teacher used very good strategies to motivate and enthuse the pupils. She shared her own love of literature and her ability to bring poetry to life, her firm management and high expectations. Pupils were encouraged to take responsibility for their learning by selecting their favourite poems, including 'Please Mrs Butler' and 'Registration', to read aloud. In other lessons which were good, teachers made sure pupils knew what they were going to learn. Teachers sought and valued pupils' opinions. Teachers used interesting activities and maintained a lively pace to the lesson which motivated pupils to do their best. Teachers had high expectations of what was to be achieved. They made good use of additional adults to help less able pupils and those with special educational needs so that they also could produce good work in the lesson. However, throughout the school there is a lack of resources for teachers to use in their lessons. The quantity and range of books for pupils to read or use for research, both in class and in the library, are unsatisfactory. As a result, pupils are not developing a love of reading or an extensive knowledge and awareness of traditional and modern fiction or poetry. Teachers' best efforts to supplement resources by photocopying materials and using worksheets do not match the bright colourful and stimulating commercial material which they use to motivate pupils to learn and make progress. Teachers use information and communication technology to support pupils' literacy skills. For example, they use word processing to develop descriptive writing. However, they do not use it sufficiently frequently to improve either literacy or computer skills.
61. The school is keen to address the lack of progress in raising standards by the end of Year 6. Considerable staff changes, failure to rigorously implement the National Literacy Strategy and an inadequate level of resourcing for the subject have resulted in consistently low standards since the last inspection in 1997. The development of the subject has further suffered due to inconsistent management over the past three years.

The current co-ordinator has had responsibility for developing literacy for only a matter of a few weeks. He is an experienced teacher but has received no training for his role and is unsure about selecting the changes which will raise standards quickly. The lack of improvement in standards is unacceptable and represents a significant weakness for the school.

MATHEMATICS

62. Year 6 pupils attain standards which are above the national average. Standards have improved significantly since the last inspection. This shows clearly in the results of the national tests for 11-year-olds, which have improved considerably. Fifty-five per cent of pupils achieved the nationally expected Level 4 in 1999. Seventy-eight per cent achieved Level 4 in 2001. The main factors which enable pupils to achieve these improved results are:
- sound and often good teaching, especially in Years 5 and 6;
 - the school prepares pupils very effectively for the national tests;
 - the positive and enthusiastic approach which shows that most pupils enjoy mathematics and are keen to improve their skills and knowledge;
 - a well-structured scheme of work and a good range of resources support teaching successfully. These enable pupils to develop their skills soundly in all required aspects.
63. During the inspection, a large majority of pupils were attaining standards which meet those expected nationally for their age. They make sound and often good progress throughout the school, particularly in their knowledge and understanding of the four rules of number. Pupils with special educational needs make sound progress, overall. They make sound and, on occasions good progress, when they benefit from the support of teaching assistants or when the teacher plans work which enables them to be included fully in the learning activity. However, their progress is unsatisfactory when the activity does not closely match their learning needs. When the work is too difficult and support is not readily available, they make little progress. Year 6 pupils make good progress during the school's effective programme to prepare pupils for their national tests. Year 6 class teachers, supported by some extra staffing to create smaller size teaching groups, revise all key mathematics topics systematically during the spring term. This focused mathematics revision has enabled pupils to improve their confidence and their skills, knowledge and understanding. This has improved results and enabled an increasing number of pupils to achieve the national average. The proportion of pupils achieving above average levels of attainment has also increased from 19 per cent in 2000 to over 30 per cent in 2001.
64. Most Year 3 pupils use written methods to add and subtract two-digit numbers accurately, for example $34 + 51$ and $67 - 40$. More able pupils are beginning to use their increasing understanding of the value of each digit to add 100 accurately to three digit numbers up to 1,000, for example $319 + 100$. A significant minority of Year 3 pupils of average and below average ability have weaknesses in their knowledge and understanding of number, for example, their mental recall of pairs of numbers which add up to 20. This restricts the amount of work they achieve. Most pupils are making sound progress in their learning. Sound teaching, supported effectively by frequent number practice activities including homework reinforcement sheets, is improving pupils' numeracy knowledge and skills.
65. Teachers build successfully on these skills in Years 4 and 5. They develop pupils' knowledge and understanding of number effectively, for example, through requiring them to apply their knowledge to solve a good range of number problems. Pupils work out accurately the various prices and total costs of articles. Teachers use weekly tables tests successfully to reinforce and extend pupils' knowledge of multiplication and division facts.

