

INSPECTION REPORT

BARLBY PRIMARY SCHOOL

London

LEA area: Kensington and Chelsea

Unique reference number: 100478

Headteacher: Karyn Ray

Reporting inspector: Kay Charlton
1718

Dates of inspection: 24 – 27 February 2003

Inspection number: 246064

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	3 to 11 years
Gender of pupils:	Mixed
School address:	Barlby Road Ladbroke Grove London
Postcode:	W10 6BH
Telephone number:	020 8969 3988
Fax number:	020 8968 1805
Appropriate authority:	The Governing Body
Name of chair of governors:	Councillor Rima Horton
Date of previous inspection:	12 to 15 January 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
1718	Kay Charlton	Registered inspector	English English as an additional language	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?
9835	Glenda Spencer	Lay inspector		How well does the school work in partnership with parents?
15427	Kathryn Butterfield	Team inspector	Design and technology History Religious education Foundation stage	
101907	Carolyn Maples	Team inspector	Art Geography Physical education	How good are the curriculum opportunities offered to pupils?
101229	Sue Thomas-Pounce	Team inspector	Information and communication technology Music Educational inclusion	Pupils' attitudes, values and personal development How well does the school care for its pupils?
1516	Michael Warman	Team inspector	Mathematics Science Special educational needs	

The inspection contractor was:

ICP
360 Lee Valley Technopark
Ashley Road
London
N17 9LN

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Alexandra House
33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Barlby Primary School, which is situated in the Royal Borough of Kensington and Chelsea, caters for girls and boys aged three to 11. The school serves an area with a very diverse cultural and linguistic community. There is a high level of social deprivation. The majority of pupils come from two electoral wards that are ranked in the top ten per cent of those most deprived nationally. There are 305 pupils on roll and of these 16 children attend the nursery on a full-time basis and 16 attend on a part-time basis. Fifty-seven per cent of pupils are eligible for free school meals. This is well above the national average. Seventy-three per cent are from different ethnic minority backgrounds other than white British and a very high percentage (57 per cent) are believed to have a language other than English as their home language. Thirty-one per cent of pupils are refugees and in all 21 different languages are spoken. The percentage of pupils identified as having special educational needs, including statements, is above average (28 per cent). On entry, different cohorts of pupils show different levels of attainment but overall attainment is very low, particularly in language and literacy.

There are 11 classes plus a nursery. The children in one of the reception classes entered the school in January 2003. The staffing consists of 17.4 teaching staff, one of whom is funded by the ethnic minority achievement grant. In common with most schools in the area, there is a high turnover of staff. Over two thirds of the teaching staff, including the headteacher, are new to the school since the time of the last inspection. There are 17 support staff. These include a learning mentor who was appointed as part of the school's involvement in the 'Excellence in Cities' initiative and also a community literacy co-ordinator, who was appointed in September 2002, as part of a neighbourhood renewal scheme. Through a national programme aimed at behaviour improvement, the school has additional support staff to ensure that children who are at risk of missing full-time mainstream education remain in school.

HOW GOOD THE SCHOOL IS

Barlby Primary School is a good school with many very good features. Teaching is good overall, and this leads to pupils making good progress and achieving well. From a very low starting point, many pupils attain the standards expected nationally by the time they leave the school. The headteacher provides very strong leadership, and along with the senior management team, gives very good support to less experienced colleagues. The school provides good value for money.

What the school does well

- Pupils achieve well, and often very well, in developing their skills in speaking and listening, and reading. They also achieve well in mathematics and science.
- Teaching is good and a strong feature of the school. All staff in the school, including the support staff, contribute very well to the good quality teaching and make up a strong team.
- The leadership of the school by the headteacher and key staff is very good.
- The school makes very good provision for pupils' personal development. Pupils show excellent respect for the feelings, values and beliefs of others. Relationships are very good.
- It is a very caring school. There is a quiet but firm approach and pupils behave very well.

What could be improved

- Pupils' achievements in writing.
- The way in which the governing body checks on the overall effectiveness of the school.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

There has been good improvement since the last inspection. The quality of teaching has improved and there is now no unsatisfactory teaching. Overall, pupils' achievements continue to be good with significant improvement having taken place in information and communication technology (ICT). Pupils now make good progress in this subject, whereas it was judged to be unsatisfactory at the last inspection. The provision for pupils' spiritual, moral, social and cultural development has improved. The attendance levels have improved. All the key issues raised at the last inspection have been addressed well. Schemes of work have been implemented in all subjects and the role of subject co-ordinator has been extended and is now carried out effectively. Assessments are now carried out in the all foundation subjects whereas these were only undertaken in the core subjects of English, mathematics and science at the time of the last inspection.

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	
	2000	2001	2002	2002	
English	C	E	D	A	well above average A above average B Average C Below average D well below average E
Mathematics	C	E	D	B	
Science	C	E	D	B	

Since the last inspection the school's results in the National Curriculum tests in the core subjects of English, mathematics and science have varied. For example, in the year 2000 the results in all three subjects were in line with the national average and well below the national average in 2001. This variation is a direct result of differences in the attainment of different cohorts of pupils when they entered the school. An analysis of the results, taking account of pupils' prior attainment, shows that overall, pupils of different backgrounds and abilities achieve well. There are no significant differences between subjects, for instance there was only 0.1 percent difference between the average points scores in English and mathematics in 2002. However, particularly in 2002, it was noticeable that pupils achieved better in reading than in writing. Overall, the school's results compare well with those of similar schools and the school has met or exceeded its published targets since the time of the last inspection.

The inspection findings confirm that pupils in Years 1 to 6 are doing well, and often very well, in the development of the skills of speaking and listening, and in reading. In mathematics and science, pupils achieve well. In all of these areas, standards are currently below average by Year 2 and average by Year 6. This represents good progress for pupils throughout the school. The school places high priority on the development of pupils' basic skills and, other than in writing, this is having a marked impact on the standards attained. Good improvement is evident for individual pupils as they move from one year to another.

Throughout the school, pupils make satisfactory progress in writing but, by Year 6, standards are below average and in this aspect of their work pupils can achieve more. Pupils write for different purposes and audiences and have good ideas but they do not always apply the skills of spelling, grammar, punctuation and handwriting with sufficient consistency. This has an adverse effect on their work in English and also in other subjects of the curriculum. The school is working hard to address this.

The inspection findings show that in the nursery and the Reception classes, children achieve their best and overall, make good progress in all six areas of learning. They make very good progress in personal development, creative development and those aspects of physical development associated with large scale body movement. Nevertheless, in many areas of learning overall attainment is well below that usually seen on entry to Year 1.

Throughout all age groups, pupils with special educational needs and those who speak English as an additional language receive a high level of support and achieve the targets set out in their individual plans. More able pupils are catered for suitably and achieve in line with their abilities.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils have very good attitudes towards their work and enjoy school. Pupils are proud of their school.
Behaviour, in and out of classrooms	Behaviour is very good, both in class and around the school. Pupils take a very good level of responsibility for managing their own behaviour.
Personal development and relationships	A very strong feature. Pupils respect and listen to one another's views. Relationships are very good and pupils collaborate very well.
Attendance	Just below the national average. The school is employing a very wide range of strategies to improve attendance. These are making a difference.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
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.

Teaching is good and a strength of the school. The senior management team present a very good model of teaching. All staff, including support staff make up a strong team. Teaching of all subjects is good overall.

The teaching in the nursery and in the Reception classes is good. Staff have good understanding of the needs of young children and they have built up a good knowledge of each child. They create an interesting learning environment where children are keen to explore and where they develop confidence and independence very well.

