

INSPECTION REPORT

GRIMSDYKE FIRST & MIDDLE SCHOOL

Pinner, Middlesex

LEA area: Harrow

Unique reference number: 102187

Headteacher:

Mrs Judith Luckraft

Reporting inspector:

P D Holwill

2705

Dates of inspection: 4 – 7 February 2002

Inspection number:

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	First and Middle
School category:	Community
Age range of pupils:	5-12 years
Gender of pupils:	Mixed
School address:	Sylvia Avenue Hatch End Pinner Middlesex HA5 4QE
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Appropriate authority:	The governing body
Name of chair of governors:	Mr D Payne
Date of previous inspection:	06/05/1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
2705	P D Holwill	Registered inspector	Mathematics Art Equal opportunities	What sort of school is it? The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
9977	Fran Luke	Lay inspector		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?
25455	Mary Summers	Team inspector	Special educational needs English Physical education	How good are the curricular and other opportunities offered to pupils?
22476	Sue Vale	Team inspector	Foundation stage History Geography	English as an additional language
19613	Sue Thomas-Pounce	Team inspector	Information and communication technology Music	
22942	Jackie Cousins	Team inspector	Science Design and technology Religious education	
18381	Chris Brocklesby	Team inspector	French	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Grimsdyke School is situated in a suburban area close to the Hertfordshire border. It is a larger than average, two-form entry First and Middle school. It caters for 469 pupils aged from five to 12. Pupils who live in the immediate area mostly live in privately owned homes, rented and local authority accommodation. Many other pupils come from further afield. A high percentage of pupils have English as an additional language. Most of these speak Gujarati but 16 other languages are represented. Of these 10 pupils are at an early stage of learning English. In addition, a significant number of pupils leave the school at age 11 to move to secondary schools outside the Harrow area. Other pupils join the school for one year (in Year 7) in order to apply for a place at the linked high school. The percentage of pupils in the school entitled to free school meals is below the national average. The percentage of pupils with some form of special need, including those with statements, is in line with the national average. The attainment of pupils when they arrive at the school is in line with that expected of children of the same age.

HOW GOOD THE SCHOOL IS

Grimsdyke is a good, effective school. Its calm and orderly school community is focused on learning. Standards of pupils' work in English, mathematics and science by the end of Year 6 are well above the national average, largely because of the good quality teaching and clear planning. Throughout the school pupils are achieving appropriately in relation to their prior attainment and abilities in all subjects. The school offers pupils a very good range of learning opportunities. The headteacher provides purposeful, strong leadership and staff share her commitment and sense of purpose, working hard to raise standards for all pupils. The school's partnership with parents is another strength of the school. Financial controls by the governing body are very good. The school provides good value for money.

What the school does well

- By the end of Year 6, pupils achieve very high standards in English, mathematics and science.
- Teaching and learning are consistently good throughout the school. The children in the reception classes are given a good start to their school lives.
- The headteacher provides astute and purposeful leadership so that together with her deputy, senior staff and governors there is a clear educational direction to the school.
- Relationships are very good and pupils have very positive attitudes.
- All staff have a clear commitment to school improvement.
- Provision for pupils' spiritual, moral, social and cultural development is very good.
- Child protection and procedures for promoting pupils' welfare and their personal development are good.

What could be improved

- The monitoring and evaluation of pupils' achievements and progress in science and some of the foundation subjects as they move through the school.
- A consistent approach to ensure that pupils' prior attainments are used more rigorously to inform teachers' planning when they move from the reception classes into Year 1.
- Some of the targets set for pupils with special educational needs are not clear enough, which makes it difficult to assess how much progress has been made.
- Reviews held to monitor the provision made for pupils with special educational needs are not frequent enough.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in May 1997. Improvements have been good since that time. The Foundation Stage provision has been greatly improved by establishing an appropriate curriculum. The recently revised management structure has provided clear channels of accountability and the subject co-ordinators are now taking a leading role in helping to monitor and evaluate teaching and learning in their subjects. The quality of teaching and learning throughout the school is good. Teachers have very good knowledge and understanding of all subjects in the National Curriculum and succeed in raising standards for all pupils, including the higher attainers. School development planning is good and is fully linked to the action taken to meet the school's priorities. Financial planning is very good. The governors are clear about their monitoring role. They have a good understanding of the strengths and weaknesses of the school. Although there is still room for improvement in the assessment of science and some of the foundation subjects, assessment is satisfactory overall. The school has made assessment in science a priority for development in the coming year.

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				Key
	All schools			Similar schools	
	1999	2000	2001	2001	
English	A*	A	A	A	Well above average A Above average B Average C Below average D Well below average E
Mathematics	A*	A	A	A	
Science	A	A*	A	B	

The table shows that in the 2001 national tests for Year 6 pupils, their results were well above average for all schools in English, mathematics and science. The results in English and mathematics were also well above those in similar schools and above in science. Test results in all three subjects have risen at a similar rate to the national trend and have been consistently high over the past three years. The 2001 national test results at the end of Year 2 are average in reading, writing, and mathematics and in teacher assessed science. These standards have remained close to the national trend in reading, writing and mathematics over the last four years.

Pupils continue to do well in Year 7 in English, mathematics, ICT, history and geography. In other subjects pupils attain average standards by the end of Year 7. The difference between standards at the end of Year 6 and Year 7 in some subjects is mainly due to large number of pupils who leave and join the school in Year 7. The high targets set for Year 6 pupils in English for this year are likely to be achieved, but not for mathematics. However, the school's targets for improvement are suitably challenging. The progress made by pupils with English as an additional language (EAL) and special educational needs (SEN) is satisfactory and the higher attaining pupils are making satisfactory progress.

The school has prioritised assessment in science in its plan for improvement. The implementation of the literacy and numeracy strategies, good teaching and effective use of assessment in English and mathematics to track pupils' progress across the school have a positive effect on standards of attainment. In religious education pupils achieve above average standards in relation to the agreed syllabus at the end of Year 6 and average in Year 7. In art and design, geography, and history, standards are above average by the end of Year 6. In physical education, French, information and

communications technology (ICT) and music, pupils' achievements are average and appropriate for their age at the end of Year 6.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have good attitudes to learning. They are very interested and involved with their work. They respond well to class and group discussions in a mature manner.
Behaviour, in and out of classrooms	Good. Pupils are courteous, polite and respectful. They listen attentively and behave well at playtime and around the school. Younger and older pupils play together well.
Personal development and relationships	Relationships are very good throughout the school. Pupils show respect for others' feelings and understand the impact of their actions on others.
Attendance	Attendance is satisfactory.

School routines are established well from the reception classes upwards. Pupils' relationships and their willingness to take the initiative and personal responsibility are significant strengths. They take care of each other and their environment.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 7
Quality of teaching	Good	Good	Good

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

The overall quality of teaching and learning throughout the school is good. Most examples of good and very good teaching were observed in lessons taught in the reception classes and years 2 to 7. This consistently good quality of teaching makes a substantial contribution towards promoting pupils' enthusiasm for learning.

Teaching in English and mathematics is good. Teachers have a good understanding of the national strategies for literacy and numeracy. These have been successfully implemented and have had a significant impact on improving and maintaining standards, particularly in years 3 to 6. In information and communications technology (ICT) the improved level of provision and increased teacher confidence is having a positive impact on standards. Teaching and learning of pupils with special educational needs and those with English as an additional language are satisfactory. Better progress could be made however, if the targets on pupils' individual education plans were clearer and broken down into smaller steps. At present, many are too wide and are not easily measured. Learning support assistants are not always fully briefed to ensure that they can help pupils with learning difficulties make better progress in their learning. Throughout the school, relationships between staff and pupils are very good and the mutual respect shown has a good impact on learning.

The noticeable strengths of the good and very good teaching are:

- Effective lesson planning with work set at suitable levels for all pupils.
- High expectations of work and behaviour.
- Time is used effectively.
- Good assessment of pupils' understanding through careful questioning.
- Good use of support staff.

These strengths in teaching make learning a pleasure for pupils and they respond by being interested in their work and determined to do well in all aspects of their education.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a very good curriculum, teaching all National Curriculum subjects and religious education. Procedures to ensure that all pupils have equal access to the curriculum are very good, as is the provision for extra-curricular activities.
Provision for pupils with special educational needs.	Provision for pupils with special educational needs is satisfactory. They make satisfactory progress throughout the school and take a full part in lessons.
Provision for pupils with English as an additional language	Provision for pupils who have English as an additional language is satisfactory. The staff offer valuable support to help pupils have full access to the curriculum. Pupils make satisfactory progress as a result of this support.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for ensuring pupils' moral, social, cultural and personal development is very good. There is good provision for their spiritual development.
How well the school cares for its pupils	Procedures for child protection and for ensuring pupils' welfare are good with effective links to external agencies. All staff work hard to maintain a caring, supportive environment.

The school has very effective links with parents, ensuring that they are given the opportunities to become involved in the education of their children. Reports to parents are detailed and give clear targets for improvement in all subjects and meet requirements. They are informed about their child's curriculum and are given good information about national tests, English as an additional language, special educational needs provision and the need for regular attendance.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher provides strong leadership and is supported very well by her deputy and senior staff. Subject co-ordinators have a clear understanding of their roles and fulfil them effectively. Teaching and learning are monitored well and school planning is seen as an important way of ensuring further improvements.
How well the governors fulfil their responsibilities	Governors' role in helping to shape the direction of the school is good. They have a good understanding of the strengths and weaknesses of the school. Priorities identified through financial planning are very good.
The school's evaluation of its performance	The school has developed and implemented some good systems for evaluating its performance. Information and data gained from this process are used very well to identify areas for improvement.
The strategic use of resources	The school makes good use of staff, accommodation and its other facilities. This particularly enhances pupils' learning experiences, in science, physical education and environmental work.

The staff have a good range of expertise and are well trained. The development of the senior leadership team has provided greater depth to the management structure and enables more staff to take on responsibilities to support school development. All available resources are used well to

support pupils' learning. The working environment is clean, well maintained and effectively managed. Governors apply principles of 'best value' to all their spending decisions.

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 and have positive attitudes to learning.• The teaching is good.• Parents feel confident that all staff take their views or concerns seriously.• Parents are kept well informed about their child's progress.• Teachers are approachable and always available to discuss matters.	<ul style="list-style-type: none">◆ Some parents would like a wider range of extra-curricular activities.

The inspection team agrees with all the positive comments made by parents. However, the team judge that there is a very good range of extra-curricular activities available for pupils.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children's attainment on entry to the reception classes is similar to that expected of children of their age. By the time they are ready to start in Year 1, the majority of children achieve well and are likely to attain the early learning goals in personal, social and emotional development, knowledge and understanding of the world and in their physical and creative development. In communication, language and literacy and mathematical development their attainment is in line with expectations. Most children are well prepared for the start of the National Curriculum in Year 1. They speak confidently. They learn to recognise words, start to write and enjoy sharing books. Children are encouraged to read right from the moment they start school. The very good reading corner which is set up in reception and its warm, cosy atmosphere invites children in to experience the enjoyment of books. Many children enjoy writing and during the inspection were seen writing at the writing table and sometimes copying out whole pages from books. Children new to school are learning correct mathematical vocabulary. They learn to sort and count objects, understand the concepts of more and less and to recognise and write numbers. Most children are familiar with the term add and the more formal activities for mathematics are effectively introduced to the children through the framework for teaching numeracy. Children develop their understanding and knowledge of the world through observing living and growing things, finding out why things happen and how things work. They develop their creativity through using a range of materials, taking part in role-play and learning to recognise symbols in music.

2. Results of the Year 2 national tests and tasks are average in reading, writing and mathematics and in teacher-assessed science. Standards are similar to those in other schools over the last four years. In the 2001 national tests for Year 6 pupils results showed that pupils attained very high standards in English, mathematics and science. The school's results in English and mathematics were also well above average when compared with similar schools and were high in science. Results have been consistently high over the past three years.