Most work out their answers accurately, although their speed of mental recall of multiplication facts limits their achievements. Most Year 5 pupils have an above average knowledge of mathematical shapes. They identify different two-dimensional and three-dimensional shapes correctly and describe their main properties. Most know which shapes have reflective and rotational symmetry. They carefully work out the perimeters of different shapes, for example, hexagon and trapezium. They count centimetre squares to work out their areas. Some more able Year 5 pupils apply a formula accurately to work out the area of regular shapes such as rectangles and triangles.

66. Most Year 6 pupils show increasing confidence in their ability to work out answers mentally and then explain the strategy they used. Several pupils carefully explained how they rounded a three-digit number up or down before working out the answer to an addition or subtraction problem. For example, when subtracting 176 from 302, one pupil explained that 'as 302 was almost 300, I would take 2 away from the 302 and 2 away from 176 to make the same difference between them. Then 170 is 130 less than 300 then 174 will be 4 less than 130, so the answer is 126'. A large proportion of Year 6 pupils apply these mental strategies successfully when writing down and working out different number questions. They work conscientiously to ensure that their work is accurate, although their speed of recall in using these strategies limits the amount achieved. Most pupils extend their number knowledge soundly by increasing their understanding and use of decimals, fractions and negative numbers. However, teachers do not consistently ensure that the range of learning activities meets the needs of pupils of different abilities. Where teachers plan the task at the average level of ability for that age, they expect more able pupils to complete more questions and do not expect less able to achieve as much. This does not ensure that all pupils are making the progress of which they are capable.
67. The school has implemented its numeracy strategy soundly. All teachers are planning lessons in detail, with clear learning outcomes for each part of the numeracy lessons to provide a good focus to pupils' learning. They are using some interesting methods to capture pupils' interest. For example, in a good Year 5 lesson, the teacher used attractive triangular number cards together with the pupils' white writing boards to ensure pupils stayed focused on the mental activity. The teacher maintained a brisk lively pace by frequently changing questions and encouraging pupils' response by encouragement and praise – 'Oh! I *am* impressed' and 'Amazing!' This results in pupils maintaining an enthusiastic approach and wanting to succeed. Many of the pupils who talked about their work in mathematics indicated that it was one of their favourite subjects. '*I like trying to answer the questions quickly!*' Although there are some opportunities for pupils to extend their numeracy skills in other subjects, for example handling data in science and in geography, teachers do not consistently challenge pupils apply these skills. This does not ensure that the numeracy strategy contributes effectively to raising standards in subjects other than mathematics.
68. Teaching is sound and often good. It is never less than sound. Teachers have good relationships with their pupils and manage their classes effectively to ensure that they stay focused upon their work. They use different strategies, for example hands in the air or fingers on the lips, to gain instant attention. This enables them to give out further instructions or explanations before continuing with the lesson. Teachers make good use of feedback activities at the end of lessons to check that pupils have achieved their learning objective and to share what they have learnt. In a Year 6 lesson, the teacher used questions very successfully to check on pupils' knowledge and use of the brackets. He challenged them to show how brackets, multiplication, division and equal signs could be used to link four numbers, for example 3, 6, 7 and 15. Pupils eagerly responded and quickly explained that $(15 + 6)$ divided by 3 equals 7. The teacher then maintained their

attention by some rapid-fire questions involving bracketing numbers together, to extend pupils' knowledge further.

69. Teachers do not have consistently high expectations of pupils, particularly the more able, and do not consistently challenge them to apply and extend their skills and knowledge. Although teachers include some extension activities, these are too frequently asking pupils to use repeatedly the same skills or knowledge and simply complete more of the same type of questions. There are not enough investigations or activities which require pupils to apply their knowledge and understanding to solve challenging problems. Teachers do not always take the opportunity to challenge more able pupils to extend their knowledge and this restricts standards in some lessons. For example, in a Year 3 lesson, the teacher set an activity for the whole class which involved adding 9 or 11 to a series of numbers. A small number of more able pupils quickly understood and applied the technique of adding 10, then either adding or taking away 1. They rapidly and accurately finished the questions, but were then required to make up some of their own sums using the same technique. They were not challenged to extend their knowledge, for example, by adding larger numbers such as 29 or 59. One pupil confidently added 129 to 50 by adding 130 then subtracting 1. This did not enable the pupil to achieve a higher standard.
70. There was little evidence of teachers using information and communication technology consistently to extend pupils' mathematical skills. Year 6 pupils used a problem-solving program in which they were required to use their number skills. Pupils in some other years had used number programs to reinforce and extend their understanding and use of different number strategies. They had used data to produce some graphs. However, teachers do not identify consistently in their plans how they can use information and communication technology to support pupils' work in mathematics.
71. The subject co-ordinator has provided sound leadership. She has improved the scheme of work and the range of mathematical resources. She monitors termly plans, but has not monitored or evaluated the quality of teaching and learning. There are plans to provide some opportunities next term. There have been some improvements in the procedures for assessing pupils' work. However, teachers do not use these consistently to identify areas of weakness and inform teaching plans and improvement targets for pupils.