Throughout the school, staff are secure in their subject knowledge, they plan thoroughly and as a result activities match the pupils' needs well. Effective use is made of the National Literacy Strategy and the teaching of the skills of speaking and listening and reading is good, and often very good. Teachers use a wide range of appropriate methods and pupils respond particularly well to these. As well as in the literacy lessons, there are many other planned occasions where pupils develop these skills. Throughout, consistent approaches are used by all staff. The teaching of writing is satisfactory overall, but practice is not as consistent as it is in the teaching of speaking, listening, and reading. Important opportunities are missed to draw pupils' attention to improvements that are needed. In mathematics good use is made of the National Numeracy

Strategy as a basis for planning. Staff use a wide range of teaching and learning strategies and lessons are well timed. Pupils benefit from these brisk lessons and they make clear gains in learning. The setting arrangements in Years 3 to 6 are working well. Pupils develop their numeracy skills well in other subjects of the curriculum. Teaching of science is good with a strong focus on practical and investigative work that engages the pupils' interests very well. The school's 'seven step approach' for lessons gives a clear structure for pupils' learning.

Pupils with special educational needs and those who speak English as an additional language are very well supported.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The overall quality and range of the curriculum are good. It is enhanced by a wide range of activities that take place outside of lessons.
Provision for pupils with special educational needs	Very good provision enables these pupils to make good progress, because work is well matched to their individual needs.
Provision for pupils with English as an additional language	Very good. Pupils are assessed effectively and high quality support is given both within class and sometimes on a small-group or individual basis.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Overall, very good and a strength of the school. Provision has improved since the last inspection. The school helps pupils make significant gains in levels of responsibility and maturity. Pupils benefit from the school's cultural diversity and excellent respect is given to the feelings, values and beliefs of others.
How well the school cares for its pupils	Very good. The school provides a secure, caring and supportive environment. Assessment procedures are very good.

The school works hard to involve parents. They are made to feel part of the school community.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. Strong and determined leadership by the headteacher. She is very ably supported by the senior management team who are committed to the vision that 'education makes a difference'.
How well the governors fulfil their responsibilities	Good. Very supportive of the school and actively involved in the daily life.
The school's evaluation of its performance	Good overall. Very good monitoring and evaluation by the senior team. The systems used by governors to check on the school's effectiveness are not sufficiently systematic.
The strategic use of resources	Very good overall. Funds are directed to priority areas and their use is controlled and monitored very well.

The school is well staffed with teachers and support staff. The accommodation is good and very well maintained. Resources are good. The school is committed to the principles of best value and is suitably applying these in making decisions. The high carry forward in 2001/2 has been spent very effectively in providing a library that has just been completed. It is to be used by pupils and the local community.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like school • Children are expected to work hard and make good progress • The good teaching • The information about the progress their child makes • The close working relationship with themselves • How well the school is led • Children become mature 	<ul style="list-style-type: none"> • The amount of homework • The range of activities outside lessons

The inspection team agrees with parents' very positive views of the school. Homework is set in line with national recommendations and supports pupils' learning well. As well as a broad range of clubs, the school provides a wide range of other activities, such as a residential trip for older pupils, that take place outside of lesson time.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The inspection findings show that in the nursery and the Reception classes, children achieve of their best and overall make good progress in all six areas of learning. There is variation in the attainment of children on entry. This is noticeable from one cohort to another but overall attainment is very low, particularly in communication, language and literacy, and also in mathematics and knowledge and understanding of the world. Children often have limited social skills. As a result of the very good provision for children's personal development, creative development and those aspects of physical development associated with large scale body movements, the majority are on course to attain the nationally expected standards in these areas as they enter Year 1. In the areas of communication, language and literacy, mathematical development, in gaining aspects of early scientific knowledge and understanding and the development of fine motor skills children make good progress and achieve well, but overall, attainment is still well below that usually seen on entry to Year 1.

2. Since the last inspection, the school's results in the National Curriculum tests taken by pupils in Year 2 and Year 6 paint a picture of success in the core subjects of English, mathematics and science. These show that by Year 2 and Year 6, pupils make good progress overall and achieve well. There is variation in the final outcome in relation to the national average; for example in the Year 2000 pupils' attainment in Year 6 was in line with the national average in all three core subjects and in the Year 2001 it was well below average in these subjects. In both years, however, analysis of the results shows that pupils made good progress compared to their attainment when they started the school. There are no significant differences in pupils' attainment between different subjects although, particularly in the 2002 results, it was clear that pupils are achieving less well in writing than in reading. The school's results are generally good in comparison with similar schools and, since the last inspection, the school has met or exceeded its published targets.

3. The inspection findings confirm that pupils in Years 1 to 6 are doing well, and often very well, in the development of the skills of speaking and listening, and in reading. In mathematics and science, they achieve well. In these aspects of their work standards are currently below average by Year 2 and average by Year 6. The school places high priority on the development of pupils' basic skills throughout the school and, other than in writing, this is having a marked impact on the standards attained. Good improvement is evident for individual pupils as they pass from one year to another. Pupils make satisfactory progress in writing but, by Year 6, standards are below average and in this aspect of their work pupils can achieve more.

4. The school provides a very inclusive learning environment and ensures equality of opportunity for all. Throughout all age groups pupils with special educational needs and those who speak English as an additional language receive a high level of support, achieve the targets set out in their individual plans and overall, make good progress similar to that of other pupils in their class. More able pupils are suitably catered for and achieve in line with their abilities. Boys and girls are attaining equally well in different subjects throughout the school.

5. Pupils make good, and often very good progress, in the development of their skills of speaking and listening and in reading. As they enter the school, significant numbers of pupils speak a language other than English as their mother tongue and have little fluency in English. A wide range of strategies is used by the school to support pupils in developing confidence and independence in their use of English. By Year 6, pupils are generally articulate, they use English proficiently and are able to explain their thinking and express their views well. For example, they explain clearly why it is important to listen to one another's points of view. All pupils are keen to tell others about their school and present information to the class, a group, or the whole school, showing good appreciation of the audience. Many refer to the success of the end of Year 6 school's productions, such as Bugsy Malone, as a testament to this. Pupils enjoy reading and, by

Year 6, many show good levels of comprehension and appreciate the underlying ideas and subtleties in the text. They can explain clearly why they like certain books giving informed reasons for their choice, for example, 'because they enjoy fantasy or humour'. They can also refer to what they consider to be successful use of writing techniques by the author. One pupil explained very well why she thought the use of the phrase 'parents often think their child has qualities of genius' was particularly effective. Throughout the school, pupils use a library, indexes, glossaries and contents pages successfully to find information from books.

6. Standards in writing are below average and pupils can achieve more. Pupils write for different purposes and audiences and are prepared to 'have a go'. They show good ideas; for example, when studying Romeo and Juliet one pupil wrote, 'Thou art a glorious sun in the eyes of heaven' and another wrote 'Romeo, Romeo, 'tis the most jocund time of my life'. In this way, they often engage the attention of the reader very well. However, pupils do not always apply the skills of spelling, grammar, punctuation and handwriting with sufficient consistency. The school is working hard to improve this throughout all age groups. As part of this initiative the recently appointed community literacy co-ordinator is building further links with the pupils' families in order to raise standards in literacy generally, and in writing in particular.

7. In mathematics, pupils from different backgrounds and of different abilities make good progress. There is a high emphasis on pupils learning to investigate and solve problems and they achieve very well in this area. By Year 2, pupils use mental recall effectively in problem solving and they show good appreciation of estimation; for example, when working in kilogrammes. They recognise number patterns and produce ones of their own. They develop a suitable base of skills in using shape, measures and data handling. A few develop understanding of working with larger numbers; for example, when using money and there is good emphasis on extending this further so that a greater proportion of pupils attain a higher level in relation to the National Curriculum. In Years 3 and 4, pupils' work shows continued development of their skills in using the four rules of number with good work being undertaken on number sequences. Pupils in Years 5 and 6 say that they enjoy mathematics and this is very evident in the way they approach their work. When describing different ways of solving problems, pupils are keen to debate the effectiveness of different strategies. Almost all pupils show good understanding of adding, subtracting, multiplying and dividing both in their head and on paper. They use calculators effectively to multiply large numbers and check their answers. The setting arrangements that have been introduced into Years 3 to 6 are working well, and as a result, pupils of different abilities are successfully challenged and standards overall are in line with those expected.