3. The findings of this inspection show that the majority of Year 6 pupils achieve well above average standards in English and mathematics and above average standards in science by the time they reach the end of Year 6. Pupils continue to do well in English, mathematics and ICT and standards are above average. In other subjects pupils attain average standards by the end of Year 7. The difference between standards at the end of Year 6 and Year 7 is mainly due to the large number of pupils who leave at the end of Year 6 and the number who join the school in Year 7. The 2001 test results showed that the school exceeded its given targets for English but fell just short of its targets for mathematics. The high targets set for English for this year are likely to be achieved, but not for mathematics. The school's targets for improvement are suitably challenging. Evidence from lessons and pupils' work bears this out: standards and improvements are being maintained. It is judged that pupils are making at least satisfactory progress in Key Stage 1 with the greatest improvements seen in Years 2 to 6 where pupils make good progress. The progress made by pupils with English as an additional language and special educational needs is satisfactory and the higher attaining pupils are making satisfactory progress.

4. Evidence gathered during the inspection reflects the results of national tests and assessments. Effective implementation of the literacy and numeracy strategies, good teaching and effective use of assessment in English and mathematics to track pupils' progress across the school are having a positive effect on standards of attainment. Skills in speaking and listening are taught well throughout the school. Staff set a good example to pupils by listening carefully to what they have to say. Pupils learn to explain their ideas and opinions, and most pupils speak confidently when answering in class and talking to visitors. By the end of Year 6 most pupils reach standards well above the expected standard in speaking and listening. In Year 7, the pupils continue to make good progress and their work is well above average for their age.

5. In Years 1 and 2, younger pupils quickly develop a good understanding of letter sounds and their reading diaries are well used for teachers and parents to communicate about progress and keep records of the books they have read. Pupils learn to use the library to locate information by using the contents and index pages of reference books. The older and higher-attaining readers enjoy books, talk eagerly about their preferences and take a keen interest in literature. Pupils quickly find books to help them find information needed in their history, geography and religious education work.

6. By the end of Year 2 most pupils can sequence their ideas when they write and begin to vary their sentence structures and use imaginative vocabulary. They separate their work into paragraphs and develop correct spelling. Standards in writing are well above average by the time pupils are in Year 6. The higher attaining pupils write fluently, and in their best work the average attainers show a good grasp of grammar and punctuation. Lower attaining pupils and those with special educational needs have a limited understanding of punctuation, and make frequent spelling errors. Handwriting is well developed and presentation is very good. There is a very strong emphasis on writing within most other subjects so that pupils can practise their skills.

7. In mathematics, by the end of Year 2 pupils understand the language of number, have a good knowledge of place value to at least a hundred and can quickly recall addition and subtraction facts to twenty and often beyond. Most pupils can tell the time, and some are able to use the twenty-four hour clock and know how many seconds in a minute. They solve shopping problems, with the more able pupils confidently working to calculate how much change they have from five pounds. By the end of Year 6 pupils have a very good understanding of place value, with many pupils confidently handling very large numbers. Pupils accurately add, subtract, multiply and divide two and three digit numbers, with the majority able to work to two decimal places. They understand the relationship between fractions, decimals and percentages. Year 7 pupils are able to use spreadsheets and other programs to input data and produce a graph.

8. By the end of Year 2, pupils' knowledge of life and living processes in science is average. Pupils can record the similarities and differences between animals and man. Their investigative work is of a satisfactory level. More able pupils write detailed conclusions about their work. Pupils record properties of materials such as smooth and hard and have a satisfactory understanding of physical processes. By the age of 11 years, pupils' knowledge of life and living processes is above average. They demonstrate clear understanding of the types of habitats that animals live in. They carry out detailed observations of soil types. Pupils write predictions, record results accurately and form conclusions about their work. Many pupils change schools at the end of Year 6 and the pupils in Year 7 have average levels of knowledge and understanding of all aspects of science. They draw clear diagrams to explain why day and night occurs. By the time pupils leave the school the majority are confident in applying their knowledge to experimental work, predicting what might happen, drawing conclusions and then recording their work.

9. Pupils' attainment in information and communication technology (ICT) is now in line with expectations at the end of Year 2 and Year 6. Progress since the last inspection has been good, with a significant improvement in facilities and provision available to all pupils. Standards are rising in line with the increase in what is expected nationally by age 7 and 11 years. By the end of Year 3 pupils are competent in the use of ICT, being able to log on using the correct password. They use the mouse and keyboard with confidence for a range of purposes, such as changing font and colour when writing stories or making pictures. By the end of Year 6 pupils enter data and use information well to produce charts and graphs. Pupils in Year 7 use the Internet to download information to support their work in other subjects. They use the principles of spreadsheets and apply their skills in plotting weather and birds and their habitats. They are confident users of ICT and achieve high standards.

10. By the end of Year 2, pupils' knowledge and understanding of religious education is above the expectations of the locally agreed syllabus. By the end of Year 6, their attainment is well above agreed expectations. However, due to many pupils leaving the school at the end of Year 6, pupils'

attainment is in line with locally agreed expectations in Year 7. In Year 2, pupils learn about important landmarks in Christian life and growing up in a Christian family. Pupils in Year 7 have a deep understanding of the stories about Jesus' life. They are taught about the major world faiths. By the end of Year 6, pupils know the main festivals, symbolism and beliefs associated with different faith groups. They reflect on the beliefs of others and relate them to their own experiences.

11. Pupils with special educational needs make satisfactory progress as they move through the school. Work in class is usually provided at a suitable level, based on prior attainment, which results in pupils making sound progress. In a few classes, however, this is not the case and results in these pupils making slower progress because the work is not designed to help them move on in their learning. The targets set in pupils' individual education plans are not always taken into account when planning work. This is particularly the case in English where pupils are sometimes given work that is not specifically planned to help them achieve their targets. Pupils with special educational needs in Years 3 to 6 make better progress because of the good levels of help they receive from teachers and assistants in the 'intervention' and 'target' groups. However, these still only provide work geared at the needs of the whole group, rather than the individual pupil.

12. In art and design, geography, and history standards are above that expected nationally for pupils by the end of Year 6. In physical education, design and technology, French, information and communications technology and music, pupils' achievements are average and appropriate for their age.

Pupils' attitudes, values and personal development

13. The last inspection found that pupils' attitudes, behaviour, and relationships were a strength of the school. These aspects continue to be good.

14. Pupils are enthusiastic and eager to come to school. They have positive attitudes towards their work and this supports teaching and learning. Throughout the school pupils are keen and involved in all school activities. Pupils listen attentively, follow instructions carefully, settle to tasks quickly and concentrate well. In art and ICT lessons, pupils visibly gained confidence and skills and were able to complete their task well with very good concentration and application to task.

15. Pupils behave well throughout the school complying with class and school rules. They also behave well in assemblies where pupils listen attentively. Pupils all know right from wrong and are polite and courteous to teachers, their peers and all adults in the school. When moving about the school pupils wait their turn and open doors for others. In lessons they put up their hands and are encouraged not to call out. In a physical education (PE) lesson, very good discipline with clear guidelines well established meant that pupils responded extremely well. Pupils behave well at playtime and lunchtimes and younger and older pupils play together well. Behaviour is good in the canteen as well as on the playground. No examples of any bullying, oppressive behaviour, racism or sexism were seen; pupils have a good understanding of the impact of their actions on others.

16. The school functions as an orderly community that is focused on learning. All pupils, including those with special educational needs who have identified emotional and behavioural difficulties are well managed in class and during breaks. They are carefully supported by teachers, learning support assistants and lunchtime supervisors. The school ensures that they are fully included in the life of the school and that their behaviour is not detrimental to their own learning or to that of their classmates. Pupils handle resources well; no examples of damage, litter or graffiti were seen during the inspection. Staff confirmed that pupils take care of their environment.

17. There is a calm and caring atmosphere in the school and staff provide very good role models. Relationships throughout the school are very good and are a significant strength of the school. In lessons pupils are encouraged to work in groups and in pairs, they work well and share well together, discussing ideas and developing skills in a variety of ways. Pupils also work well independently, with good levels of concentration seen. Pupils have a high level of understanding of the effects of their actions on others; this was evident in many class discussions. They are

developing respect for feelings, values and beliefs of others and demonstrate this in many religious education lessons and in their assemblies.

18. Very good personal development means that pupils respond very well to additional responsibility. There is a good range of responsibilities for children including the school council where pupils represent their class, or being school prefects and house captains.

19. Opportunities for pupils to use their initiative and independence in their learning are also fostered. Pupils are expected to help one another, they respond well by caring for the younger pupils and helping them in a number of ways. In the canteen prefects organise the lunch boxes as well as help staff look after younger pupils either to find their way or encourage them to eat their food. Pupils are attached to staff for specific duties which range from can crushing to monitoring the corridors at lunchtime or acting as wet play monitors for children in Years 4,5 and 6. Year 7 pupils organise and run their own dance club at lunchtimes. Pupils respond very well to these opportunities, and those spoken to were very proud of their achievements.

20. Attendance is in line with national averages and is therefore satisfactory. Few pupils arrive late to school which means lessons begin promptly at the beginning of the school day.

HOW WELL ARE PUPILS TAUGHT?

21. The overall quality of teaching and learning is good. Most examples of good and very good teaching were observed in lessons taught in Years 2 to 7. This consistently good quality of teaching makes a substantial contribution towards promoting pupils' enthusiasm for learning.

22. All of the teaching seen in the reception classes is at least satisfactory with nearly three-quarters of teaching being good or very good. A particular strength is the good management of the children by both teachers and learning support staff. Teachers listen to children carefully and consistently reinforce children's positive self-esteem and confidence. Expectations for behaviour are high. A variety of imaginative approaches are employed to capture the interest of the children and maintain their motivation. Planning of activities appropriate to the children's stage of development is good and supports their learning of basic skills and understanding in all areas of learning. Teachers make flexible use of the planning format from the National Literacy Strategy. The children enjoy sharing a book with adults in the exceptionally welcoming literacy corner, and join in with well-known stories and songs. They are taught initial letter sounds and reading skills. Both classrooms have many captions and labels so that children know that print has meaning. Teachers have high expectations of the children in their care and all children are appropriately challenged. The staff provide activities which arouse the children's awareness and understanding of the world around them. For example, they help children explain what materials are needed to make bubbles, and what makes for a 'good' bubble. Children's learning is good and all children, including those with special educational needs and those with English as an additional language, do well in relation to their capabilities and previous learning.

23. The teaching in the Year 1 classes is predominantly satisfactory. It is mainly good and sometimes very good in Year 2. Teachers use a planning sheet for each lesson which clearly outlines what they expect pupils to learn in the course of the lesson. This was clearly seen in a Year 2 science lesson about healthy and unhealthy foods. The teacher made sure that all pupils understood the purpose of the work before the pupils worked on practical activities to sort and give reasons why certain foods were not as good for them as others. All the pupils in this class were well motivated and succeeded in learning a great deal in the lesson, giving them a real sense of achievement. Good use is often made of teaching and learning assistants to assist pupils in small-group activities or support individual pupils during whole-class sessions. A very good example of this was seen in a Year 2 English lesson on characters in traditional tales. The teacher, despite focusing on one group of pupils, remained very aware of the progress of others in the class. The learning support assistant worked very well with another small group which included three children for whom English is an additional language with one child at the early stages of learning to speak English. Both gave very good guidance to pupils and had high expectations of work and behaviour.

By the end of the lesson all pupils had successfully completed their tasks and were able to discuss the use of adjectives to help describe the characters in the story of 'The Three Bears'.

24. The quality of teaching and learning in Years 3 to 7 is also good overall with only one unsatisfactory lesson. Most of the very good teaching occurred in English and mathematics lessons in Years 5 and 6. Questioning of pupils is good with teachers taking care to involve all pupils. In a very good Year 6 numeracy lesson, for example, the teacher homed in unerringly on the pupils who were experiencing difficulties and, through careful questioning, found out where they were going wrong and corrected their misconceptions. Lessons move along at a brisk pace with pupils quickly going on to the next task and not wasting time. Relationships are good and teachers motivate their pupils well so that they are eager to learn and keen to participate and use their own initiative. For instance, in a Year 5 science lesson about how sound could be changed, pupils were able to work together, experiment and then write thoughtful conclusions about their work. In another Year 6 English lesson about how poets use sounds in words to create images and evoke feelings, pupils knew exactly what they had to do and worked hard throughout the lesson. Where teaching was less than satisfactory there was a lack of challenge in the work and the available time was not used effectively as pupils were allowed to interrupt the teacher and each other during the lesson. As a result pupils learnt at a slow rate as much of the time was spent keeping the class in order.