SCIENCE

72. The standards of Year 6 pupils in lessons are average. By the end of Year 6, standards are likely to be above average because the school runs a particularly effective revision programme to prepare pupils for the standard tests. For several years the test results have been rising as a result of this programme and the parental involvement it has attracted. Pupils make good progress. In science, the school supports pupils who have special educational needs effectively and many of them achieve the nationally expected Level 4.
73. Strengths in the subject are:
- pupils' understanding of how to plan and conduct investigations and testing under fair conditions;
 - pupils' knowledge of life processes;
 - the good quality of teaching and learning;
 - the good preparation of pupils before doing the standard tests.

74. Areas for improvement are:
- pupils' understanding of how to interpret data;
 - pupils' skill in converting information in a table to graph form;
 - those lessons where teachers demonstrate experiments by talking a class through the process, instead of letting pupils try the activities.
75. Teaching observed in lessons was good. Teachers explain well how the lesson links with earlier work to enable pupils to see how their learning is building up. This was particularly effective, for instance, in the experiment to test the effects of exercise on heart rate. The Year 6 pupils understood the lesson introduction because it reminded them of the procedure they themselves had devised. The teacher then demonstrated to them how their planning could be turned into a working experiment. In this kind of lesson the teachers' explanations are very clear. The good relationships mean that pupils are interested and willing to learn. They learn by listening well, watching closely and answering questions readily. However, the learning is stronger in those lessons where pupils are allowed to conduct the experiment themselves. They gain a more secure understanding from the hands-on experience. Even if they make mistakes they learn by trial and error. For instance, in the Year 5 investigation to find why bulbs grow dimmer, the pupils enjoyed trying all the different connections. At first they did not succeed, but after persevering they found the correct ones, and this made a lasting impression.
76. The school builds considerable support into lessons for pupils who have special educational needs and this promotes more confident learning. Though the information is explained more fully and they are encouraged to maintain higher concentration, the lessons are sometimes too abstract. For instance, the Year 6 slower pupils were helped to complete the task of constructing a graph from heartbeat data, but not shown why they needed to follow the various procedures. When pupils are drawn from two classes the group is rather large for giving quality attention to all. However, the strategy is effective over time, and is likely to be even more so if the staff work directly on improving pupils' understanding.
77. Pupils have a useful system of printed levels for assessing and recording their progress inside their books. They find the system valuable because it gives them guidance on what is involved in raising their standards. The staff have begun to analyse the data from the standard tests to show which questions pupils find difficult. This will enable them to adjust the planning to give more emphasis on the difficult areas. Much of the science work is well planned to allow pupils to use their numeracy skills in a practical way, by the various measurements involved. Teachers plan recording activities effectively to enable pupils to extend their literacy skills, for instance, in note-taking their brainstormed ideas. This, however, reduces some of the scope for them to practise extended writing in a scientific style. Teachers at present under-use information and communication technology to support learning in science.

ART AND DESIGN

78. Standards in art and design are in line with those expected for the pupils' age by the end of Year 6. The school has maintained the standards from the previous inspection. The work of many pupils in particular topics is above average. Pupils, including those who have special educational needs, make good progress.
79. Strengths in the subject are:
- the wide range of the pupils' skills and the variety of media they use;
 - the good quality of teaching and learning;
 - the links between art and other subjects of the curriculum;
 - the pupils' ability to think of their materials as information which will help them realise a design.