8. In science, pupils make good progress overall and achieve well. The strong emphasis given to investigative science is having a particularly positive impact on pupils' learning. By Year 2, pupils show sound understanding about growth in plants, the properties of different materials and can describe the characteristics of animals well. They know about different types of forces and the effects of these. Only a few can generalise from their observations, but improvements are evident. By Year 6, pupils show a satisfactory knowledge and understanding of the subject. Their skills in investigative science are well developed. They develop their observational skills well as there are many opportunities for them to work practically and record their findings.

9. In design and technology, history, geography, music and ICT pupils generally attain the levels expected for their age, and throughout Years 1 to 6, they achieve well. There has been noticeable improvement in the progress pupils make in ICT since the time of the last inspection when it was judged to be unsatisfactory. In religious education (RE) pupils meet the outcomes identified in the Kensington and Chelsea Locally Agreed Syllabus. Although pupils speak knowledgeably showing sound understanding in history, geography, design and technology, and religious education, the final outcome of their work is often limited by their below average skills in writing.

10. In art and design, and physical education, pupils' attainment is generally above that expected by Year 6. As pupils enter Year 1, many have attained the expected levels for their age and they make good and often very good progress in these subjects through the school.

Pupils' attitudes, values and personal development

11. When children enter the nursery they respond well to their teachers' very high expectations of behaviour and quickly fit into the daily routines. They adapt very well to the regular procedures that encourage children to develop independence, such as finding their name cards and taking the registers to the office. By the end of their time in the nursery and the Reception classes, children show good levels of confidence and independence, and also care and concern for others. Most children entering Year 1 are able to sit still and listen, when this is appropriate, and are eager to learn. Children's behaviour throughout the Foundation Stage is very good.

12. Throughout the school pupils' attitudes towards their work and their school are very good. They enjoy school and parents confirm that they are keen to come and are very enthusiastic about their lessons. Pupils work very well and are comfortable with class routines. The school provides a safe and secure environment and pupils respond very positively and join in all activities enthusiastically. In class, pupils settle down to work quickly and make good progress with their tasks. Pupils are proud of their school and are pleased to inform others that they think 'It is a good school'.

13. Behaviour overall is very good. No incidents of poor behaviour or bullying were observed during the inspection. Teachers and other members of staff manage their classes very well, and rarely raise their voices. Their quiet but firm approach is reflected in the pupils' response, many of whom have in the past, experienced difficulties in controlling their behaviour. Behaviour is very good in assemblies and when pupils queue to enter classrooms or to get their midday meal. In the playground, pupils get on very well together, often playing games or sitting quietly in the well cared for garden areas, so that these are pleasant occasions for all. The consistent approach to behaviour management shown by teaching and support staff alike effectively raises pupils' awareness of what is acceptable behaviour and unacceptable behaviour.

14. The quality of personal development and relationships is very good and parents confirm that pupils make significant gains in maturity as they move through the school. Pupils learn to take responsibility for their own actions and, through the school council, they take responsibility for those of their classmates. They have a clear understanding of how their actions can affect others and maintain happy relationships. There is a well thought-out programme of personal, social and health education and pupils respond very well to circle time when they consider a range of issues such as the importance of having rules to guide our lives. They display excellent respect for one another's feelings, values and beliefs, as was seen in class assemblies where one focused on features of the Jewish religion and another on aspects of the Christian religion. In both, all pupils were attentive and maintained a very respectful atmosphere. In class, and at play, pupils mix well together, crossing gender, race, age and cultural boundaries with ease. Pupils are polite and respectful to all adults while remaining friendly and welcoming. They hold the door open for other pupils as well as adults and readily accept responsibilities when offered. Pupils take a particularly good level of responsibility for their own learning and have agreed targets, both on an individual and group basis in literacy and numeracy. They are aware that they have to try hard to meet these. Pupils with special educational needs are encouraged to review their targets along with their teachers and parents and, if they wish, they add their own comments to the formal review statement of their progress.

15. Attendance is just below the national average. The school systems for recording, monitoring and improving attendance are very good and clear improvements in the level of attendance are evident over time. There are also significantly reduced levels of unauthorised absence over time. There has been one fixed-term exclusion during the last reporting year. This was handled in line with the school procedures and served to reinforce the school's high expectations of behaviour.

HOW WELL ARE PUPILS TAUGHT?

16. Teaching is good and a strength of the school. All teaching is at least satisfactory. The great majority of teaching is good, very good or excellent. This is an improvement since the last inspection when there was a small amount of unsatisfactory teaching and there was less good, very good or excellent teaching.

17. The senior management team present a very good model of teaching and all staff in the school, including the support staff, contribute very well to the good quality teaching and make up a strong team. Good use is made of their individual strengths. Teachers plan lessons thoroughly and this ensures that, taken overall, the needs of pupils of all ages, abilities and backgrounds are met and pupils are learning well. For example, particularly good support is given to pupils who speak English as an additional language, those who have been identified as having special educational needs and also to more able pupils. The work for these pupils is very well organised and helps to ensure that they meet the targets set out in their individual programmes. The school provides various 'extras, such as homework clubs and booster classes which are open to all pupils. It also makes good use of national programmes such as the Additional Literacy Strategy and the Early Literacy Strategy. These are targeted well and used effectively to ensure that all pupils are given every opportunity to succeed.

18. A key feature of the teaching throughout the school is the way in which staff manage pupils' behaviour, particularly the small number of pupils who find self-discipline difficult. There is a calm and consistent approach by staff to which pupils respond very well and, as a result, there is a good working atmosphere for all.

19. In the nursery and the Reception classes, teachers and support staff provide a secure learning environment where children make significant gains, particularly in their levels of confidence, and in the development of their social skills. Staff have a good knowledge and understanding of the Foundation Stage curriculum and this is reflected in the planning which is undertaken very conscientiously. They have high expectations of the children and ensure that they are being extended in their learning, particularly in the areas of personal, social and emotional development and creative development. Very effective reference is made to the pupils' own practical experiences so that they are fully engaged in the learning.

20. Teaching of English is good overall, with effective use made of the National Literacy Strategy. The teaching of the skills of speaking and listening and also reading is at least good, and often very good. The teaching of writing is satisfactory overall but more can be achieved in this aspect of the school's work.

21. Teachers have good understanding of the most effective ways to teach speaking and listening and reading and they are particularly successful in supporting pupils in these areas. All adults use consistent approaches to ensure pupils build up their skills effectively over time. Good use is made of a wide range of techniques, such as the use of 'chat partners' and this gives pupils confidence in expressing their thinking. Staff listen carefully to pupils and their questioning takes good account of pupils' individual needs. Class and group discussions are used well, with staff often modelling the response they would expect; for example, when two staff simulated a dialogue to indicate where they thought the best place to site a recycling container was. In turn, pupils' answers showed clear improvement as a result of this input. A very good example of the consistency of approach in teaching reading was seen in a Year 1/2 literacy lesson. In this situation the similarity in the way all four staff questioned pupils to help them understand how to blend sounds was noticeable. Throughout the school, guided reading sessions are particularly effective and pupils make significant gains in their understanding.