25. The numeracy strategy and literacy hour have been successfully introduced and implemented and have had a significant impact on improving and maintaining standards, particularly in Years 3 to 7. The teaching of numeracy skills is good and pupils are given many well-planned opportunities to understand number. Setting for numeracy in Key Stage 2 and in Year 7 has helped teachers to plan work at an appropriate depth and level to match the pupils' abilities in different groups. Strategies for teaching literacy are also good. The introduction of the literacy hour, improvements made in the teaching of English identified by the school's self-evaluation programme and the consistently high quality of marking have contributed significantly to an improvement in standards in some aspects of English since the last inspection. In most classes the teachers understand the need to ensure that the start of the lesson is brisk, snappy and interesting so as to capture the pupils' interest and motivation. Effective discussions at the end of the lessons help the pupils to know how well they have done.

26. The teaching and learning of pupils with special educational needs and those with English as an additional language are satisfactory. Teachers give suitable support and work is usually set at an appropriate level to enable pupils to make satisfactory progress. This is often the case in subjects such as mathematics, history, geography and religious education, where extra support or specially designed worksheets are provided. In some lessons however, particularly in English, teachers do not always take into account the targets set in pupils' individual education plans (IEPs) when planning work and this means that the work is not geared well enough to the needs of these pupils. In addition some teachers do not brief learning support assistants sufficiently well about their role in each lesson and therefore their effectiveness in helping to make accurate assessments of pupils' progress during the lesson and over time, are inhibited.

27. Throughout the school, relationships between staff and pupils are good and the mutual respect shown has a good impact on learning. In class all teachers make positive comments to pupils and encourage them to improve and extend their work. Marking of books is good. It is consistent and pupils are given useful pointers to help them improve their work in the future. All this helps pupils know exactly how to make better progress in their learning and has a positive effect on standards. These strengths in teaching make learning a pleasure for pupils and they respond by being interested in their work and determined to do well in all aspects of their education.

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

28. The school provides a very good range of learning opportunities for its pupils. The curriculum is rich in content, well planned and carefully thought out. This enables pupils to develop their knowledge and understanding of all National Curriculum subjects and religious education to a high level as they move through the school. The curriculum fully meets statutory requirements. This is a good improvement since the last inspection when the provision for children in the Reception classes did not cover all the nationally recommended areas of learning. Planning is now very good in this part of the school and ensures that the children receive a stimulating and exciting start to their education.

29. The school's strategies for teaching literacy and numeracy are very good and have had a significant impact on both the progress pupils make and the standards they reach. In the case of literacy, the school has successfully adapted the National Literacy Strategy to give pupils very good coverage of all aspects. The high emphasis on developing pupils' literacy skills across the curriculum enables pupils to gain valuable practice and develop their skills to a high level. The strategy for teaching numeracy is also particularly good. It follows the National Numeracy Strategy and ensures that all pupils learn at a very good rate. In other subjects the provision has been successfully maintained, and often improved, so that pupils are presented with many interesting and stimulating learning opportunities throughout their time in the school.

30. Equality of opportunity and access to the curriculum for all pupils is very good. All pupils benefit from the careful provision. Since the last inspection much good work has been done on establishing an equal opportunities (EO) policy and the school is aware that even more is possible and has already taken steps to build upon this firm foundation. The curriculum for pupils with special educational needs is satisfactory. Such pupils are given full access to the curriculum and receive appropriate support from their teachers and learning support assistants. Pupils are often well supported in small groups to help them understand new concepts and learn at a suitable rate.

31. Staff offer valuable support to ensure that pupils who have English as an additional language have full access to the curriculum. In their work within the classroom, they focus their attention on a targeted group of pupils. This is directly related to the work of the class as a whole. In this way the work mirrors that of mainstream teachers operating in a support role targeting small groups of pupils with special educational needs. Work with partners and in small groups is well established in the classroom and throughout the school. This also supports bilingual pupils who are working alongside their English speaking classmates.

32. All pupils are fully included in the life of the school enabling them to benefit from the many very good quality learning and social opportunities provided. This is a very strong part of the school's ethos and contributes well to making it a happy and racially harmonious place. A few pupils are occasionally withdrawn from lessons for additional learning support or to learn a musical instrument. Care is taken to ensure that they do not miss any particularly important work in the lessons, or parts of lessons. Grimsdyke is a school in which all pupils are highly valued and successful efforts are made to include them in all aspects of the curriculum.

33. The governing body has a curriculum committee in place and has designated governors to oversee literacy, numeracy and special educational needs. Policies for sex, drug and personal, social and health education are in place and the provision for pupils' personal, social and health education is good.

34. A wide range of visits to places of interest, linked to pupils' work in class, enhances the curriculum. Visits have been made by Year 3 pupils to the Museum of London to help with history work and to the Science Museum to illustrate science work on rocks, materials and magnets. Year 4 pupils visited Watford Mosque as part of their religious education studies into different places of worship. Year 5 pupils visited an outdoor education centre for a five-day residential visit which extends their physical education as well as providing valuable opportunities to work and live

together. Pupils in Year 6 went to the seaside to study the coastline for their work in geography and Year 7 pupils made a trip to Canterbury as part of their literary studies into the Canterbury Tales. The school provides for its pupils a very good range of additional clubs and out-of-school activities. These include football, rugby, netball, table tennis, drama, chess, dance, science, choir and school band.

35. There are satisfactory links with other local schools. The transfer arrangements with the nearby secondary school help ease the pupils' transition and include high school students visiting pupils to make them feel more welcome and confident. The police visit regularly to give talks to pupils on personal and road safety. Representatives from local churches and faith groups also visit to take assemblies or to take part in religious education lessons. These visits contribute to pupils' personal development and help them become increasingly aware of life within today's society.

36. Personal, social and health education is well established in the school. There is a whole-school programme, which is being updated at present. The ethos is one of care and a high priority is placed on pupils' personal self-esteem. Pupils' opinions are sought whenever possible and opportunities are provided in lessons for them to ask and answer questions freely. There are social development sessions and through them the self-esteem of pupils is thoughtfully enhanced. The consistent and positive approach to behaviour management is a significant strength. The Golden Rules and systems of rewards and sanctions are clear and fair, and are respected by pupils and staff. Citizenship is well developed, for example, pupils collect harvest gifts for the needy. The school assists effectively with the teaching of sex education and pupils also learn about the use/misuse of drugs.

37. Overall, the provision for pupils' spiritual, moral, social and cultural development is very good and is a strength of the school. This is an improvement in the level of provision since the last inspection. Pupils' spiritual development is good. School assemblies appropriately support spiritual awareness. There are thoughtful addresses, which inspire pupils to think of others. Collective worship meets the requirements and thoughtful periods of reflection are included. The local faith leaders and parents lead assemblies. Pupils have visited the local places of worship. Singing in assemblies is uplifting. In a science lesson pupils marvelled over the power of magnets and their properties. Pupils were amazed at the patterns to be found in nature when studying the human body. Some teachers allow pupils periods of reflection in lessons for self-assessment. There are achievement boards with photographs of pupils displaying their school successes.

38. Provision for pupils' moral development is very good overall. All teachers provide very good role models in their relationships with the pupils that they teach. The support staff play an important part in encouraging respect and value for one another. School rules are clearly defined and are consistently applied throughout the school. Class rules have been written and signed by the pupils. Honesty is respected in the school and every opportunity is taken to ensure that all pupils are taught the difference between right and wrong. Pupils draw posters about life's 'Do's and 'Don'ts'. Teachers place a great deal of emphasis on the discussions about the morals to stories and pupils in Year 5 have written their own moral tales. The school participates in environmental initiatives such as sponsoring a dolphin.

39. Social provision is very good in the school. All staff in the school work hard to encourage positive social behaviour and consistently apply the behaviour policy. There are very good opportunities for pupils to work together collaboratively in science, English and religious education lessons. For example they often work in groups when they carry out science investigations. There is a friendly family atmosphere throughout the school. Clubs during the lunch hour and after school offer a wide range experiences for pupils to develop socially. Many pupils attend music and sports clubs. Pupils are encouraged to behave with courtesy to adults and each other. There is a well-established school council, which offers a rich experience for pupils to discuss issues such as "Would desks or tables with drawers mean less time was wasted in lessons?" Strategies for handling bullying are well in place and all staff monitor this carefully. Pupils also raise money for charities such as Jeans for Genes and organise a talent show for Comic Relief. The school offers

many opportunities for pupils to develop their initiative when they select prefects. Staff expect pupils to take on a variety of responsibilities.

40. Provision for pupils' cultural development is very good. Pupils experience a wide range of opportunities associated with western culture in the planned curriculum in art, geography, music and history. Year 6 pupils examined an extract from Shakespeare's *Macbeth* before they created comic strips from it. History projects allow pupils to explore past English periods when they learn about World War II and Medieval England. Pupils study a variety of local places of worship. Year 7 pupils study the Christian beliefs, exploring the importance of Jesus' death. In Year 6 pupils analyse famous English artists' work such as Turner. There are rich opportunities to study other cultures. In connection with studies on Ancient Greeks pupils design and make Greek vases. The study of Islam, Judaism and Hinduism are part of the religious education scheme of work and pupils in Year 6 create wonderful presentations about a faith of their choice. In many classrooms there are opportunities to study tales and books from other cultures. Visitors are well used in the school, including musicians, artists, storytellers and authors.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

41. The last inspection found that pastoral care was good but that assessment provided an overview but little practical detail. No agreed whole-school policy was in place so that good and bad practice co-existed. This inspection finds that the school continues to provide good pastoral care, and assessment is satisfactory overall. Since the last inspection the school has begun to look at the arrangements for assessment and monitoring, but a whole-school approach is not yet fully in place.

42. Staff know the pupils well, and this enables them to provide good and appropriate care and support. Medical and personal needs of all the pupils are clearly identified and dealt with. The school identifies and deals effectively with any hazards found on site and inspections of buildings, grounds and equipment are regularly undertaken. The procedures for health and safety are well set out and administered by both staff and governors. The arrangements for the provision of first aid are very good, a number of staff are trained in the administration of first aid, with two members of staff on duty at all times during the school day in the well-equipped medical room.

43. The school makes good provision for the protection of children. The headteacher is the designated person responsible for child protection arrangements and other staff have received appropriate guidance and are kept informed of the arrangements and procedures.

44. The school monitors absences well, staff regularly examine registers and analyse, monitor and follow up any absences, with the headteacher being informed where there are any concerns. The school receives support from the Education Social Worker, who will write to and visit parents when appropriate. Registers are kept in accordance with current statutory requirements.

45. The school is good at monitoring and eliminating oppressive behaviour. This results in good standards of behaviour throughout the school. Pupils are involved in the devising and agreeing of class rules, in addition there are whole-school 'golden rules'. At lunchtimes any incidents of poor behaviour are recorded by staff and prefects and these records are monitored by senior members of staff on a daily basis. Pupils are all aware of the behaviour rules and policies. Achievement assemblies celebrate good behaviour as well as good work with the awarding of certificates, a copy of which is sent home to parents. In their responses to both the pre-inspection questionnaire, and at the pre-inspection parents' meeting, parents confirmed that they felt the behaviour of the children was good. Pupils spoke to confirm that there is very little bullying, and that any problems are dealt with very quickly and effectively.

46. The procedures for assessing pupils' attainment and progress are satisfactory. Use of the information gained from assessment is also satisfactory. Throughout the school, pupils are set targets in English, mathematics and science. Pupils are able to explain what these targets are and what they need to do to achieve them. They are reviewed regularly and used to compile the annual

report to parents. Class teachers are using targets to help pupils know and understand what they have learnt in the lesson and provide information for the next steps of learning. The results of these ongoing assessments are being used well in Year 2 and higher up the school to plan lessons, but this is not yet the case in Year 1 where information gained from reception classes is not used effectively to ensure that lesson planning builds on the pupils' previous learning.