80. Areas for improvement are:
- to develop the vocabulary for pupils to state their appreciation of art more precisely;
 - to encourage pupils to use sketch books more effectively;
 - to allow pupils to play a part in assessing and self-evaluation.
81. The co-ordinator has introduced a new planning scheme since the previous inspection. It is based on national guidelines and enables teachers to develop skills step by step. This ensures teaching is more consistent through the school. Teachers lead their lessons with enthusiasm, which encourages hesitant pupils to want to try. They have a clear idea of what they want pupils to achieve in each lesson. In the best lessons they share these objectives with the pupils. They know how best to present the subject, and how to create good conditions for learning. They expect pupils to do their best work and give them the best materials to work with. In return the pupils use the time well and think about what they are doing. They take advantage of opportunities to modify their work. This leads to good progress. For instance, Year 4 pupils decide what shade effect they want for their pebble design, and achieve it by adding measured amounts of black or white to the base colour. They observe the effect closely and alter it if they are not satisfied. The teachers introduce pupils to a wide range of famous artists. This helps pupils to expand their knowledge and understanding. For instance, Year 6 pupils used Seurat's idea of small dots of paint to produce very fine miniature works of their own.
82. Pupils are busy throughout the lessons and behave well. They share equipment and ideas readily and this contributes to the standards attained. Teachers value the pupils' work by displaying it in attractive settings around the school. Pupils, too, value their own learning. For example, the Year 3 class, bristling with pride at their knowledge of texture, showed how varying their brush strokes altered the mood of their seascapes. These early skills are built on well in later years. The co-ordinator has ensured that teachers and pupils have a good supply of quality materials. He has encouraged teachers to introduce appropriate technical words and to give pupils opportunities to talk about their work. He is concerned that pupils do not go into sufficient depth, or display enough confidence in their discussions.

DESIGN AND TECHNOLOGY

83. Standards in design and technology are at the nationally expected level for Year 6 pupils. Pupils make sound progress. Those who have special educational needs make similar satisfactory progress and achieve results as good as their peers.
84. Strengths in the subject are:
- a curriculum which gives equal attention to designing and making in all four required aspects;
 - encouraging pupils' problem solving ability and the care and accuracy in their work;
 - the strong links with numeracy, history and science.
 - the pupils' enjoyment in testing their models and seeing them work.
85. Areas for improvement are:
- to encourage pupils to write evaluations of their projects to show what worked well and what was less successful;
 - to develop a simple recording system by which the pupils and teachers know the levels they are working at and the progress made.
86. The quality of the pupils' finished products from last year indicates that sound teaching had taken place. No whole lessons were observed, but two groups of pupils were seen working with support assistants making Viking longboats and 'healthy' sandwiches. They

explained how this helped their learning in history and science. Year 3 pupils knew which foods to put in their sandwich and which to leave out. The teachers work from thoughtful planning, which enabled them to create good opportunities for pupils to practice and develop planning and making skills. Many of the projects are relevant to pupils' lives and interests, and have a strong impact. Year 6 pupils clearly remember the models of stalls in Romford Market that they made three years ago. They are looking forward eagerly to making and testing their bridge designs later this year. This level of involvement and interest leads to good learning and progress.

87. Pupils are aware that careful measurements result in accurate models. Teachers use this device well to develop pupils' numeracy. The school has not kept any examples of pupils' written work, design planning or evaluations. Therefore, it is not possible to judge how much these contribute to the pupils learning how to write whole sentences in technical style.

GEOGRAPHY AND HISTORY

88. Year 6 pupils attain standards in geography which meet nationally expected levels. Standards have been maintained at the level reported in the last inspection. Pupils achieve standards in history which are below those expected nationally. Standards are lower than at the last inspection. Inspectors observed one geography lesson and two history lessons during the inspection. They gained other evidence talking to staff and pupils and an analysis of pupils' work achieved in the current term and in the previous year. The school teaches history and geography through a programme of different topics, alternating each term throughout the school. It teaches specific skills, for example those used in map-work, effectively to build on prior knowledge. Pupils do not consistently develop their knowledge and understanding of such aspects as interpreting historical information and explaining similarities and differences between places.
89. Pupils make sound progress in their learning in geography. They make good progress in developing and using their mapping skills, similar to the last inspection. Most Year 4 pupils are using plans and maps accurately to locate key features of settlements. They know many mapping symbols, for example, those for roads, paths, churches and car-parks. They use a mapping key effectively to show the locations of particular facilities. Some of the more able pupils explained why they chose particular locations when they were asked to plan a town of their own. For example, one pupil located a picnic site next to the car park and between the river and the shops. He explained that he had chosen that site *'so that people could have a nice place to have a relaxing picnic after they had been shopping!'* Year 5 pupils build on these mapping skills effectively by using four-figure then six-figure references to locate houses on a map. Some pupils make sound progress in their knowledge and understanding of environmental issues. For example, many Year 5 pupils, including those with special educational needs, located different types and sources of pollution on a diagram, such as noise and fumes from cars and planes, and litter left by people. They know about some changes for people living in the rainforests. However, when talking to pupils, many do not show an increasing knowledge and understanding of people's lives in countries which are very different to their own. Many Year 5 and 6 pupils know the names of the main continents and European countries. However, they were not confident in explaining about the different climates or some of their geographical or environmental features.
90. Pupils do not make satisfactory progress in developing their skills in historical enquiry and interpretation and their knowledge and understanding of events and changes in the past. Many pupils recall some of the features or events of historical periods which they are currently studying or have recently studied. For example, a group of Year 4 pupils described many of the features of a Celtic house which they had been looking at in a