22. The teaching of writing is satisfactory overall. However, practice is not as consistent as in the teaching of speaking and listening, and reading and important opportunities are missed to draw pupils' attention to the ways in which improvements might be made. Teachers plan conscientiously to develop pupils' skills. They set clear objectives for the lesson but they do not

always make sufficient use of pupils' individual and group targets and as a result there is sometimes a lack of clarity about what is expected. Feedback and reviews generally focus on the specific lesson objectives but do not make sufficient reference to the ways in which pupils' writing might be improved generally. For example, in one lesson the review consolidated the use of commas well but did not make sufficient reference to the inconsistent use of other aspects of spelling, grammar, punctuation and handwriting which the pupils had learned previously. There is not always emphasis on pupils taking responsibility for reviewing their own work or on ensuring that pupils are clear about how they should follow advice given by the staff. In a Year 6 lesson, however, there was particularly effective critical evaluation of pupils' work. This included open discussion about what pupils needed to do in order to attain a particular level within the National Curriculum as well as the specific lesson objectives. There was strong emphasis on pupils taking responsibility for recognising their own strengths and areas for improvement and it was made clear to them how key features of improvement must be evident in future work. As a result, pupils showed a keen determination to do better.

23. The quality of teaching in mathematics is good and often very good, and occasionally it is excellent. Good use is made of the National Numeracy Strategy as a basis for planning. The setting arrangements in Years 3 to 6 are working well. Lessons start off with oral and mental 'starters' that are conducted at a quick pace and pupils rise to meet this challenge; for example, in a Year 5/6 lesson where pupils learned about negative numbers. Teachers make particularly good use of technical vocabulary and often encourage pupils to give explanations and this helps significantly in improving pupils' understanding. Teachers set time limits for activities and these help to instil a sense of urgency. Pupils respond very well to the tasks set and are keen to complete them. Teachers show a keen appreciation of the needs of individuals in each class. This was noticeable in an excellent Year 2 lesson where the teacher probed pupils' understanding very effectively by making particularly good use of real life situations to increase their understanding. Feedback is often targeted well so that pupils want to do better next time.

24. Science teaching is good overall, with a number of very good features. The high focus given to practical work and to the development of pupils' skills in scientific investigation is particularly effective and helps teachers capture and sustain pupils' interest. Staff plan interesting activities that make pupils enthusiastic about science. Planning is carefully thought out using the school's 'seven step approach' so that questioning and tasks are matched to pupils' different abilities. This ensures that every pupil has the opportunity to make progress at their own rate, building up their knowledge and understanding in science. Learning is also effective because teachers use the first part of the lesson very well to establish how much pupils have learned in earlier lessons and to ensure they understand the scientific vocabulary they will be using.

25. Teaching and learning in all other subjects is good overall and staff ensure that pupils develop a knowledge, skills and understanding at the expected level. Overall, pupils' skills in literacy, numeracy and ICT are developed well across the curriculum but there are times when opportunities are missed to improve pupils' skills in writing. Generally, teachers give good attention to the wide range of pupil needs in every class and they are confident to teach all subjects, including ICT, where there was a lack of expertise identified at the time of the last inspection. There is some very good teaching, notably in art and design, and PE, with a particularly good focus given to developing pupils' skills in critical evaluation in these lessons. Occasionally, teaching is excellent as was seen in religious education. There are also occasions where the teaching of less experienced staff is satisfactory rather than good. This is often due to confusion over organisational issues within lessons. However, these staff are reflective and keen to improve. They are very well supported by other colleagues, and in particular by the senior management team, so that any areas of uncertainty are quickly addressed.

26. The staff funded by the ethnic minority achievement grant very effectively support teaching in the school. They have established a good partnership with teachers and the special educational needs co-ordinator in particular so that there is a fully integrated programme in place for the pupils they are supporting. The activities they undertake relate well to the main activities of

the class. Support given on a one-to-one and small-group basis, works very well and accelerates pupils' learning of English.

27. Marking is undertaken conscientiously by all staff. Many positive comments are made but there is not always sufficient reference to the pupils' own targets, particularly in writing, to make it clear to pupils how they might improve their work.

28. Different types of homework, such as reading and learning tables, are set regularly by staff and these suitably reinforce pupils' learning in school. The school's homework policy meets the expectations set out in the national guidelines.

29. Visits out of the school are used effectively to stimulate learning, as exemplified by the work undertaken after visits to a local mosque. Displays are interesting, up-to-date and overall, of a very high quality. They help to create a very bright and stimulating learning environment.

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

30. The school's curriculum is good, covers all expected areas, takes good account of pupils' individual needs and gives pupils of all abilities a wide range of interesting activities that helps them learn well.

31. The last inspection highlighted the need to improve schemes of work and also develop the role of subject co-ordinators in monitoring the curriculum. Schemes of work are now in place for all subjects and are effective in ensuring continuity in pupils' learning and a balanced approach to teaching in each subject. Good emphasis is given to the teaching of literacy and numeracy and the national strategies are firmly in place. Overall, these are having a positive impact on pupil's learning, although a more consistent approach is needed to the teaching of writing. Subject leaders now systematically review curriculum planning, monitor teaching and learning for their subject, and provide teachers with written feedback. This is effective in sharing good practice, raising standards of teaching and learning, and ensures that subject leaders have a clear direction for the future development of their subject.

32. The curriculum for children in the Foundation Stage is organised well and follows nationally recommended guidelines. Children are introduced to a wide range of learning experiences, which prepares them successfully for Year 1.

33. The school has a high commitment to pupils with special educational needs and ensures that they are very well supported. They are regarded as important members of the school community and given a high level of respect from all. Their needs are carefully analysed and the school employs a wide range of strategies to make sure these are met. Specialist support is used very well. Overall, this area is very well managed and policy and procedures are in line with the revised Code of Practice for special educational needs.

34. The school celebrates its cultural and linguistic diversity. Pupils from minority ethnic backgrounds have full access to the curriculum and all additional activities. Provision to support pupils in developing fluency in speaking English is very good. Assessments are undertaken at an early stage and relevant programmes drawn up. These include opportunities for pupils to be taught on an individual, group and class basis. Co-ordination is very effective and all work with a common purpose to ensure pupils' needs are met.

35. Equality of opportunity is shown to both girls and boys and all have access to the activities on offer. The school has responded quickly to recent legislation to ensure that all areas of the accommodation are accessible to those with physical disabilities.

36. Pupils are very well supported in their personal, social and health development. A noticeable feature of the school is the way in which all staff encourage pupils to become mature and responsible. The curriculum draws very positively on the wide range of cultural backgrounds

of both pupils and staff and, as a result, pupils learn a high degree of respect for the differences between people. They learn to take responsibility for their own actions; for example, when Year 1 pupils learned about crossing the road safely and older pupils learned about dangerous places to play. The school is currently piloting a new scheme of work for citizenship. Some classes have started to do work on being a good neighbour and pupils have kept a thought-provoking diary about ways in which they have shown kindness. Sex education is planned into the curriculum and this programme is very well organised. Drugs education, including alcohol abuse, is given a high profile and older pupils can explain the associated dangers. Health education is taught systematically and covers all expected areas.

37. The school provides a good range of activities outside lessons, which are having a positive effect on the learning of many pupils. They include several after-school and lunchtime clubs as well as other events. Many of these, like the homework clubs, reading clubs and literacy booster classes, effectively reinforce the skills pupils learn in lessons, whilst others like the choir, the dance or art club, enrich the curriculum by providing experiences not available in the school day.

38. The curriculum is enhanced by a range of visits to places of interest that are linked to pupils' work in class. Recent visits in the immediate community include the local fire station, church and mosque, whilst older pupils travel further afield to Godstone, Surrey, for a geography field trip. All of these visits help to inspire pupils and add a new dimension to their class work. In their final term in the school, Year 6 pupils spend four nights on a residential camping trip where they are able to take part in educational and adventurous activities, as well as having many opportunities to develop socially and live harmoniously in an environment away from home. The school ensures that financial limitations do not prevent any pupil from participating in this or any other outing.

39. The school's links with the community are good, and enrich and extend the curriculum. Visitors include the local police school liaison officer who comes in and addresses pupils on a regular basis. Recently, as part of science week, a 'Science Magician' from a local group gave a performance. Members of the local Caribbean community group, the Windrush Project, came to describe their experiences of immigration in the 1950s, and this made a very valuable contribution to pupils' understanding of the community in which they live.