47. Although pupils with special educational needs and those with English as an additional language are identified early in their school life and are accurately assessed, the school has only recently begun to track the progress of these pupils' achievements. Effective systems are not yet in place to ensure careful planning and regular sampling and monitoring of individual pupils' progress in order to target them for additional support when necessary. Progress towards the targets set on these pupils' individual education plans is reviewed twice a year at meetings involving the co-ordinator, class teacher, support assistant and parents. However, these targets are often not specific enough to enable clear progress to be measured. This sometimes leads to the same plan being followed for another six months, which leads to minimal challenge and progress for the pupil. Sometimes there are too few targets on the six-monthly plan and this also inhibits progress.

48. The school now uses baseline assessment, the national tests in each key stage and optional tests in Years 3, 4 and 5 to monitor overall performance. There are good procedures for assessment in place for the Foundation Stage, and for some of the foundation subjects such as history. Assessment is satisfactory in most other subjects, for example, design and technology, art, and religious education. However, in science, although teachers are making assessments of pupils annually and at the end of each unit of work, pupils' levels of attainment are not recorded so that the school can monitor pupils' progress. Last year there was some underachievement of boys in Key Stage 2 in science, which the school has begun to address. Recently the school has bought a commercial scheme for assessment and is in the process of entering the data, starting with mathematics and English, where it is being piloted, to enable the staff to track pupils' progress as they go through the school. However, the system is still at a very early stage and is not yet in place to help track pupils' rate of progress in all subjects as they go through the school.

49. There are good procedures for monitoring and supporting pupils' personal development. The school continues to look for ways to improve its pastoral provision. Teachers know their children well and the school is currently formulating its PSHE provision, this and the use of 'circle time' support this aspect well. There is a very good school council, which meets regularly and gives pupils good opportunities to discuss issues in a responsible and mature manner. Playtimes and lunchtimes are well organised and well supervised. They provide good opportunities for pupils' social development, for example, pupils sit at specific tables with those from different classes and chat together as they eat their meal. Pupils have very good relationships with the staff who care for them at lunchtimes. A good range of toys and equipment is available to pupils in the playground and is enjoyed by all.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

50. The last inspection found that partnership with parents was a particular strength of the school; this continues to be the case. A real sense of community is evident and the school and parents work hard to maintain this. Parents have very positive views of the school. The majority of the parents are very supportive and feel that the school does very well. From the results of the questionnaire there was strong agreement with the statements about their child liking school, that teaching is good, that parents feel comfortable in approaching the school and that the school expects children to work hard and they are making good progress. At the meeting and in the questionnaire, issues were raised about homework but again the inspection team judged that provision for this is good. In the questionnaire a few parents did not feel that the school provided an interesting range of activities outside the curriculum but the inspection team judged the organisation and the wide range and quality of activities and clubs that take place at the school to be very good.

51. The information provided for parents by the school is very good. At the beginning of each year parents are given information about the topics to be covered in the class as well as timetables

for homework to be provided. Detailed newsletters are sent home regularly and giving parents information about what is happening in school. In addition letters about specific events or trips are also sent on a regular basis. There are good arrangements for parents to speak to teachers on an informal basis as well as regular formal occasions when they can discuss their children's progress. Parents of pupils with special educational needs are kept fully informed about their child's progress towards the targets set for them. They attend meetings and make useful contributions to the discussions but some parents thought that these were too infrequent. Parents are given copies of the individual education plans.

52. At the pre-inspection parents' meeting, parents said they felt they were kept well informed and that the teachers were very approachable. Annual reports to parents are very good and provide detailed information to parents and carers about what their children know, understand and can do. The reports also include information on what the children can do to improve further. Some statutory information is missing from the Governors' Annual Report to Parents and the Prospectus, but this does not detract from the very good level of information provided by the school to parents overall.

53. The impact of the parents' involvement on the work of the school is very good. The Friends of Grimsdyke (FOGS) raise a significant amount of money annually for the school to purchase resources, which is very much appreciated by the school. Parents support school events well. A significant number of parents support the curriculum by coming into school on a regular basis to help out in the classroom, as well as talking to pupils about their experiences. A number of parents also help out on school trips.

54. The contribution made by parents to their children's learning at home is also very good. There are regular parents' meetings that are well attended and at home many parents and carers support their children very well by listening to them read on a regular basis as well as helping with other homework.

HOW WELL IS THE SCHOOL LED AND MANAGED?

55. The headteacher provides astute, purposeful leadership. The school has made good improvements since the last inspection largely through the commitment, hard work and vision of the headteacher, ably supported by her deputy. The headteacher manages to address the day to day difficulties faced by the school successfully. She provides clear direction for the work of the school and has developed and maintained a strong focus on raising the standard and quality of education for pupils. Through her direct management style and the establishment of a newly formed leadership team, she has ensured a firm foundation for the continued growth and development of the school. All staff have clear and high expectations of pupils' behaviour and standards of work. They follow the school guidelines consistently, encouraging positive pupil attitudes and behaviour, and helping them to develop self-discipline. Performance management is in place and is seen by the headteacher and staff as a valuable means of identifying where improvements are needed.

56. Since the last inspection the school has taken effective measures to strengthen the roles and responsibilities of all senior members of staff and the subject co-ordinators. The organisation and development of the senior leadership team and subject co-ordinators have provided greater depth to the management structure. More staff are able to take on responsibilities and support developments. First and Middle school co-ordinators take responsibility for the management of pupils and staff in their respective phases and have direct responsibility for monitoring developments and ensuring policies are implemented consistently. The subject co-ordinators have suitable monitoring tasks such as checking teachers' lesson planning and work sampling to help ensure that appropriate work is provided for pupils across the classes and year groups in each subject. Time has been allocated to enable subject co-ordinators to develop their management roles more effectively by supporting their colleagues in the classroom and monitoring the quality of teaching and learning.

57. The development of a coherent programme to monitor and evaluate the quality of teaching and learning has been a major priority for the headteacher and staff and the system is developing

well. The deployment of teaching and support staff is usually satisfactory and ensures efficient management of the school. Support staff are clear about their roles and understand the important part they play in helping pupils in their care to learn well. However, procedures for monitoring pupils with special educational needs are less satisfactory. There are too few formal systems for monitoring the provision for these pupils, including the work done by specialist teachers and learning support assistants, or for monitoring teachers' plans to ensure that the work set is pitched at the right levels.

58. The organisation, management and support for newly qualified teachers are good. For example, the school ensures that every teacher new to the school has a colleague mentor in order to provide relevant information. This works very well to give support and guidance to newly appointed or temporary staff who are called in to work in the school. Up to the present time the school has managed to successfully recruit teachers when needed and has a loyal band of supply teachers ready to step in at very short notice. This is a testimony to the support provided and the encouraging ethos the school generates to attract teachers to work in the school.

59. The school's administrative procedures are good. The office staff are efficient and welcoming to parents and visitors to the school. Parents expressed their appreciation of the way their enquiries are dealt with when they need to contact the school.

60. The overall effectiveness of the governing body in fulfilling its responsibilities is satisfactory overall. This is an improvement on the findings of the last inspection report. The headteacher, staff and governors are all involved in school development planning. The priorities for development are carefully analysed and the appropriateness of them and the actions taken to meet these targets set are good, as is the shared commitment by everyone to focus on improvement and the capacity to succeed. Governors' understanding of the strengths and weaknesses of the school is satisfactory. They are clear about their monitoring roles and undertake focused visits in order to improve their contribution to shaping the direction of the school. The governors are developing links with subject co-ordinators and year groups to help them monitor curriculum developments. However, although the effectiveness of the governing body in fulfilling its statutory duties and helping to shape the direction of the school is satisfactory, minutes of governing body meetings reveal that too little information is passed on about pupils with special educational needs. Therefore the governing body is not meeting its responsibilities in this respect.

61. The governors apply the principles of best value in all spending decisions and then monitor the impact on financial planning. They compare costs to ensure the school spends its resources wisely and seek to obtain best value when improving learning resources. Educational priorities are well supported through very good financial planning. Specific grants and other funds are used fully for their designated purposes. The school gives good value for money.

62. The school makes satisfactory use of all the accommodation available although in some of the smaller classrooms, teachers are not always able to organise practical activities in the way that they would wish. Overall, however, there is insufficient storage space in the school and the difficulties of providing adequate accommodation for the library and for the school computers remains a problem which needs to be solved. The hall is used efficiently for assemblies and indoor physical education. The Reception and First school outside area has been imaginatively refurbished with some interesting features to enrich the quality of learning for the younger pupils. The school's working environment is very clean, well maintained and effectively managed. The adequacy of the school's learning resources is satisfactory and sufficient to meet the needs of the curriculum in all subjects. Resources for pupils with special educational needs and English as an additional language are effectively used and are of good quality.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

63. In order to raise standards further, the headteacher and staff with the support of the governors, should now:

- i Establish rigorous systems of assessment in science and in the foundation subjects to ensure that pupils' achievements and progress are carefully tracked as they move through the school by using the strong systems in English and mathematics;
(paragraphs 48, 105, 111, 116, 122, 133, 147)
- ii Take greater account of the pupils' learning and work done in the reception classes when planning work for Year 1 pupils;
(paragraphs. 46, 86, 96)
- iii Establish more frequent review procedures for monitoring the provision made for pupils with special educational needs by specialist staff, teachers and learning support assistants;
(paragraphs. 41, 47, 57)
- iv Make all the targets set in pupils' individual action plans more specific, so that their achievements and rate of progress can be measured more accurately.
(paragraphs 47, 57, 87)

The school should also consider the following minor issues that appear within the report including:

- ensuring that governors receive information about pupils with special educational needs on a regular basis;
(paragraph 60)
- review the use and deployment of all learning support assistants in the classrooms.
(paragraph 87)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	94
Number of discussions with staff, governors, other adults and pupils	28

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	21	43	29	1	0	0
Percentage	0	22	46	31	1	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y7
Number of pupils on the school's roll (FTE for part-time pupils)		469
Number of full-time pupils known to be eligible for free school meals		30

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y7
Number of pupils with statements of special educational needs		9
Number of pupils on the school's special educational needs register		144

English as an additional language	No of pupils
Number of pupils with English as an additional language	125

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	35
Pupils who left the school other than at the usual time of leaving	50

Attendance

Authorised absence	%
School data	5.3
National comparative data	5.6

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 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	27	34	61

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	24	24	26
	Girls	29	31	30
	Total	53	55	56
Percentage of pupils at NC level 2 or above	School	87 (100)	90 (100)	92 (97)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	23	26	27
	Girls	30	30	29
	Total	53	56	56
Percentage of pupils at NC level 2 or above	School	87 (100)	92 (98)	92 (100)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	25	32	57

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	22	21	24
	Girls	32	29	32
	Total	54	50	56
Percentage of pupils at NC level 4 or above	School	95 (98)	88 (92)	98 (97)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	22	22	23
	Girls	31	30	31
	Total	53	52	54
Percentage of pupils at NC level 4 or above	School	93 (90)	91 (90)	95 (97)
	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	2
Black – African heritage	0
Black – other	6
Indian	50
Pakistani	2
Bangladeshi	0
Chinese	5
White	269
Any other minority ethnic group	74

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y7

Total number of qualified teachers (FTE)	21.2
Number of pupils per qualified teacher	22.8
Average class size	27.4

Education support staff: YR – Y7

Total number of education support staff	13
Total aggregate hours worked per week	274

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	9.7
Number of teachers appointed to the school during the last two years	9.8

Total number of vacant teaching posts (FTE)	1.4
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0.4
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	

FTE means full-time equivalent.

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	4	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	969867
Total expenditure	975876
Expenditure per pupil	2160
Balance brought forward from previous year	15151
Balance carried forward to next year	9142

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	438
Number of questionnaires returned	180

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	62	34	3	0	0
My child is making good progress in school.	43	48	6	0	4
Behaviour in the school is good.	48	45	2	0	4
My child gets the right amount of work to do at home.	25	48	22	2	3
The teaching is good.	44	50	4	0	2
I am kept well informed about how my child is getting on.	26	53	14	2	4
I would feel comfortable about approaching the school with questions or a problem.	53	40	4	1	3
The school expects my child to work hard and achieve his or her best.	51	43	4	0	2
The school works closely with parents.	38	48	10	2	2
The school is well led and managed.	49	47	2	0	2
The school is helping my child become mature and responsible.	48	47	2	0	3
The school provides an interesting range of activities outside lessons.	16	36	31	8	10

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE.