previous lesson. They were keen to learn more about some of the historical artefacts. Some more able pupils described some of the changes between living in Celtic and Roman Britain, although few were able to explain some of the reasons for these changes, for example the use of Roman coins. Many Year 6 pupils have a sound knowledge and understanding of how life in Victorian Britain was different to their modern lives, for example, the effect of improving transport enabling people to move around the country more easily. However, the standard of their written descriptions and explanations are significantly affected by weaknesses in their literacy skills. For example, although a group of Year 6 pupils talked with interest about aspects of Victorian life, particularly schooling, their written work lacked detail. It did not convey a clear understanding of how a Victorian day differed from one of their own. Most pupils simply described the pattern of the day, for example, having to get out of bed when it was '*dark and cold*' and did not add any specific detail or explanation.

91. Teaching was sound, overall, in history and geography. It was good in two of the three lessons observed. An analysis of pupils' work showed that teachers' expectations of pupils, especially the more able, were not high enough to achieve consistently average or above average standards. Teachers used worksheets too frequently which required pupils to complete single word answers or restricted them to a few words when describing historical events or objects. This restricts pupils from developing more detailed historical explanations and does not enable them to apply and improve their literacy skills. Where teaching was good, teachers used interesting methods to capture pupils' attention and promote their learning. For example, in a Year 6 history lesson, the teacher, together with his learning assistant, used role-play very successfully to improve pupils' understanding of the lives of Victorian schoolchildren. They maintained very strict discipline, for example, using a ruler to point out and reinforce learning. They ensured that all pupils sustained their attention on the handwriting activity through regular reminders to '*Sit up straight! Pay attention!*' At the end of the lesson, most pupils showed a sense of relief that the restrictions had ended! The teacher used questions effectively to begin to improve pupils' understanding of the differences and to prepare them well for a follow-up visit to a 'Victorian School' later in the term.
92. The co-ordinator for geography is beginning to provide a clear focus for improving standards. She has developed a new subject policy which is ready for discussion with the staff and governors. She has monitored teachers' plans to check on suitable coverage of skills. She has improved the range and quality of resources, for example atlases, globes and resources for studying the weather. These have contributed to maintaining standards. There is no co-ordinator currently for history. The school has not developed procedures for assessing pupils' work or for evaluating teaching and learning in either subject. This does not enable teachers to identify strengths and weaknesses and target areas for improvement. The school enhances the range of learning activities by organising trips, for example, to enable Year 5 to participate in Tudor day at Ingatestone Hall and Year 4 to visit Colchester Castle as part of their Romans topic. Year 3 visit the contrasting locality of Flatford Mill and Year 4 study rivers on Rainham Marshes.

INFORMATION AND COMMUNICATION TECHNOLOGY

93. Year 6 pupils' attainment is below average. However, this does not mean that standards have fallen since the previous inspection since the level of work expected from pupils has risen in the meantime. Over time, pupils' progress has not been satisfactory, largely because the school has not had sufficient equipment to teach information and communication technology effectively. There has been a significant improvement in the range and quality of computer hardware since the previous inspection. Although the school does not have the facilities for a computer suite, the co-ordinator has ensured that

the staff have at least two modern PC computers in each classroom.