40. Pupils transfer to a wide range of secondary schools and the school makes suitable arrangements to ensure continuity in provision.

41. The provision for pupils' spiritual, moral social and cultural development is very good and a strength of the school. This provision has improved since the last inspection.

42. The school makes very good provision for pupils' spiritual development. There is an extremely strong ethos of respect. Public celebrations of pupils' learning achievements in assemblies teach children to value and appreciate their own work and that of others, increasing their self-esteem. Even the youngest pupils are encouraged to reflect on how they can 'try hard to be even better'. Music is used to great effect in assemblies to create atmosphere and encourage pupils to explore their feelings and emotions. This ranges from a classical piece which encouraged reflection as pupils entered a Key Stage 2 assembly to a lively and uplifting pop tune at the end of a Key Stage 1 assembly urging children to 'Reach up for the Stars'. They went out to playtime singing, dancing and inspired. The different faiths within the school are sensitively acknowledged and all valued. Pupils learn about important festivals like Diwali, Eid and Christmas in religious education lessons and assemblies. Photo albums recording these special assemblies highlight the inclusiveness of the school to all pupils and its community. In one excellent religious education lesson, pupils of all faiths were able to understand and express how both Christians and non-Christians must have felt on Palm Sunday, showing great respect for other people's religious beliefs. As well as planned opportunities to encourage pupils' spiritual development, the school responds positively to events that affect the community unexpectedly, a good example being the way the school reacted to the Paddington train disaster that occurred very close by. This gave

pupils the chance to see the importance of concern and compassion at a time of crisis, as well as appreciating the need to be sensitive to the feelings of others.

43. There is very good support for pupils' moral development. As well as 'The Barlby Way' which is the school's code of conduct, many classes have worked out their own set of class rules which are prominently displayed and referred to frequently. Year 2 pupils could say confidently that the purpose of class rules is, 'So we can all learn, and, 'So everyone is happy.' All classes have circle time, which is used in a variety of ways but with a high focus on encouraging pupils to consider what is acceptable and what is unacceptable. Pupils are rewarded for showing respect, kindness and good behaviour with a 'You're a Star!' certificate. These certificates are valued highly by pupils and act as a powerful and positive influence. Pupils are taught to take responsibility for their own actions; for example, when they were reminded in assembly, through a very effective role play between the headteacher and another member of staff, that it is their responsibility to bring their reading folder to school.

44. The provision for pupils' social development through the daily life of the school is very good. Adults know the pupils very well, are very supportive of them and have established very good relationships with them. The school is particularly successful in ensuring that pupils help and care for each other. From the nursery upward, children show extremely high levels of co-operation. They share equipment and ideas very willingly and conflicts are extremely rare. Pupils show politeness and good manners; spontaneously holding doors open and offering help. One Year 2 boy, on opening the classroom door to parents at the end of the afternoon greeted them, unprompted, with a polite and respectful, 'Good afternoon, you can come in now.' There is a structured system of responsibilities which include register monitors, fruit monitors, school council representatives and school carers, which involves watering plants and reporting any litter. School councillors from Year 3 upward take equipment into the Key Stage 1 playground and organise games. Assemblies are very positive events, which strongly promote a sense of community and emphasise the school's common values.

45. The school makes very good provision for pupils' cultural development. It openly celebrates the cultural differences of its community, not just in its daily practices but with special events like the International Food Evening held in October 2002. Over 200 children, parents, staff and governors attended. The event is recorded in a well-presented photo album in the entrance lobby. The hall was hung with flags from different countries. Food was beautifully displayed and carefully labelled, giving the name of the dish and the country of origin as well as who made it. Many participants dressed in their national costume. It is clear that pupils in the school are aware of, and value, their own and others' cultures. A passing pupil glanced at a photograph showing different national flags and quickly announced with pride, 'That's the flag of my country!' pointing to the Turkish flag. A Year 1 boy spotted Arabic writing on a packet of food and delightedly pointed this out to his teacher and the rest of the class,

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

46. The school looks after its pupils very well and the resulting atmosphere of orderliness, security and well-being provides a very good base for teaching and learning to flourish. The headteacher takes the lead in setting an ethos of care, order and structure. Staff know their pupils very well and there are effective measures to ensure support and guidance for all pupils.

47. Child protection procedures are in place and very effectively managed by the headteacher. Health and safety procedures are very well managed and there are suitable arrangements in place for first aid and medical care.

48. The school has a very good comprehensive system of rewards for good behaviour. Staff are careful to note and publicly praise pupils' good behaviour and consistently use effective strategies to manage behaviour in lessons. The school sees the role of the learning mentor as important and she offers very effective care, guidance and support for children. All pupils have discussed learning promises and are now signed up to learning intentions that are publicly

displayed and fully understood by all. This agreed system, coupled with the examples set by staff, ensure that pupils meet and apply the high standards of behaviour and positive attitudes to learning expected of them.

49. Procedures to monitor and promote good attendance are very good. Registers are completed quickly and checked and parents are contacted immediately if a pupil is absent without a covering note. A wide range of positive rewards is given for good attendance and punctuality. The school works very closely with the Education Welfare Officer to promote good attendance, and through a behaviour improvement grant is employing extra staff to encourage good attendance. Improvements are evident over time in the level of pupils' attendance and there has been a significant reduction in the rate of unauthorised absence. Nevertheless, both maintaining current improvement and ensuring future improvement continue to be high priorities within the school improvement plan. Staff are working hard to engage the full support of parents to achieve this.

50. Close monitoring of pupils' academic performance and personal development starts from the time children enter the school. Useful records are kept and these are monitored carefully. The school analyses in detail the outcomes of national and local tests, and teacher assessments throughout all year groups. The results are discussed with staff and this informs the target setting process. An effective system of moderation and assessing pupils' work across is in place. This is very well organised, making good use of the observations that take place in all classes during each subject's 'curriculum week' and of the more general monitoring that takes place four times a year. This ensures that teachers have a very clear view on individual pupil's progress as well as the way pupils are developing understanding, knowledge and skills as they move up the school.

51. The procedures for assessing pupils' progress are very good and have improved significantly since the last inspection when this was highlighted as a weakness. The school has worked very hard to establish a wide range of assessment strategies. The senior team make good use of the local authority data to note patterns and trends in pupils' attainment and progress as they move through the school. However, the use of assessment information in class is more variable. Work is marked regularly and frequently provides pupils with an indication of how well they have done but, particularly in writing, there is not always sufficient use of individual or group targets in lessons or a clear indication how pupils might follow up any advice given by the teacher. Since the last inspection the school has made good progress in establishing arrangements to track each pupil's academic progress and analyse test data. There has been good progress in establishing assessment procedures in the foundation subjects of the curriculum.

52. There are very effective procedures for the identification of pupils with special educational needs. Baseline assessment information for pupils starting school is carefully analysed and concerns raised. Frequent classroom observation of pupils' learning helps with early identification of any difficulties. Individual education plans are drawn up, and realistic and manageable targets set and reviewed regularly. External agencies are involved when required to help meet pupils' specific needs. Teachers keep detailed records of what pupils do and how well they achieve and these are passed on to the new class teacher at the end of each year.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

53. Parents' views of the school are good. They hold the school in high regard and recognise that improvements are taking place continually. A group of parents voiced this very clearly when they saw the school's new library which had just been completed on the first day of the inspection. They appreciate the openness of the headteacher, her willingness to communicate and the easy way they are able to approach her. They are particularly appreciative of the quality and quantity of the information they receive from the school. For example, the weekly newsletters informing them about school events and achievements and the individual class letters about the curriculum and school routines.