64. By the time they are ready to move into Year 1, the majority of children achieve well and are likely to attain the early learning goals in personal, social and emotional development, knowledge and understanding of the world and in their physical and creative development. In communication, language and literacy and mathematical development their attainment is in line with expectations of children of similar ages.

65. There have been considerable changes to improve the provision for children in the Foundation Stage since the previous inspection. The early years' provision has been greatly improved by establishing an appropriate early years' curriculum, through the adoption of an appropriate scheme of work and the writing of a new policy. All of these were identified as areas for improvement in the last inspection report. This has required considerable changes to the organisation and curriculum of the foundation stage.

66. Since the last inspection, all staff working in the reception classes have received good professional training. There is now strong teamwork and all adults provide good support for the children in their care. Adults provide good role models and the children respond well to the teaching and non-teaching staff, who establish good relationships with them. Children get a good start to their education in the reception classes. They enter school with attainment broadly in line with what is expected nationally for children of this age. The well-planned curriculum gives children a wide range of relevant experiences. This, together with consistently good teaching, helps them to make good gains in their learning. Staff know the children in their care well and ensure that the focused activities are well matched to their individual learning needs. All this helps the children to achieve the early learning goals.

Personal, social and emotional development

67. Whilst many of the children enter reception classes with personal and social development above national expectations there is a small number who are below national expectations in their personal and social development. However, by the time they leave the reception classes, they are achieving the early learning goals in this area. This shows good achievement and reflects skilful planning of the curriculum where children are constantly encouraged to feel confident about what they can achieve. Children are given good opportunities to play and work together. Adult support is given when needed to encourage children to take turns, share and to show consideration to others. Members of staff are consistent in their approach to good behaviour. This is even so for those pupils who have only been in school for 3 weeks. Teachers ensure that there is a satisfactory balance between activities that are directed by staff and those that children choose for themselves. When given the opportunity, children confidently select what they are going to do and many concentrate for acceptable periods of time without adult supervision or intervention. By the time children leave reception classes the majority understand the differences between right and wrong and play and work together well. They settle quickly to the more structured activities in literacy and numeracy. Children are keen and enthusiastic about their learning and are eager to share their new found knowledge with adults and others.

Communication, Language and Literacy.

68. When children enter the reception classes, their attainment in language and literacy is broadly in line with that expected for pupils of this age, and as they progress through the year many achieve the recommended early learning goals in areas such as their knowledge of letter sounds and reading. Most children are well prepared for the start of the National Curriculum in Year 1. The teachers plan suitable activities to encourage children to give verbal responses to questions and also to extend their vocabulary as, for example, when children are asked to give examples of words

which begin with the sound 'qu', such as quiet and queen. There is a wide variety of role-play activities available for the children, for example, one corner in the reception area is set aside as a Post Office. Children are encouraged to read right from the moment they start school. Teachers ensure that the very good literacy/reading corner set up in the room, reinforces this love of and encouragement to enjoy books. Its warm, cosy atmosphere invites children in to experience and enjoy the wide selection of books.

69. The teachers and all other adults working in the classes ensure that children have a good understanding of letter sounds. This is developed through re-inforcing and fun activities, and many children who have been in school for one term can name and sound letters of the alphabet. Supplies of paper, pencils and crayons are readily available for children to use, and on more than one occasion when visiting the reception classes, children were seen sitting at the writing table and copying out whole pages from books. Many children, however, are still at the early stages of ascribing meanings to marks.

Mathematical development

70. Children's mathematical abilities are very varied when they start their school life. However they make good progress and by the time they enter Year 1, the majority will have reached the early learning goals and be in a good position to start the National Curriculum. Good teaching in mathematics in the reception classes helps all children to extend their knowledge and understanding and achieve well. For example, a good variety of songs is used to reinforce counting to five and back, such as, 'Five little men in a flying saucer.' The children are provided with a wide range of practical experiences such as building with bricks, printing simple patterns and counting games, and sand and water play. Teachers successfully introduce the more formal activities for mathematics to the children in the reception class through the framework for teaching numeracy. They provide interesting activities which hold the children's attention and support their learning well. Most children can count to 10 and are familiar with the term 'add' and 'take away'. Children new to school are taught correct mathematical vocabulary, for example, taller and shorter. They use these words correctly when describing the differences between 'Chip' and his 'dad' from a published reading scheme.

Knowledge and Understanding of the World

71. In the reception classes, children develop an appropriate understanding of their own environment. Their attitudes are very good and the good quality teaching helps to ensure that children are confident to try out new activities and enjoy what they are doing. For example, children are able to describe extremely well how they are able to make bubbles when blowing through little straws. They can explain what materials are needed, for example, washing up liquid and what has to be done to this to make the bubbles. They learn about the properties of ice through a variety of practical activities. They are able to estimate how many dinosaurs will fit on an ice cube before it melts. In the water tray they are able to play with ice and learn how it floats and watch how quickly it melts. Children are very eager to share their new found knowledge about what they have discovered both with each other and with other adults. When playing with miniature soil gardens and other natural resources from outside, children develop good imaginative ideas and increase their speaking skills.

72. Children build with a range of construction toys and through these activities select the pieces they want to use. They learn to operate the computers confidently using the mouse to work their way around a program about Noddy. They can use the mouse correctly and select items they want. They are given adult help as required. The programmes give good opportunities for children to develop and reinforce their skills in a variety of areas.

Physical Development

73. Children achieve broadly what is expected for children of this age. Whilst there are opportunities for the children to play outside and to use the outdoor environment, this is an area which the teachers are trying to develop still further due to the constraints of the school grounds. Although the children do not have their own designated play area outside, as the playground is shared with another three year groups, teachers do their best to ensure that children have access in good weather to a suitable planned period of outdoor play. Good opportunities are provided for the children to develop their fine motor skills, for example in cutting, sticking. They are also provided with an appropriate range of modelling materials such as clay. The children have produced interesting work in making their own fossils out of clay, to go with their work on dinosaurs. Children have the opportunity to experience physical education in the hall. They can move their bodies in a variety of ways, walking and running. The majority follow instructions well and listen intently to the teacher when asked to perform certain skills. They try hard to carry out instructions as for example, when asked to allow only one foot and one hand to touch the floor.

Creative Development

74. Teaching provides for many varied and well thought out activities, which enhance children's opportunities to be creative and to develop their artistic ideas. Children paint, cut stick and draw. They use clay effectively to show what fossils look like embedded in it. They copy repeating patterns and are able to draw at many opportunities throughout the school day. The good range of activities with well-focused teacher support and encouragement mean that children make good gains in learning and reach the early learning goals well before they start in Year 1. Children use paint imaginatively and print with different items, such as cotton buds. They learn to use crayons and pens skilfully. Many children enjoy playing with toys to act out their own stories and show great pleasure when singing nursery rhymes and action songs together.

ENGLISH

75. The standards which pupils reach in English at the end of Year 6, have improved significantly since the last inspection. They were average at the last inspection but are now well above average in speaking and listening, reading and writing. This is due to the school's effective planning for the subject and the high quality of teaching which pupils receive. It is also because pupils get extensive practice in developing reading and writing skills in other subjects. Results of the national tests in 2001 showed that pupils reached high standards compared with schools nationally and also when compared with schools similar to Grimsdyke. Test results have risen over the past four years at a similar rate to the national trend and the school did well to reach its targets in 2001. The high targets set for this year look likely to be achieved. Although girls achieved better results than boys last year, this has not been a significant pattern over recent years. Boys and girls make similarly good progress; it was clear during the inspection that boys were as motivated by literature and as interested in their reading and writing work as girls were. In Year 7, the pupils continue to make good progress and their work is well above average for their age. Overall, pupils achieve very well in English at Grimsdyke compared with the average levels they are at when they start in the Reception classes.

76. The pupils in Year 2 are reaching standards which are above average for their ages in reading and writing but their speaking and listening skills are well above average. Results in the national tests last year were above average when compared with schools across the country but were slightly below average in reading when compared with schools similar to Grimsdyke. This continued the gradual decline in reading standards over the past few years. The proportion of pupils identified with special educational needs was higher than normal last year. These pupils made only satisfactory progress because of some weaknesses in the school's provision, and they did not match the good progress of their classmates. This had a significant impact on the overall standards the pupils reached. Boys did better than girls in last year's tests but this has not always been the case. Currently, boys and girls are reaching similar levels in their English work.

77. Test results for both Year 2 and Year 6 pupils show that there is a good proportion of pupils reaching higher levels. There are far more pupils reaching high levels than at the time of the last

inspection, when this was identified as a key issue for improvement. Good planning by teachers in Years 2 to 7 has ensured that pupils receive sufficiently challenging work which helps them to make effective progress. Teachers generally have high expectations of their pupils and are constantly striving to push them on to the next stage of development.

78. Pupils develop a wide vocabulary which they use very effectively in their written work. Teachers' lesson plans always indicate specific vocabulary to be taught during lessons in all subjects and they ensure that the pupils have good opportunities to use these new words. For example, in an effective lesson in Year 2, the teacher stressed the words, 'character,' 'personality,' and 'appearance' throughout the introduction and in the main teaching section of the lesson. She asked her pupils questions which encouraged them to use the new vocabulary in their answers. This is the case in most lessons throughout the school. This strategy enables pupils who are in the early stages of learning English to successfully develop their understanding and use of new words.

79. Teachers constantly encourage their pupils to use 'good listening' to ensure they concentrate effectively and take in the main lesson points. They provide many opportunities for pupils to discuss various topics in pairs, small groups or within class discussions. In a Year 1 lesson, the pupils had to work in pairs to retell the story of the 'Three Billy Goats Gruff.' Each pair made a playdough bridge on which they placed cut out figures of the goats and used these models to help them tell the story in the right order. Pairs were then invited to share their stories with the rest of the class. Pupils who were less confident had the models to help them and they gained good experience of talking in front of a larger audience.

80. This emphasis on vocabulary is maintained throughout the school. For example, in a Year 7 lesson on the poem 'The Highwayman,' the teacher ensured that more unusual words such as 'breeches' were explained to the pupils. In group work, pupils show very good listening skills as they respond to one another's points of view and share ideas. For example, in the meeting of the school council during the inspection, pupils showed they were well versed in the conventions of meetings and were able to put forward their ideas confidently and listen carefully to other members of the group.

81. Pupils are very confident readers by the time they leave the school. This is due mainly to effective teaching of reading skills, particularly in Years 3 to 7. However, the teaching is complemented by the excellent systems in place to help pupils practise their reading in younger classes. During the inspection, it was evident that the support given by parent helpers and other adults was having a significant impact on pupils' progress. The very good support given by parents at home also ensures that pupils make effective progress in their reading. Pupils' reading diaries are used very well for teachers and parents to communicate about progress and to keep a record of the books which children have read. Pupils in younger classes quickly develop a good knowledge of letter sounds and use these very well to attempt new words in their books. They have been taught effectively how to do this and how to use the pictures and the other words in the sentence to help them make a calculated guess at words they do not recognise immediately.

82. Discussions with pupils about their reading preferences show that they develop a keen interest in many aspects of literature. Year 6 pupils talked enthusiastically about their favourite authors, including J.K Rowling and Philip Pullman, and the more able readers were trying out some of Charles Dickens' work, for example, 'A Christmas Carol' and 'Great Expectations'. They described how they use the school library to research information to help them in their history, geography and religious education work. They understand how the library is organised and can quickly find books on a given topic, using the contents and index pages to help them find specific information. They can glance over the information on a page, quickly finding the sections which they need.

83. Writing is well taught throughout the school and the pupils reach high standards in their work. Handwriting is well developed, with all pupils writing in ink by Year 4 and most pupils showing a neat, well-formed, fluent style. Presentation is very good, with carefully labelled diagrams seen in design and technology and well laid out reports in science. There is a very strong emphasis on

writing within most other subjects and this provides pupils with good opportunities to practise their skills. In Year 4 for example, pupils wrote good reports based upon research they had done into the work of the artist Paul Klee.