94. Strengths in the subject are:
- the older pupils' knowledge of using the computer to control events on screen;
 - the pupils' sound foundation in word processing skills;
 - the use of the computer to support learning in several other subjects;
 - the improved resources.
95. Areas for improvement are:
- to increase teachers' expertise and confidence in more advanced applications;
 - to develop the pupils' skills in using spreadsheets and handling data;
 - to make use of the school's good resources for sensing data;
 - to encourage pupils to play a part in assessing their level of work and evaluating progress.
96. Teaching since the last inspection has mainly been unsatisfactory because it has not developed pupils' skills fast enough or at sufficient depth. Teaching in lessons is sound. The teachers use the new long term planning scheme effectively. It gives them the structure to work through a series of steps. Each lesson is designed to introduce a new skill. Teachers demonstrate the skill to the whole class, using one classroom computer. It is sometimes difficult for all pupils to see clearly, but teachers manage the class well. The pupils understand the importance of paying attention and do their best to behave sensibly and listen carefully. The system of pupils then taking turns to go to the computer works out fairly, because teachers take care to mark off on a rota which pupils have had their turn. However, it is not fully effective because only part of the time available is utilised. This means that progress is slower than it needs to be. Although pupils with special educational needs are included within the rota, they do not have sufficiently frequent opportunities to use information and communication skills to make progress towards their learning targets, especially in literacy.
97. Some teachers would find a larger display surface useful, others feel the need for additional training. The school is soon to participate in a national programme of training. In lessons where the teachers have strong expertise they explain the computer skills particularly effectively. For instance, the Year 6 pupils are very clear that the software they are using, which looks much like a game, is in fact a difficult piece of decision making. They have to 'think really quickly or we're out!' It links well with their mathematics learning about angles. The discussion between pairs of pupils is valuable because it enables them to clarify and extend their ideas. Some teachers use instruction cards effectively so that pupils can proceed independently. Many Year 5 pupils sharpened their reading skills this way, because they were determined to make the computer print out one of the attractive celebration cards.
98. Pupils' writing on-screen is not as strong. They know how to change font size, colour and add illustrations. Year 6 pupils' 'pirate writing', in different styles of print, showed how they conveyed a sense of age and authenticity. However, pupils' weak literacy skills restrict the amount of work achieved; for example, the process of keying in the words and sentences is often slow. Pupils feel they need more practice. Teachers are beginning to use the computer more widely. A good example of a program on skeletons linked well with the healthy bones study in Year 3.

MUSIC

99. The standards which Year 6 pupils, including those with special educational needs, achieve in music are below national expectations and they make too little progress. This is mainly because:

- there is no well established scheme of work;
- most teachers lack adequate knowledge and understanding of the subject to teach it well;
- there has been no co-ordinator to monitor the quality of teaching and learning for several years.

During the inspection only two music lessons took place. Judgements also take into account evaluation of documents and teachers' planning, together with discussions with pupils and staff. The last inspection report of 1997 contained no judgement about the standards of pupils' achievements.

100. Apart from in music lessons, pupils sing together in assemblies. However, some older pupils lack interest and confidence and make too little effort to sing tunefully. Younger pupils have developed a greater sensitivity for audience, venue and occasion and make better efforts to perform well. Whilst waiting for assembly to begin, they are not given the opportunity to listen to music from other times or places or to develop some appreciation of how music can create different moods for the listener. Too little direct reference is made to the contribution music could make to these occasions. Pupils miss valuable opportunities to develop a deeper knowledge and understanding of the beauty of sound.

101. Younger pupils sing satisfactorily showing adequate control of pitch, dynamics and rhythm. They perform action rhymes and clap a range of increasingly complex patterns. They are familiar with ascending and descending scales. Pupils have little knowledge and understanding about music from other cultures and find it challenging to discuss their own musical preferences. For example, pupils in Year 6 could name Mozart, Beethoven, Michael Jackson and Robbie Williams as well known for composing classical and modern music. They could not explain the characteristics of different types of music such as rap, rock and roll or jazz. The only piece of well known classical music they could name was the Nutcracker Suite and needed to be prompted to name Tchaikovsky as its composer.

102. During the inspection the quality of teaching seen in two Year 4 lessons was of a higher standard than is usual in the school. Over time, the quality of teaching and learning is unsatisfactory. This is because there are significant weaknesses in some teachers' own knowledge and understanding of the subject. As a result, they do not teach pupils basic musical skills in performing, composing or appraising their work. Teachers are not secure in the use and meaning of technical vocabulary such as 'timbre, dynamics or tempo'. The standard of work teachers expect pupils to achieve is not high enough. This is reflected in their planning, especially in Year 3 where pupils are covering work from the national guidance document for Key Stage 1 instead of that for Key Stage 2. Both day to day and longer term use of assessment are not in place. A significant contrast to this overall picture was observed in a very good Year 4 lesson taught by a part time specialist teacher with great talent and confidence. The subject was brought alive by her personal enthusiasm and high expectations in relation to what she expected the pupils to do. Pupils made good progress and achieved higher than expected standards of work. They followed the lead of the conductor - changing from fast to slow rhythms. They had secure knowledge and understanding of the meaning of vocabulary and could clearly explain 'dynamics'. When analysing and comparing the musical effects of their own compositions, they talked about the 'tone, shade and texture' of their work. They thoroughly enjoyed playing the instruments, working together in small groups to compose their scores, which they then performed with confidence and pride. Throughout the school, pupils have too few opportunities to listen to music. There are limited resources available for this aspect of the curriculum and the school places an over-reliance upon

teachers to provide their own materials to share with pupils.