54. The school has worked hard to involve parents through a wide range of activities but there is limited take-up for many of these. The school provides regular coffee mornings and training

opportunities; for example, for ICT, literacy and numeracy. There are three open evenings each year and good opportunities for parents to become directly involved in their children's learning in the classroom. There are social events, a wide range of school productions and parents are invited to assemblies. Attendance varies at different events but the school continues to seek new ways of improving what it considers to be a vital link with the home. The learning mentor is keen to develop further links with parents by supporting those who wish to discuss issues such as behaviour or any incidents that may arise at home.

55. Parents receive excellent information about the school and how their child is doing. The school holds regular consultation evenings. In addition, all staff are available to discuss further issues with parents at a convenient time. The annual report to parents informing them about their child's progress is informative and tailored to each child. Reports give a good range of information particularly on the progress pupils make in English, mathematics, and about their personal development. Parents of pupils with special educational needs are kept very well informed about their child's progress and their comments are taken fully into account in assessing the future needs of their child. There is a very well presented school brochure that covers all expected areas. This includes a particularly good quick reference booklet that gives answers to questions that are frequently asked by parents. Notice boards provide parents with a good source of information and parents are given a very good level of detail about the school's curriculum planning. The weekly newsletters are of a particularly good quality. These are very well received, in part, because of the quizzes that are included. There are regular information sessions giving parents an outline of different aspects of the school's provision. The school has its own website, which presents a very positive image to the wider community. It is colourful and presented in a clear and professional way. Information about the school such as admission arrangements and the curriculum are extremely useful.

56. The school sees parents as partners in their child's education and this is clearly reflected in the way staff approach all communication and interaction. Parents are seen as important and their views are sought; for example, through the use of questionnaires. With the support of the school's learning mentor and the newly appointed community literacy co-ordinator, the school is seeking to involve parents more in their child's learning, particularly in the development of pupils' skills in literacy. The recently completed community library forms a central focus to this development.

HOW WELL IS THE SCHOOL LED AND MANAGED?

57. The headteacher provides very strong leadership. She works with drive and determination and presents a clear vision to all about 'education making a difference'. She has very good support from the senior management team and, together, they support and challenge all staff very well particularly, those who are less experienced or new to the school. This is especially important because there have been significant changes of staff since the time of the last inspection. Staff at all levels, and governors, have a strong commitment to the school and share the headteacher's vision. As a result, everyone is working as a team with a common sense of purpose and with whole-hearted commitment to continuing improvement. The headteacher leads by example very well and has gained the confidence of parents who make comments such as 'our headteacher lives and breathes Barlby School'. Along with the senior team she undertakes systematic monitoring of pupils' achievements, and of the quality of teaching and learning, so that she is very clear about what needs to be done to improve standards. As a result the school improvement plan is very well matched to the school's needs.

58. Overall, there is a suitable management structure with clear delegation of responsibilities to teachers that takes account of the school improvement plan and each individual's expertise. There are co-ordinators for all subjects with several staff covering more than one area. Teachers are reflective, they evaluate their work and are keen to develop and improve. The school's performance management system is implemented very well. It includes staff at all levels and is integral to the school improvement cycle. Staff are valued and their work is effectively supported by a programme of staff training and the mentoring arrangements that are in place for new staff.

The senior management team, who are 'lead teachers' in the local education authority for English, mathematics and science, carry the responsibilities for these subjects very well. They have very effectively analysed data, checked the standards achieved and implemented strategies to improve them further. In other subjects, the role of the co-ordinator has improved since the time of the last inspection so that co-ordination is now generally good. The regular meetings of all co-ordinators with the deputy headteacher helps to ensure that staff new to the role are fully supported and that everyone appreciates the actions that need to be taken to ensure the school improvement plan is fully effective.

59. The school's aims can be seen clearly in its day-to-day work. The headteacher, staff and governors work closely together to promote the ethos of the school. This encourages everyone associated with the school to view learning, 'as an ongoing process which starts from the time we are born'. The current staff development programme focusing on 'learning how to learn' is helping to re-inforce this ethos very well. Throughout the school, pupils are very well cared for and even the newest children feel valued and secure in their surroundings. Very good relationships are established, and all celebrate one another's achievements, and cultural and linguistic diversity. The school's administrator provides an efficient and welcoming point of contact for visitors and parents.

60. The school is a very inclusive community and its policy of equality of opportunity is implemented very effectively. Pupils of different backgrounds and abilities are totally integrated into all aspects of school life. The management of the provision for pupils with special educational needs is very good, as is that for pupils who speak English as an additional language and for those who have been identified as gifted and talented. Extra support is based on a clear assessment of individual need and is targeted very well. There is constant review to ensure targets are met and, as a result, resource levels are re-adjusted to ensure the best use of everyone's time.

61. The governing body fulfils its responsibilities well. Governors support the school and have ensured that all required policies, such as an anti-racist policy, are in place. They have responded quickly to the requirements of legislation concerned with physical disability. Governors attend training and keep abreast of national and local initiatives. Their committees have clear terms of reference. Many of the governors visit the school regularly and are actively involved in the life of the school. They carry out informal monitoring visits and report back their findings to the governing body. These visits help to give the governors an awareness of what is happening in the school. However, the procedures through which the governing body evaluate the strengths and weaknesses of the school are not sufficiently systematic. This means that governors tend to be over-reliant on information provided by the headteacher to check on the overall effectiveness of the provision.

62. Financial planning is very good. There is a planned programme of spending linked to the school improvement plan; for example, the high carry forward in the 2001-2002 budget was set aside to build a new community library at a time when the school was about to employ a community literacy co-ordinator for the first time. The school's budget is monitored closely by governors and the school uses specific grants very effectively for their purpose. The school administrator manages the school's financial procedures very well and uses ICT effectively in managing the school's finances. The school makes sure that money is spent wisely by researching and making decisions about goods and services that represent best value. Governors also challenge and debate before making major spending decisions and they are starting to compare, contrast and challenge how effective the school is in helping the pupils to achieve the best possible standards. This process is at an early stage since a systematic monitoring programme is only in the process of being developed. The accommodation is good with clear improvements over time, particularly in the development of the outdoor areas. Good use is made of all the available space. Resources are good and used well to support teaching and learning. The accommodation and resources are very well maintained. Overall, the school provides good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

63. To further improve the quality of education offered, the headteacher, senior staff and governors should:

- (1) Improve pupils' achievements in writing by:-
 - making more reference to the individual and group targets that have been set for pupils to improve their writing;
 - using feedback and reviews to draw pupils' attention to inconsistencies in their spelling, grammar, punctuation and handwriting;
 - ensuring that there is a consistent approach through the school to pupils reviewing their own work;
 - ensuring that pupils are clear how they will follow up advice given by staff about improvements that are needed in their work;
 - developing further links with parents specifically aimed at helping pupils improve their skills in literacy, particularly in writing.

(paragraphs 6, 22, 27, 31, 68, 78, 103, 107, 114,132)

- (2) Extend the school's monitoring and evaluation procedures by involving governors in a more systematic programme of monitoring so that they are able to check for themselves on the overall effectiveness of the school.

(paragraphs 61)

In addition to the key issues above, the following less important weakness should be considered for inclusion in the action plan. These are indicated in the paragraphs in brackets.

- (1) Continue to give high emphasis to ensuring that all pupils attend school regularly;
(paragraph 15, 49)
- (2) Establish a more permanent situation for the teaching of music for pupils in Years 3 to 6
(paragraph 124).

(All of the above issues are highlighted as priorities within the school improvement plan).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

63

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

23

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	19	31	11	0	0	0
Percentage	3	30	49	18	0	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	Y1 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	24	281
Number of full-time pupils known to be eligible for free school meals	12	160

FTE means full-time equivalent.