84. Poetry has a high profile throughout the school and contributes to pupils' very good use of language in their written work. Year 3 pupils write poems about food, choosing their words carefully to produce the desired effect, for example 'sizzling sausages.' In Year 4, very sensitively written poems show pupils' good spiritual development as well as effective use of rhyme. One girl writes a poem entitled 'Wish, Wish, Wish' in which she wishes to be a famous swimmer, a millionaire or that she was good at singing. Imaginative stories written by pupils in Year 6 show a very good understanding of literary form. In a story entitled 'The Christmas Rose' one Year 5 pupil writes 'Even the children didn't rejoice at the sight of the snow, for their feet were bare.'

85. Pupils in younger classes show a developing understanding of punctuation and structure their work well. For example, the pupils in Year 2 are already beginning to separate their work into paragraphs when they write the story of 'Goldilocks and the Three Bears.' Although they make good attempts to spell unknown words, many make mistakes with simple words and common spelling patterns, for example, 'stepped,' 'toock' and 'bisiy.' Teachers send home spelling lists for homework each week and these are very useful. However, more needs to be done to make pupils aware of spelling conventions, for instance, doubling the consonant at the end of a word before adding 'ing' or 'ed.'

86. Teaching is good across the school although there are variations in teachers' skills. It is particularly strong in Years 2, 5 and 6 where teachers' subject knowledge is secure and they have a real enthusiasm for language. They transfer this enthusiasm well to their pupils and this results in pupils working hard and achieving well. Lesson introductions are crisp and involve the pupils from the very beginning. Teachers always tell the pupils the purpose of the lesson at the outset and this means that the pupils are clear about what is expected of them and are able to gauge their own progress. Effective sessions at the end of lessons recap on the outcomes and children know how well they have done. Teachers' marking also provides very good comments to pupils that give them a good indication of their success and the things they must do to make their work better. This marking is of high quality throughout the school. In most lessons, the work set for pupils during the independent part of lessons is organised well for pupils of different ability levels. However, in a few lessons, often in Year 1, this is not so well organised and pupils make only satisfactory progress. Teachers here are not taking enough account of pupils' previous learning and individual needs and planning well enough to move them on to the next level.

87. Pupils with special educational needs make satisfactory progress as they move through the school. This is due mainly to the extra support they receive from additional teachers and support assistants in small groups. The setting procedures ensure that older pupils make good progress as teachers are able to plan work at a suitable level. More progress could be made however, if the targets on pupils' individual education plans were clearer and broken down into smaller steps. At present, many are too wide and are not easily measured. This makes the review process difficult as adults are unable to assess whether or not the objectives have been achieved. In addition, sometimes there are too few targets for pupils to work on before the next review six months later and this also slows progress down. Although support assistants make valuable contributions to the progress of these pupils in the small 'intervention' groups, their support for individual pupils in class is sometimes less effective. Teachers are not providing clear enough directions for assistants to tell them exactly what they want certain pupils to have learned by the end of the lesson. This also makes it difficult for assistants to assess clear progress against the targets set.

88. Management of English is very good. The two co-ordinators work very well together and have analysed pupils' work and the results of national tests to see where pupils are weak and what aspects of the English teaching could be better. Their enthusiasm and very clear thinking is having a considerable impact on the provision for the subject and on the standards which the pupils reach.

MATHEMATICS

89. The 2001 National Curriculum tests results for Year 6 pupils in mathematics were well above the national average and standards were well above those found in similar schools. In the 2001 tests, two pupils were successful in reaching Level 6, a strong indication that more able pupils are being fully stretched. Inspection findings indicate that the majority of Year 6 pupils are expected to attain well above average standards by the time they leave the school at the end of Year 7. These standards have been maintained since 1997 with the school's performance remaining above the general national standard. Test results for both Year 2 and Year 6 pupils show that there is a good proportion of pupils reaching higher levels, far more than at the time of the last inspection, when this was identified as a key issue for improvement.

90. Pupils in Year 2 attain standards above national expectations for their age in numeracy and other areas of mathematics. This judgement is based on the standards of work seen in the current Year 2 classes and is an improvement since the last inspection when standards were judged to be in line with those found nationally. The successful introduction of the National Numeracy Strategy and the consistently good teaching seen in Year 2 are having a positive impact on the standards reached by pupils.

91. The grouping of pupils by ability in Years 3 to 7 has had a very positive effect on standards for pupils of all abilities, with more able pupils reaching higher levels than would previously have been expected, and many lower ability pupils commendably reaching the nationally expected level. Good planning, especially in Years 2 to 7, based on the pupils' previous achievements, has ensured that pupils receive sufficiently challenging work which helps them to make effective progress. Teachers generally have high expectations of their pupils and are constantly striving to push them on to the next steps of achievement.

92. Pupils throughout the school with special educational needs and those with English as an additional language are making satisfactory progress. This is due to the good support they receive in class from their teachers and learning support assistants and the careful planning which takes the needs of all pupils into account, especially in the small sets.

93. At the end of Year 2, pupils understand the language of number, have a good knowledge of place value to at least a hundred, and can quickly recall addition and subtraction facts to 20 and often beyond. Pupils show confidence in solving shopping problems using different strategies, with more able pupils confidently working to calculate how much change they have from five pounds. Most pupils can tell the time, at least in hours and half hours, and some pupils are able to tell the time using the twenty-four hour clock and know how many seconds in a minute. By the end of Year 6 pupils have progressed to having a very good understanding of place value, with many pupils confidently handling very large numbers with confidence. Pupils accurately add, subtract, multiply and divide two and three digit numbers, with the majority able to work to two decimal places. They understand the relationship between fractions, decimals and percentages. For example, they know that 0.3 is the same as three tenths as well as thirty per cent. Year 3 and 4 pupils accurately devise a good variety of ways to do addition and subtraction sums at speed. However, only occasionally do pupils use information and communication technology to help them in their work. For instance, very little of their data handling work is done on the computers, but Year 7 pupils are able to use spreadsheets and other programs to input data and produce a graph.

94. The quality of teaching overall is good in Years 1 and 2. It is sound in Year 1 and good in Year 2. Teaching is particularly good and often very good throughout Years 3 – 6 and in Year 7. This is a significant improvement since the last inspection. Planning is good throughout the school and is securely based on the Numeracy Strategy. Teachers plan together in two year groups (Years 3 and 4 and Years 5 and 6) to ensure similar depth of coverage and to share ideas and expertise. The groups are flexible and the regular assessment of pupils helps to ensure that their progress is carefully tracked. In addition to the sets for numeracy, pupils in Years 3 and 4 are provided with opportunities to work in their class groups on all other aspects of mathematics.

95. Teachers ensure that all lessons start with a brisk mental session that engages the pupils' attention and immediately makes them receptive to learning. Teachers often use imaginative strategies most effectively during this session to accurately assess pupils' understanding and thereby tailor the work to the correct level. This was clearly seen in a Year 2 class where the teacher asked addition and subtraction questions which related to the children's own classroom activities and said, for example, 'five more than' or 'ten less than' and the pupils immediately held up their hands, eager to give the answers. The teacher was able to see immediately which pupils understood the problem and move them on swiftly to the next stage in their learning.

96. Work for pupils is closely matched to their prior attainment. A very good example of this was seen in a Year 5/6 lesson which focused on finding pairs of factors of any given number. The teacher had carefully graded the work so that all pupils were being challenged by the tasks but none were given work that was too easy or beyond their capabilities. The pupils in this class made very good progress in the lesson and worked confidently and quickly. Teachers explain work well to pupils and always share the lesson objectives with them at the start. This enables the pupils to focus on the learning objectives and know when they have been successful in meeting them. Good relationships are a strong feature, with pupils being attentive to their teacher and able to work well together. In a few lessons, mainly in Year 1, time was not used as effectively as it might have been. The teacher failed to fully appreciate what the pupils already knew and this resulted in them becoming restless, losing concentration and interest. In this lesson learning was relatively limited. Pupils with special educational needs and those with English as an additional language are well supported in lessons, especially in the smaller numeracy sets in Key Stage 2, and they make good progress.

97. The management of the subject is very good and has a positive impact on raising standards. Teaching, planning and completed pupils' work are thoroughly monitored to identify areas for improvement and to celebrate success. Assessment procedures are good and are used most effectively to help future planning and to set targets for groups and individual pupils. Test results are carefully analysed to highlight any differences in attainment within various groups of pupils and to put in place strategies to successfully correct these. They are also analysed to identify any aspects of mathematics that are weak and to address these in the planning.

SCIENCE

98. In the 2001 Year 6 National Curriculum tests, results were well above average compared to all schools. Results were above those in similar schools. Teacher assessments at the end of Year 2 were average when compared to national expectations. Improved scores in science tests are broadly in line with national trends. Many pupils change schools at the end of Year 6. As a consequence, attainment in Year 7 is in line with national expectations.

99. Inspection findings show that the majority of Year 6 pupils are expected to attain above average standards by the time they leave the school. This is due to the practical approach to teaching science that the school has adopted. There are many opportunities for pupils to use their knowledge and carry out investigations, which is a considerable improvement since the last inspection. There is a significant difference between the achievements of boys and girls in science; boys' attainment, while above average, is below that of girls. The reasons for this are not clear but closer monitoring and assessment is required. Greater monitoring and use of assessment would raise their standards further. Pupils with special educational needs and English as an additional language are satisfactorily supported and make appropriate progress. Gifted and talented pupils have not been identified consistently throughout the school, but older pupils are grouped by ability for their lessons. All pupils are suitably included in lessons due to effective use of classroom assistants and the teachers' carefully planned lessons. Pupils from minority ethnic groups achieve well as do the majority of pupils.

100. By the end of Year 2, pupils' knowledge of life and living processes is average. Pupils can record the similarities and differences between animals and people. Their investigative work is of a satisfactory level. They write simple predictions such as, "I think ice next to the heater will melt

first.” More able pupils write detailed conclusions, for example, “The ice melted on the heater because it is hotter. The ice outside melted last because it is cold.” Pupils have a satisfactory level of knowledge about materials. They record properties such as smooth and hard. Year 2 pupils have average understanding of physical processes. This was seen when they wrote about pushing or pulling needed to make objects move.

101. By the end of Year 6, pupils’ knowledge of life and living processes is above average. Pupils can label diagrams of flowering plants well. They demonstrate clear understanding of animal habitats. They carry out detailed observations of soil types. The standard of investigative work is above average. The pupils write predictions, record results accurately and form conclusions about their work. More able Year 5 pupils write thoughtful conclusions giving reasons, such as, “On stringed instruments the thicker the string the lower the sound, the thinner the string the higher the pitch.” Their knowledge and understanding of materials is above average. Year 6 pupils can describe ways to separate solid and liquids effectively.

102. In Year 7 pupils have average levels of knowledge and understanding of all aspects of science. This was seen when they drew line graphs of the cooling time of water, effectively using their investigation results. They also represent physical processes carefully in clear diagrams to explain why day and night occurs.

103. The quality of teaching is good with some very good teaching seen. A number of strengths account for the good progress made in the school. Teachers often use the introductions of lessons to revise the previous lesson’s content and introduce scientific vocabulary. They set challenging tasks for pupils which mean pupils have to think deeply about their work. Sharing learning objectives at the beginning of lessons means the pupils are clear about the focus for each session. Teachers use resources imaginatively to make the lessons interesting and relevant. This was seen when pupils used a variety of materials to investigate shiny and dull materials. The good subject knowledge of teachers ensures that pupils develop clear understanding of the subject. Basic skills of science are effectively taught when pupils are asked to discuss and plan their own investigation. Teachers use the end of lessons satisfactorily to draw out conclusions about the activities undertaken. Effective management of pupils ensures that they behave well and have good attitudes towards science. Pupils concentrate, work co-operatively and volunteer answers keenly due to teachers’ enthusiasm for the subject.

104. The feedback which teachers give to pupils is not used consistently to explain to them what they do well or how to improve their work. The ends of lessons would benefit from further opportunities for pupils’ self-assessment and teachers need to develop their use of assessment. Teachers also need to make greater use of information and communication technology in this subject to improve pupils’ standards further.