PHYSICAL EDUCATION

103. During the inspection the focus was on games. Year 6 pupils attain standards which are above those expected nationally. The school has maintained the high standards reported in the last inspection. Only two lessons were observed during the inspection. Pupils' skills are enhanced by a sound range of extra-curricular sporting clubs, for example, in football and netball and by the coaching expertise of local community organisations, for example, in football and basketball. Boys and girls have equal opportunities to participate in the range of activities and make good progress in developing their physical skills. They get good opportunities to apply their skills in competitive activities both within school and between schools, for example, in league competition.
104. Most pupils clearly enjoy physical education lessons. They work enthusiastically and are keen to improve their skills and apply them in group or team activities. This positive approach is a significant factor in promoting high standards. For example, at lunch-times, many pupils are either involved in a football activity on the field or are practising their netball skills on the hard-court area. The school provides resources, for example basketballs and skipping ropes, and pupils share them effectively, taking turns to practise their passing and shooting skills. They are proud when selected to represent their school and keen to do their best and be successful.
105. Pupils throughout the school know the reasons why they have to warm-up at the beginning of a lesson or practice session. They eagerly participate in warm-up activities in order to get their muscles ready for follow-on activities. Most knew how exercise affects the body; for example, one Year 3 pupil explained that 'your heart goes quicker and you feel warm'. Most Year 3 pupils show good control when dribbling a basketball around cones in a team practice drill. They have good technique in spreading their fingers to retain good hand contact. They retain good control when varying the height of the bounce, although very few are aware of, or use, the space around them to change direction when it is needed. Pupils' games skills are extended successfully throughout the school. Year 6 pupils have good hand-eye co-ordination which they use effectively to retain close control of a puck when dribbling it with a hockey stick. Most pass and shoot the puck accurately and use their skills well to combine with others in group and team activities. They co-operate effectively in team play, for example, when passing the ball to each other in rugby or netball. Many use an increasing understanding of team tactics, for example defensive zones, and their role in contributing to the team's effectiveness,
106. The quality of teaching in the two lessons observed was sound, with many good aspects. Teachers have good control of their classes. They manage them effectively to ensure that pupils remain focused on what they are doing. They move on quickly and efficiently from one activity to the next. They use good subject knowledge to demonstrate skills clearly, which improves the standard of performance. For example, in a Year 6 hockey activity, the teacher stopped the game briefly to illustrate the correct hitting technique to a pupil who was having difficulties passing the puck. This led to an immediate improvement in the pupil's level of skills. It improved her contribution to the team's play and increased her confidence and her enjoyment of the activity. Teachers do not always ensure that pupils have enough opportunities to practise their skills in the time available. This restricts the standards attained. For example, in a Year 3 basketball lesson, the teacher's initial dribbling activity required pupils to work in groups. They lined up in single file and one pupil at a time dribbled around a series of cones before passing the ball to the next team member. Each pupil only had one brief opportunity to practise the skill within the time. The teacher did not evaluate the performance or encourage the pupils to identify ways in which they could improve the standard.

107. Evidence from achievement awards and from talking to staff and pupils shows that standards in swimming are above nationally expected levels. Pupils in Years 5 and 6 have weekly sessions at the local swimming baths. A small number of Year 4 pupils are taken every half-term to enable them all to have some opportunity before starting regularly in Year 5. The large majority of pupils attain graded achievement and survival awards which are presented in the Friday school assembly. Coaching staff from Charlton Athletic provide frequent training opportunities for pupils to extend their soccer skills at lunch-times, working with teachers during lessons and on Saturday morning sessions for the wider community. They make very good use of the school's extensive playing fields. Many parents attend, particularly those of the younger pupils. This contributes to improving the school's links with parents and the local community as well as raising the level of football skills. Pupils in the school have been provided with further opportunities to extend their skills by being selected for Charlton's School of Excellence.
108. The subject has sound co-ordination. The school's involvement in the Top Sports Scheme has enabled staff to receive additional resources, for example, in basketball and to benefit from some specific sports training. The school makes good use of the Stubbers Activity Centre in the summer term to enable Year 6 pupils to participate in a good range of outdoor and adventurous activities. The co-ordinator does not have any opportunities to monitor and evaluate teaching and learning, although is aware of the need to improve teacher's confidence and subject expertise in teaching dance. The school benefits from good outdoor facilities and a good range of resources. These are used well and contribute significantly to high standards.