Special educational needs

	Nursery	Y1– Y6
Number of pupils with statements of special educational needs	0	4
Number of pupils on the school's special educational needs register	3	79

English as an additional language

	No of pupils
Number of pupils with English as an additional language	182

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	13
Pupils who left the school other than at the usual time of leaving	17

Attendance

Authorised absence

	%
School data	6.1
National comparative data	5.4

Unauthorised absence

	%
School data	1.5
National comparative data	0.5

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

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	20	18	38

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	15	12	18
	Girls	17	16	17
	Total	32	28	35
Percentage of pupils at NC level 2 or above	School	84(83)	74(78)	92(90)
	National	84(84)	86(86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	17	18
	Girls	17	17	18
	Total	32	34	36
Percentage of pupils at NC level 2 or above	School	84 (85)	89 (88)	95 (90)
	National	85 (85)	89 (89)	89 (89)

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
	2002	25	17	42

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	20	24
	Girls	11	9	12
	Total	29	29	36
Percentage of pupils at NC level 4 or above	School	69 (64)	69 (52)	86 (82)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	19	21
	Girls	11	12	13
	Total	28	31	34
Percentage of pupils at NC level 4 or above	School	67(64)	74 (57)	81 (66)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	61	0	0
White – Irish	1	0	0
White – any other White background	38	0	0
Mixed – White and Black Caribbean	11	0	0
Mixed – White and Black African	4	0	0
Mixed – White and Asian	2	0	0
Mixed – any other mixed background	65	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	2	0	0
Asian or Asian British – Bangladeshi	9	0	0
Asian or Asian British – any other Asian background	1	0	0
Black or Black British – Caribbean	13	1	0
Black or Black British – African	24	0	0
Black or Black British – any other Black background	12	0	0
Chinese	1	0	0
Any other ethnic group	4	0	0
No ethnic group recorded	7	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: Y1 – Y6

Total number of qualified teachers (FTE)	16.4
Number of pupils per qualified teacher	17.1
Average class size	24.6

Education support staff: Y1 – Y6

Total number of education support staff	17
Total aggregate hours worked per week	371

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	24
Total number of education support staff	2
Total aggregate hours worked per week	50
Number of pupils per FTE adult	8

FTE means full-time equivalent.

Financial information

Financial year	2001/2002
	£
Total income	1,067,433
Total expenditure	1,074,610
Expenditure per pupil	3,500
Balance brought forward from previous year	171,187
Balance carried forward to next year	164,010

Recruitment of teachers

Number of teachers who left the school during the last two years	8
Number of teachers appointed to the school during the last two years	8
<hr/>	
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

286

Number of questionnaires returned

193

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	75	25	0	0	0
My child is making good progress in school.	58	37	4	0	2
Behaviour in the school is good.	53	36	6	3	3
My child gets the right amount of work to do at home.	45	44	8	2	2
The teaching is good.	61	36	0	1	3
I am kept well informed about how my child is getting on.	56	34	5	2	3
I would feel comfortable about approaching the school with questions or a problem.	70	23	2	1	3
The school expects my child to work hard and achieve his or her best.	75	21	2	1	2
The school works closely with parents.	58	36	3	1	3
The school is well led and managed.	63	34	1	1	2
The school is helping my child become mature and responsible.	55	38	1	1	6
The school provides an interesting range of activities outside lessons.	41	33	11	2	13

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

63. Children in the Foundation Stage are catered for in the nursery and the two Reception classes. They are admitted into the nursery either in September or January of the academic year when they become three. Younger children attend part-time and older children attend full-time. Children are admitted into the Reception classes either in September or January in the academic year in which they become five. The nursery and both the Reception classes provide welcoming and stimulating learning environments for the children where teachers and support staff work together very well. This results in children being eager to come to school and it helps them to settle quickly into the classroom routines.

64. Assessments made of the current group of children as they began school show that their attainment is very low when compared with that expected. A significant number of them need considerable help to develop their skills in all six areas of learning, but particularly in communication, language and literacy and also in mathematical development, knowledge and understanding of the world and in personal, social and emotional development. Overall, children make good progress throughout the Foundation Stage and achieve well, particularly in their personal, social, emotional and creative development, where they make very good progress. In personal, social, emotional, and creative development and also the aspects of physical development associated with large body movements, children successfully reach the early learning goals expected for their age by the end of Reception. In all other areas their attainment is overall, well below that expected. Children with special educational needs and English as an additional language also make good progress in relation to their prior attainment and achieve well due to the high level of sensitive support these children receive from the staff.

65. The provision for the children in the Foundation Stage has improved since the last inspection. The overall quality of teaching and the planning for each area of learning is now good and staff clearly know what the children are expected to achieve from the activities provided. The new scheme of work and assessment system have contributed to this improvement and these are used effectively to plan a curriculum which meets the needs and abilities of all children. Resources have also been improved and links between the nursery and the reception class teachers have been extended to assist the smooth transition of children from class to class.

66. The Foundation Stage co-ordinator is relatively new to her post. She has a good understanding of the Foundation Stage curriculum and how young children learn. She has worked hard to ensure that all children are provided with a broad curriculum with many first hand experiences and she is committed to continued improvement by developing appropriate monitoring and evaluation procedures.

Personal, Social and Emotional Development

67. Overall, the quality of teaching and learning in this area is very good. Staff provide very good role models for the children to follow which results in a high level of respect between adults and children, and which promotes racial harmony. Children respond well to the home visits by the staff before they begin school and to the routines established within all classrooms. They quickly gain confidence in leaving their parents and carers, and behaviour and relationships within the Foundation Stage are very good. Children enjoy working in both small and whole-class groups, take turns and share and rapidly gain confidence and independence. Self-esteem is very well promoted in all the classes through the encouragement given by staff and through the use of certificates for good work, effort and behaviour. Most children are able to sit still and listen when this is appropriate, and are eager to learn. For example, nursery children sat for a long time listening to the story of 'Mr Gumpy's Motor Car' and both nursery and Reception class children sit still and are attentive in the assemblies held in the school hall. Children show confidence in

choosing activities, willingness to try new experiences, and tidy up after themselves. They express their feelings freely; for example, Reception children showed their delight when 'Mrs Wishy Washy' came to visit them. In all classes children show sensitivity and concern is shown towards their classmates. When taking part in physical exercise children are able to undress and dress themselves with only a few needing adult assistance. Most use the toilets and cloakroom facilities independently and show they have developed good social skills; for example, during play, meal times and circle activities.

Communication, Language and Literacy

68. Teaching in this area of learning is good overall. Staff plan lessons effectively. They have a good knowledge of the early learning goals and the earlier stages of the National Literacy Strategy. A very good range of activities is provided to develop children's speaking, listening and reading skills and staff cater well for the large number of children for whom English is not their mother tongue. Staff introduce sessions clearly and enthusiastically. Children are very well managed and classroom organisation is good. For example, skills in learning to handle and read books are effectively taught in all classes when using the 'Big Books' and when children choose books to read in the book corners. Children listen carefully to stories and they listened particularly well to a letter sent to them by Goldilocks. They respond reasonably well to questions and are gaining confidence to share their ideas with others. Younger children are successfully beginning to recognise and learn the letter sounds. Older and more able children are learning to recognise word cards and put them together to make simple sentences. The guided reading approach and the successful home reading scheme enables most children to make good progress in developing their early reading skills. Teachers make effective use of whiteboards to extend the children's vocabulary. They encourage the children to begin to speak in front of others and to improve their overall fluency of speech. Resources around the classroom, as well as good role play activities, such as in 'The Travel Agents' and 'The Three Bears' House' also help to develop the children's early speaking, listening and conversational skills. Children are beginning to recall events and stories such as 'Jack and Jill' in the correct sequence. Satisfactory gains are made by the children in learning to write although a number of them are still learning to hold pencils and form letters correctly. A few children can write their names confidently although only the older more able ones are at the stage of attempting to write simple sentences on their own. Most children enjoy mark making or writing for different purposes such as in the 'Travel Agents' where they pretend to make holiday arrangements which they mark down on paper. Staff are actively seeking to increase the opportunities to develop children's skills in this area. The school is appropriately fostering a closer link with parents to support children's learning in this area.