105. The quality of teaching has not been monitored by the co-ordinator, but teachers’ planning and the scheme of work have. There have been reasonable improvements since the last inspection. The school now uses well-organised programmes of study throughout the school. Teachers’ subject knowledge and use of searching questions has been effectively developed. There is a satisfactory programme of assessment, but there is very limited use of assessment results. Pupils’ progress is not yet tracked through the school. Resources are satisfactory but the variety of types of resources pupils use in practical challenges is limited. The subject promotes pupils’ literacy skills through the introduction of a science vocabulary and the writing up of scientific activities and knowledge. Numeracy skills are consolidated through data collection and the drawing of graphs associated with pupils’ work. The subject makes a good contribution to pupils’ social development by requiring them to work together during practical activities. Pupils’ spiritual development is also enhanced well through the exciting and intriguing areas studied.

ART AND DESIGN

106. The attainment of pupils by the end of Year 2 is similar to those expected for pupils nationally. However, by the time pupils finish Year 6, standards have risen and are above national

expectations. By the end of Year 7 standards are broadly average: the reason for the slight drop is that many pupils leave at the end of Year 6 and others join in Year 7: this makes planning difficult. This is an improvement on the last inspection's findings when standards were judged to be in line with schools nationally by the end of Year 6. There have been significant improvements in the pupils' understanding and ability to work with different media and explore ideas such as line, texture and form, especially in Years 3 - 6. Lesson observations, evidence from pupils' work in sketch books and from displays and scrutiny of the teachers' planning demonstrate that pupils of all abilities, including those with special educational needs and those with English as an additional language, are making good progress as they move through the school.

107. Pupils in Years 1 and 2 often make interesting and effective drawings and paintings. Many of the younger pupils are good at making things and love cutting out and sticking to create collage pictures. In the Year 2 classes, pupils used wax relief techniques to produce simple fruit designs for card block rubbings. They finished their prints with a colour wash of different coloured inks to provide some colourful and interesting patterns. Then they examined the effects of the inks to give depth of tone and colour to their work and how wax changes the appearance. The results were all very attractive and encourage creativity. One of the good features of this work was the way in which the pupils had built on their previous experiences of close observation of different fruits, and had drawn these in their sketch books using pastels and charcoal. These early steps are gradually built upon as pupils move through the school and pupils begin to develop the necessary skills and understanding of pattern and form over time. In Year 4 pupils produced maps using lines and shapes after studying some examples of Aboriginal art and discussing the works of Paul Clee and Richard Long. Pupils in Year 6 examined in some depth the methods and approaches used in different artists' work, for example, Turner and Van Gogh. They were able to discuss, analyse and comment on the techniques and textures used by these famous artists and reflect on their own feelings and emotions when looking at the pictures.

108. Art work in the school shows that pupils are being given a clear understanding of art skills and an appreciation of the work of famous artists. Pupils have no difficulty in describing the various techniques they use in appropriate detail, for example, how to use different drawing pencils to produce a desired effect, and how they apply painting techniques they have learned in their own work. The high standards achieved by the pupils by the end of Year 6 owe much to the strength of the school's policy for art and the enthusiasm and love of the subject by the staff. In this way the subject makes a good contribution to the pupils' spiritual, moral, social and cultural development. Another very positive development is that from the earliest years, pupils are encouraged to draw or paint something they are looking at rather than from memory. Close observational drawing work has been used throughout the school to help develop pupils' fine pencil and observational skills. Work in their sketchbooks shows clear evidence of improvement year on year.

109. The quality of teaching is often good and sometimes very good. Teachers set out the learning objectives at the start of the lesson and ensure that correct terms and vocabulary are used when discussing individual pupils' ideas and work. Suggestions and support are given quietly so that more hesitant pupils feel reassured that their efforts are valued. Teachers give positive feedback to all pupils during the lesson. Their supportive and encouraging remarks are a strength of the teaching in all classes observed. As a result, pupils return to their work eager to improve on it, and then are keen to talk about it to their friends and visitors.

110. The school now has a good programme for art that is interesting and ensures pupils from year to year have a broad range of experiences to develop better skills. Art is used effectively to illustrate work in other subjects. For example, science observations were enhanced by detailed drawings of flowers and other objects studied. Close links are made with design and technology with Year 5 pupils working with paint to produce delicate patterns to decorate their clay vases.

111. The newly appointed co-ordinator has started to put together examples of the different art activities pupils will do within the programme, so that teachers know what should be expected from pupils in art lessons. She is aware of the need to give practical advice to staff when they plan each art activity to ensure they understand the techniques involved and therefore can help pupils learn

new, and improve previously acquired, skills. In addition, the co-ordinator offers help and guidance to teachers on how to organise and develop art work in their classes. Assessment of art is at an early stage of development but is planned to be addressed during the coming terms. This is a good start, which can be built on to help raise standards of achievement in the subject even further.

DESIGN AND TECHNOLOGY

112. Overall, standards in design and technology are in line with national expectations by the time the pupils leave the school and the majority will achieve satisfactory standards. This maintains the situation found at the last inspection at the end of Years 2, 6 and 7. All pupils are suitably included in the curriculum due to the high expectations of the school and support given to pupils by teachers and support staff. Those pupils with special educational needs and English as an additional language are appropriately provided for and achieve satisfactorily.

113. Teaching promotes effective designing skills. This was evident of designs for a teenage hikers' snack bar. Pupils produced the packaging for this product carefully, drawing a wide range of ideas initially. They also drew labelled diagrams of model chairs. Pupils' planning is held in their sketch books. A planning book, used over a period of several years, would enable teachers and the co-ordinator to effectively monitor pupils' standards of planning and evaluation.

114. Overall, pupils' making skills are in line with national expectations by the time they leave the school. The slippers made by Year 6 demonstrated accurate measuring, cutting and joining skills. The healthy sandwiches designed and made by Year 3 demonstrated thoughtful use of science knowledge. Year 6 went out to a local restaurant and made pizzas with various toppings. Pupils in Year 2 used fabric in a particularly imaginative way when they designed and made Joseph's multicoloured coats. These pupils added their own patterns to the material used to make the coats. Sewing was also effectively used when pupils made pencil cases. Wood and electricity were well used to make buggies that moved a given distance. How machines work has been investigated when pupils made pop-up cards and flap books.

115. The evaluation of finished products is an established part of the work undertaken by older pupils. There is evidence of pupils writing basic evaluations of products, but pupils do not consistently identify the strengths and development areas in their work. At its best, evaluations allow pupils to assess their successes and discuss areas for future improvements. This was seen when a more able Year 5 pupil wrote the following evaluation of biscuit making, "My biscuit did turn out like my design. It was quite hard to change the recipe because I wasn't sure when to put things in. In future I would make my lines of icing thicker, add more chocolate chips and less honey."

116. No teaching of design and technology was taking place during the inspection owing to timetabling arrangements but the school presented a good quantity of evidence of pupils' work in design and technology. A discussion with pupils and the co-ordinator, as well as an analysis of planning, indicates that the quality of teaching is satisfactory. Effective use of the national guidance for this subject means that there is steady skills development, which is an improvement since the last inspection. Basic skills have been taught well when pupils learn how to plan and evaluate their work. Effective learning methods are used when a variety of resources are utilised to make products. Pupils enjoy the practical activities in this subject. They talk about the fun they had testing out their electrical buggies. Information and communication technology is used to a satisfactory level. For example, pupils photographed their clay Greek vases with a digital camera and successfully transferred these to the computer. They then put them into their sketch books. Teaching could be further improved by the use of assessment and pupils carrying out more self-evaluation.

117. Since the previous inspection the school has adopted a whole-school scheme of work. The creation of an annual plan of topics linking all aspects of the subject means pupils will have an opportunity to develop skills appropriately throughout the school. Monitoring of the teachers' planning by the co-ordinator has assisted the school to develop this area of study well. The cross-curricular links with other subjects are well established. This subject makes a good contribution to

pupils' social development when they work together in pairs and groups. It also makes a positive contribution to pupils' spiritual development when they are inspired by the way materials can be combined successfully.

GEOGRAPHY

118. By the end of Year 2 and Year 6, and by the time they leave school at the end of Year 7 pupils' attainment is above that expected nationally for pupils of similar ages. The previous inspection found that pupils' attainment was in line with national expectations overall. This shows that standards in geography have improved throughout the school since the last inspection.

119. During Key Stage 1, pupils begin to develop good geographical skills. In Year 2, pupils do an in-depth study about another country, Ghana. They make good comparisons between schools in Ghana and their own school in Hatch End. They use books, maps and other secondary sources of information to gather their knowledge and make skilful observations which they get from photographs. They are then able to explain what they have learnt to the rest of the class. They use correct geographical words, for example, talking about physical and human landscapes, and can give examples to illustrate their ideas. This is high attainment.

120. By the end of Year 6, pupils have very good subject knowledge and are developing very good geographical skills. They are taught to use correct vocabulary, for example, when undertaking a traffic survey of the local shopping area in Hatch End. All aspects of geography are taught well so that pupils achieve to a high standard. There is a good cross-curricular approach to the teaching of geography, with information technology, mathematics and English work featuring heavily in their work. This is particularly true towards the upper age range of the school, where pupils produce high standards of work about their study of the locality and environment in Hatch End. Older pupils in the school also achieve high standards of attainment. They can map six digit grid references and are able to use this practically when reading maps. This all supports pupils' learning and allows them to use skills learnt in subjects other than geography.

121. Teaching seen in lessons ranges from satisfactory to very good with a positive impact on learning. The very good lessons are well thought out and well planned with all resources needed readily to hand. Teachers give good, consistent support to pupils. Their good use of questions and answer sessions to recall and reinforce pupils' knowledge, works well. Teachers make good use of all resources to support pupils' learning. They ensure that pupils understand the learning objectives by stating them clearly to pupils so that they succeed in meeting them. There are very good opportunities for pupils to use their skills learnt in other subjects in geography lessons, for example, they use their mathematical skills when making a pie chart about the amount of time they spend on leisure activities.

122. The subject co-ordinator has been in post since September 2001. Whilst there is consistent monitoring of teachers' planning, assessment is still in the early stages of development. More rigorous assessment procedures will inform curriculum planning and contribute to the raising of standards for all pupils. The co-ordinator already has clear plans of how to develop the curriculum and in particular assessment in this subject.

HISTORY

123. At all stages in the school, pupils are attaining standards above the national average. This means that attainment at the end of Year 2 has improved whilst the pupils in Years 6 and 7 have maintained the same standards as found in the previous inspection.

124. At the end of Year 2, pupils achieve at a level above those expected nationally. They have learnt about famous people such as Florence Nightingale. The scrutiny of work and discussion with pupils shows that they have a good knowledge of differences in life styles between then and now. Pupils in Year 1 had a very good first hand experience studying life in Victorian times through a

Victorian Day in school. They were able to dress up as Victorians and a Victorian butler came in and talked to them about his life!

125. By the end of Year 6, pupils achieve levels above those expected nationally of pupils of a similar age. Pupils' written work is good and shows good cross-curricular involvement of other subjects, for example, drama in history when pupils in Year 4 acted out their imaginative ideas of mummifying a body. The older pupils' work also shows sincere empathy and understanding of what life as a peasant in medieval times would be like. In particular, pupils in Year 7 produce a very good standard of work. In one lesson they gave presentations on what life as a monk would be like. When asked questions by their peers they remained in role and gave a good account of their life in medieval times.

126. History books and other work show that pupils have a good knowledge of the impact of the Second World War, such as the Blitz, rationing and evacuation. Visitors have been invited into the school to discuss what it was like to live through the Blitz and to be evacuated. Pupils collected good information from these visitors by asking them clear questions. They have then analysed this information well and some of their writing is of a high standard. Other extended writing opportunities have been used in history to write as though the pupils themselves are experiencing life as a peasant and as a monk in medieval times; again this is of a good standard of attainment.

127. Teaching is at least satisfactory and sometimes good or very good. Teachers' questioning helps pupils to look carefully at various sources, such as photographs, pictures and books, so that pupils are able to see what they can deduce from the evidence they have collected. Good teaching also makes the learning objectives clear at the start of the lesson and then refers to them again so that pupils are clear about the purpose of their learning. Most teachers ask pertinent questions in order to make the pupils think and reflect on the information they have gathered. They also demand high quality in terms of pupils' written work. Good links are made between history and literacy to help pupils develop their skills in writing and analysing information.