RELIGIOUS EDUCATION

109. Pupils attain standards by the end of Year 6 which are below those expected in the locally agreed syllabus. They make unsatisfactory progress. Pupils with special educational needs make similar progress to that of their classmates. Throughout the school, pupils have made little progress in gaining any substantial knowledge and understanding of either Christianity or other world faiths. Inspectors observed two religious education lessons. Judgements are also based upon discussions with staff and pupils, scrutiny of pupils' work and an evaluation of teachers' planning and how it reflects the locally agreed syllabus.
110. In each year group, pupils study Christianity. Pupils develop some knowledge and understanding of Bible stories such as the Creation, David and Goliath and the Good Samaritan. They recall significant events and Year 6 retold this accurately as a newspaper article entitled 'High Road Mugging.' By the age of 11, pupils know that the Bible is a special book for Christians. They know about symbolism and how light is important within many world faiths including Christianity, Judaism and Sikhism. The oldest pupils study world issues linked to faith and beliefs, including issues about peace and know how these impact upon day to day life in places such as Afghanistan. The new locally agreed syllabus includes good plans for pupils to be taught about various world faiths. Unfortunately, the work pupils completed in their studies of these is minimal. Pupils in Year 4 have experienced some of the rituals of the Jewish harvest festival of Sukkoth, although they did not contain sufficient detail in their written descriptions. Year 6 pupils' recall of any factual information about any faith was weak. In discussion with these Year 6 pupils, they were unable to recall any information about Sikhism and were clearly not even familiar with the name of that world faith.
111. Overall, pupils make unsatisfactory progress in religious education. Teachers do not give sufficient emphasis to the subject as a core element of the curriculum. They are still reticent to offer pupils adequate opportunities to explore the subject in sufficient depth. In

discussion, pupils demonstrate little ability to use appropriate terminology to explain matters of belief, concepts or symbolism. They have a poor knowledge of the richness and diversity of other religions. Throughout the school, detailed recording and written accounts of work studied are very poor. Recording relies too heavily on completing superficial tasks. Opportunities for pupils to make progress are further restricted by the content and organisation of lessons for pupils in Years 5 and 6 which are entirely based on Christianity.

112. Pupils' attitude to religious education is satisfactory, although they receive too little interesting factual information to stimulate their thirst for knowledge. In assemblies, all pupils respond suitably, but they are not always given adequate time to reflect upon the themes. Teachers provided some opportunities for formal prayer during the inspection, but pupils' capacity to reflect meaningfully on what is taught is underdeveloped. This is because the school does not fully develop the opportunities assembly and collective worship provide for cultivating a thought-provoking mood or one which encourages pupils to think about their own value as an individual.
113. The quality of teaching is sound, but some teachers' own knowledge and understanding of the subject are lacking. Some are not comfortable having to teach the subject. Whilst religious education appears regularly on timetables, some lessons do not always take place, or for the required length of time. Some teachers' expectations of what pupils can achieve are not high enough. Their use of limited reference and research material, as well as information and communication technology software, is unimaginative. It fails to stimulate pupils' interest in the subject. Very few lessons include meaningful written tasks; therefore, opportunities are missed to reinforce and develop literacy skills. However, during the inspection the quality of teaching in a Year 5 lesson was good and, therefore, pupils made good progress. The teacher had prepared the lesson well. She had lively, interesting ideas which developed the pupils' knowledge and understanding about religious education and also drew good comparisons with current day to day issues. Pupils demonstrated very mature attitudes when discussing the Annunciation and comparing this to the perspective society has today towards unmarried mothers. All pupils behaved very well because they respected their teacher and enjoyed the opportunity to share in a mature discussion. The subject co-ordinator has yet to ensure religious education is given its status within the curriculum. At present, the school places too little emphasis upon teaching knowledge and understanding of religious education as specified in the locally agreed syllabus. This is restricting the standards being attained.
114. The school has done little since the last inspection to maintain or improve the quality of the religious education curriculum. This has resulted in standards declining. It is not using the latest agreed syllabus to help teachers with the planning of the very good guidance it contains and ways of how to assess the work pupils produce are not in place.