128. There is a good form of assessment in history ensuring that all areas of the historical curriculum are covered and that progress made by pupils is tracked as they move through the school.

INFORMATION AND COMMUNICATION TECHNOLOGY

129. At the time of the previous inspection standards in information communication technology (ICT) were judged to be in line with national expectations. Progress since the last inspection has been good, with a significant improvement in facilities and provision available to all pupils. Standards are rising in line with the increase in what is expected nationally by age seven and 11, demonstrating good progress since the last inspection. By the time they leave at the end of Year 7 their achievements are good. The improved level of provision and increased teacher confidence is having a significant impact on standards, with the majority of staff benefiting from the New Opportunities Funded training. Teachers are now involved in the direct teaching of ICT. The co-ordinator has recently reviewed the policy and is providing sound guidance and support for the development of the subject. There is an enthusiasm and commitment to improve standards in the subject from all staff.

130. Pupils in Year 1 and 2 are generally confident and competent in the use of ICT, being able to log on using the correct password. They use the mouse and keyboard with confidence for a range of purposes, such as changing font and colour when writing stories or making pictures. In Year 1 they use "My World" ordering programmes such as "Dress the Teddy" to support sequencing skills. Pupils in Year 4 are successfully building on their skills and by the end of Year 6 pupils enter data and use information well to produce charts and graphs. Pupils in Year 7 use the Internet to download information to support their work in other subjects. They use the principles of spreadsheets and apply their skills in plotting weather and birds and their habitats. Pupils in Year 7 are confident users of ICT and achieve high standards.

131. Although all pupils have regular access to ICT, the computer lesson times are timetabled. This often reduces the time that pupils have to develop their knowledge skills and understanding fully. All pupils are able to log on, save and print their work. The school has plans to expand additional equipment to support the development of control technology and music technology in Year 7.

132. The quality of teaching is good overall. Teachers have a good level of subject knowledge and sufficient confidence for what is currently taught. The school has planned for more training to improve teachers' knowledge for use of the additional equipment when it is provided. There is a positive attitude from staff; lessons are well planned and pupils are given clear instructions in order to achieve lesson objectives. Progress is good and use of ICT to advanced study across the curriculum is in evidence. Pupils are highly motivated and they make good use of the work stations around the school during breaks and lunch hours. They are eager to use the equipment and concentrate well when working individually or in pairs. The school has adopted the Government's scheme of work, and this recently adopted scheme is beginning to impact on standards and short term planning.

133. Leadership and management of the subject is a high priority for the school. The development plan identifies a detailed focus on improving ICT including further staff training, and a higher level of monitoring. Procedures for assessment are in place but not yet informing practice. The co-ordinator monitors plans and there is a sound understanding of strengths and areas for development.

FRENCH

134. Attainment in French in both Years 6 and in Year 7 is broadly in line with national expectations. Pupils make satisfactory progress in listening, reading and writing, but speaking is limited. They can provide some information about themselves and other topics relevant to their lives. During the inspection, they were consolidating vocabulary and simple sentences on the topics of pets and the home. Pupils are developing the notions of gender and plural and agreement in languages. Their pronunciation and intonation are accurate.

135. Most pupils are keen to learn French and respond enthusiastically to opportunities to demonstrate how well that they have learnt vocabulary. They are co-operative and work well independently in mixed or same gender pairs. During the lessons seen, they enjoyed creating matching games. They also participated well in language-learning songs.

136. The quality of teaching is satisfactory. Long and medium planning is sound and derived from local and national schemes of work. Planning for continuity is made difficult by the changes in the school population that take place in Years 6 and 7. The teacher offers good models of accurate French for pupils to emulate, but does not always develop the language skills outlined in the guidelines for modern languages teaching in Key Stage 2, or the statutory programme of study in Key Stage 3. For instance, classroom routines are conducted in English, rather than French, and opportunities for incidental learning are not exploited sufficiently to ensure the gifted and talented pupils make appropriate progress. The teacher has introduced modern learning resources, including cassette tapes, flashcards and rap songs to motivate pupils, promote listening skills and consolidate vocabulary and grammar. Pupils enjoy these and are keen to answer questions based on familiar vocabulary and to take part in the varied activities, including choral repetition, song and games. Classroom assistants show initiative and support pupils with special educational needs effectively. Homework plays an important part in consolidating learning.

137. As yet, the scheme of work is not fully linked with the National Literacy Strategy. There is no contact with national bodies advising on language learning. Organisations such as these provide information about teaching and resources and offer a network of links with other schools offering languages in the age group. The school has not monitored the links with other curricular areas identified in the subject development plan.

MUSIC

138. Standards have been maintained since the last inspection so that by the time pupils reach the end of Year 2, Year 6 and Year 7 the quality of their work is average. Pupils have positive attitudes to music, they work well in groups performing with confidence and enthusiasm. Good use is made of recording performances and this enables pupils to develop the skills to evaluate their performances and make suggestions for improvement. They are able to perform rounds in which they sustain the tune well and keep the pulse in both rhythmic patterns and action songs. Pupils have the opportunity to make music in a variety of groupings, class music making, and whole-school activities including choir, band and school productions.

139. By the end of Year 2 pupils sing confidently in tune and with enthusiasm. They are developing a strong sense of rhythm and pitch, exploring different rhythmic patterns as accompaniments. Pupils add accompaniments to simple songs using a variety of simple percussion instruments. By the time they reach Year 6, pupils are contributing ideas and controlled sounds as part of class composition. Pupils in Year 7 are creating and developing musical ideas. They make good use of musical structures and demonstrate a sound use of musical vocabulary. Singing is good both in lessons and in assemblies throughout the school. Pupils participate in musical activities and lessons with obvious enjoyment. They are well behaved and treat each other and the instruments with respect.

140. Pupils have the opportunity to play a variety of musical instruments with many pupils taking lessons on woodwind, string and brass instruments. These instrumentalists are then encouraged to play in the school band or give performances during assemblies and concerts for parents. The school benefits from the work of qualified musicians who teach instrumental lessons. In the lunchtime activities and instrument lesson observed, pupils knew exactly what was expected of them as the teacher demonstrated clear expectations that the pupils would listen carefully, and they did so. The school also provides opportunities for pupils to perform in the community actively contributing to Borough wide festivals. Outside musicians come into the school to demonstrate a variety of musical instruments and encourage children to learn.

141. The quality of teaching is good overall, teachers make good use of resources and the range of instruments is adequate. The scheme of work gives satisfactory guidance for teachers' planning. Long term planning is reviewed and medium term plans updated. An assessment proforma is in draft form, there is evidence of assessment built into planning and some excellent examples of marking used to improve pupils' compositions with ideas to develop and further areas identified for joint discussion with pupils. The co-ordinator is keen to develop music. Having recently undertaken an audit she is keen to improve resources including the introduction of music technology in Year 7. The co-ordinator has an enthusiastic approach which is effectively communicated to the pupils making music fun and encouraging. She is providing effective support for her subject.

PHYSICAL EDUCATION

142. By the end of Year 2 and Year 6 and by the time pupils leave the school at the end of Year 7, standards in physical education are average. This reflects a fall in standards since the last inspection when they were above average. This is due mainly to staffing changes, including the loss of a specialist teacher who used to take classes individually for physical education lessons.

143. Pupils know the importance of warming up before exercise and understand its effect on the heart and other muscles. Year 3 pupils are developing confidence in their movement and demonstrate increasing control and co-ordination. In their lesson in the hall, they followed the teacher's example of how to execute a smooth turn to link movements. Year 4 pupils work well in gymnastics and are able to produce a sequence of rolls and balances on benches and mats with poise and concentration, particularly when starting and finishing.

144. In games lessons pupils are learning good ball skills and beginning to understand the importance of good team work. Girls as well as boys are developing skills in football. Year 2 pupils learned to dribble a large ball while Year 3 pupils learned to pass and stop a ball effectively with the appropriate parts of the foot. By Year 7, pupils are playing volleyball, using the correct techniques to volley and 'dig' the ball. Swimming is currently taught in Year 4 and Year 5, enabling most pupils to achieve the 25 metre standard expected for their age, and build up stamina.

145. Pupils enjoy physical education lessons and their attitude to learning is good. They all bring appropriate dress and work well in pairs or in groups. They evaluate their own and each other's work with good judgement, focusing on the skills being practised and on the learning objectives. Most children use teachers' feedback well and improve their performance with sustained effort and practice. In a Year 1 games lesson for example, pupils persevered well in their attempts to skip with a rope. Although many found this difficult, they showed very good progress, with most children at least able to perform the action correctly, if not with fluency.

146. Teaching is mainly satisfactory and it is often good. Teachers' planning is supported by a model scheme of work which brings breadth and balance to the curriculum. Teachers take care to share their learning intentions and review and build on previous work effectively. In the most effective lessons, teachers show a very good knowledge of how to coach pupils and develop their skills progressively. This was seen in a lesson in Year 1 where the teacher's skills enabled her to demonstrate the required movements so that pupils could copy her. Not all teachers are secure in their understanding of different aspects of the subject, however, and this sometimes inhibits their direct teaching of skills and their expectations of what the pupils can achieve.

147. The new curriculum leader is enthusiastic and has recently carried out an audit of the school's resources for the subject, to ensure that there is enough equipment to teach the various aspects. She also intends to develop extra-curricular games activities for pupils in the first school. Assessment of pupils' ongoing skills is underdeveloped, although there are plans to adapt a commercial scheme to enable teachers to keep simple records of pupils' progress through the school.

148. Progress is satisfactory and often good. Pupils respond well to teachers' feedback and practise to improve their performance. Particularly good work is used as a model for other pupils and encourages all to greater effort. Boys and girls participate with equal enthusiasm and success and ethnic minority pupils, including bilingual pupils, make good progress. Health and safety issues are rigorously applied. Sometimes, too much time is wasted when pupils change into their games kit. It often takes 15 to 20 minutes for pupils to get ready and this means that they have less time available during the actual lesson.

RELIGIOUS EDUCATION

149. At the age of 7 pupils' knowledge and understanding of religious education is above the expectations of the locally agreed syllabus. By the end of Year 6, their attainment is well above locally agreed expectations. However, due to many pupils leaving the school at the end of Year 6, pupils' attainment is in line with locally agreed expectations at the end of Year 7. Pupils study topics from the new agreed programme. Standards were in line with national expectations at the last inspection and so there have been considerable improvements in pupils' knowledge and understanding of this subject. All pupils are suitably included in lessons due to good use of open-ended tasks and classroom support assistants. There is no significant difference in the achievements of boys and girls. Minority ethnic groups achieve as well as do the majority of pupils.

150. Pupils in Year 7 have a deep understanding of the stories about Jesus' life. They develop empathy well when writing newspaper articles interviewing one of Jesus' disciples. In Year 6 pupils take pride in creating a presentation about their chosen faith. Many pupils investigate Judaism, Islam and Hinduism. Pupils have visited the local church and studied the symbolism there. In Year 2 pupils know the story of The Good Samaritan and can give a wide variety of examples of how they

can be a 'Good Grimsdyke Child.' Pupils in Year 1 study Moses and can identify the qualities of good leaders.

151. The quality of teaching is predominantly good throughout the school. The best teaching is typified by many of the following characteristics;

- teachers effectively use discussion of key words such as 'leader' and 'pharaoh',.
- they use stimulating resources to interest pupils when they play short pieces of video film.
- open ended questioning allows pupils to think carefully about the topic under study.
- carefully planned weekly lessons with shared learning objectives ensure that everyone is clear about the main focus for the learning.

152. Teachers' subject knowledge is now strong: as a result pupils' understanding of different faiths, including their own, is high. Pupils are keen to answer the teachers' questions due to the enthusiasm of the teacher. Teachers have high expectations of behaviour and so pupils behave well in lessons. Teaching would be further improved by the ends of lessons being used to allow pupils periods of self-evaluation and greater use of assessment occurring on a more regular basis.

153. Since the last inspection there have been considerable improvements. A new agreed syllabus has been adopted to guide staff. Teachers' knowledge and understanding has been developed. Weekly planning is now monitored by the co-ordinator, who ensures that learning intentions are specific. The co-ordinator is aware that although resources are satisfactory, they could be developed further.