Mathematical Development

69. Overall, the teaching in this area of learning is good. In all classes lessons are well planned for each day and prepare children effectively for their numeracy lessons in Year 1. Teachers give careful consideration to the wide range of ability within classes when providing activities for the children. Display is used to good effect. They place strong emphasis on counting and sorting numbers, so that by the end of the Reception year a reasonable number of children can count numbers accurately to ten and a few can count beyond this. Children are not as confident in recognising numbers out of context and their skills in early addition and subtraction are still at a very basic stage. However, most children are developing an appropriate understanding of mathematical vocabulary such as 'big' and 'little', and 'longest' and 'shortest' through using practical apparatus and using computer programmes such as the one about 'The Three Bears'. Children are gaining a sound knowledge of early capacity and understand terms such as 'full', 'empty' and 'nearly full'. In all classes the questioning techniques of the staff are good. Children are successfully challenged to use the knowledge they have gained to solve simple mathematical problems; for example, to find out if all tubes of a brand of sweet have the same numbers of sweets of the same colour. Taken overall, however, these skills are at a basic level by the end of Reception. Staff work hard to help children form numbers correctly, even though many still find this difficult. Children enjoy making mathematical patterns using paint, items such as pegs and pegboards, and by threading beads. Many children can identify circles, rectangles, squares and

triangles correctly by the end of the Reception year. Both younger and older children are familiar with a good range of mathematical games, such as dice games and they know rhymes such as 'Five Currant Buns' and are familiar with stories such as 'The Hungry Caterpillar'. Staff use all of these effectively to reinforce the children's sequencing and understanding of number.

Knowledge and Understanding of the World

70. Teaching and learning are good in this area of the curriculum. On starting school, many children have had a limited experience of the world around them and staff try hard to give them a good range of first hand experiences such as going to the park and visiting the pet shop. Children find out about living creatures by taking care of the school's pet fish and guinea pigs. They enjoy planting herbs in the garden and watching them grow and they learn about change; for example, by observing snow and ice as they melt. However, opportunities to investigate how things work are less frequent and, particularly in this aspect of early science, children's attainment is still well below that expected by the start of Year 1. Good provision is made for children to develop their skills in information and communication technology as they learn to use a good range of technological equipment. They can, for example, make pictures and patterns on the computer using good mouse control and enjoy operating a tape recorder to listen to stories. Children use construction equipment and a suitable range of materials and tools; for example, to make models, masks and bake gingerbread. However, children do not always select materials and tools for themselves to create their own ideas because these are not readily available. An appropriate sense of place and the world in which they live is effectively developed through role-play in the 'Travel Agents', through visits to the canal and from visitors such as a policeman. Children develop an appropriate sense of time by visiting the toy museum and learning about how they have developed since they were babies. Children make particularly good progress in learning about other cultures and beliefs. They have gained knowledge about the Chinese New Year, Diwali and the Christmas story. Staff interact well with the children during their play and provide a good balance of time for whole-group activities and also for 'free play' where children are able to explore and develop the use of their senses.

Physical Development

71. Teaching and learning are good. Through regular outdoor play and the planned activities in the school hall children gain confidence in climbing on the outdoor equipment and they push and pull wheeled toys with good co-ordination and control. They are appropriately learning to crawl through tunnels and balance on wooden posts, tyres and balancing beams. They have developed satisfactory skills in using small equipment such as beanbags and balls. In the school hall, they make good progress in music and movement activities and ring games such as 'Looby Loo' and also in learning how to travel in different ways such as hopping, jumping and crawling. Children enjoy using tools and malleable materials such as play dough and sand which is helping them to develop their manipulative skills. Nevertheless, these are not developed at the level expected for their age by the end of the Reception year, particularly in pencil control and in the use of crayons. Good attention is given to the teaching of the children about health and body awareness; for example through the use of the 'Life Education Van'. This has resulted in the children understanding the importance of caring for their bodies and their teeth.

Creative Development

72. Teaching and learning in this area of learning are very good. The children have very good opportunities to explore sound by playing and recognising the sounds of different percussion instruments. They respond very well to music, for example when clapping to accompany a tune. Children are taught and know a good range of songs such as 'When Goldilocks went to the House of the Bears' and they can distinguish between high and low notes and those which are loud and soft. Particularly good opportunities are provided for the children to use their imagination in role play, art and dance. For example, when the children pretended to move like animals in a story and make up their own stories in Mrs Wishy Washy's house. The interaction of the staff with the children during these times is very effective. Most of the children know the colours of paint and

enjoy mixing them to produce pictures such as symmetrical butterflies. Different techniques, such as printing and marbling, are taught effectively. A wide range of media is used successfully and this enables children to express their ideas and experience making items, such as textured paper teddy bears and a frieze of a Chinese Dragon. Most children respond very well using their senses; for example, when making clay models of animals, and shaping and moulding sand.

ENGLISH

73. By the end of Year 2, standards in speaking and listening, and reading are below average. They are average by Year 6. This represents good and often very good progress for pupils in the development of these skills over time. However, standards in writing are well below average by Year 2 and below average by Year 6 and in this respect pupils are capable of achieving more. Pupils with special educational needs and those pupils who are learning English as an additional language are very well supported so that they make progress similar to that of all other pupils.

74. Pupils' skills in speaking and listening are in line with those expected for their age by Year 6 with clear improvements through the school. On entry, many pupils have little fluency in speaking English but by Year 6, almost all are confident speakers, both in class and in more formal situations. Pupils respond very well to the teachers' encouragement to contribute to assemblies and, in class, they are keen to answer questions and make comments. They listen attentively; for example, when the Year 6 class listened to the teacher reading an official letter that had been sent from the solicitors, Cole, Muffit, Winkie and Company. In this lesson, pupils showed a very good level of interest and responded thoughtfully to questions about the language used; for example, when referring to the 'aforementioned client' and when they explained how they might reply to such a letter. Circle time, which is organised as part of the personal, social and health education programme throughout the school, plays an important part in helping to develop pupils' skills since they need to listen very carefully at this time to others' points of view.

75. Pupils throughout the school enjoy reading. Teachers and support staff are consistent in the ways they use different strategies to help pupils with their reading. By Year 2, this results in most pupils having suitable understanding of letters and sounds and being able to 'build up' words they are unsure of. Many are also able to use a range of other clues to help them work out unfamiliar words and meanings. They are able to explain and discuss what they have read well. Most can use the technical vocabulary, such as the words 'character', 'blurb' and 'dialogue', effectively when describing books. Few, however, are confident to tackle difficult texts independently. By Year 6, many pupils show good levels of comprehension, and appreciate the underlying ideas and subtleties in the text. They refer to what they consider to be successful use of writing techniques by the author; for example, when building up the distinctive features of a particular character. They can explain clearly why they like certain books, giving informed reasons for their choice; for example, because they enjoy mystery and suspense. Pupils use a library, indexes, glossaries and contents pages successfully to find information from books. Pupils use these research skills effectively to support their work in other subjects of the curriculum.

76. Pupils' writing is not as good as their speaking and listening, and reading. This is noticeable in all year groups. Most pupils have positive attitudes to writing and, by Year 2, they learn to appreciate the need to have a sequence when writing a story. They suitably learn to write in different ways; for example, to record information, to re-construct traditional tales, and to write simple poems and lists. They also develop suitable understanding about writing for different purposes; for example, when writing a letter of thanks. By Year 6, pupils develop clear understanding that writing needs to be organised in different ways depending on its purpose; for example, when writing poetry or a play script. Pupils' writing is logical and shows some original ideas which often capture the interest of the reader; for example, when one pupil started off a piece of work with the phrase, 'Lord alone knows what your mother will say'. Generally, however, pupils throughout the school are not applying the skills of spelling, grammar, punctuation and handwriting with sufficient consistency. Pupils are not always clear enough about the different ways in which they might improve their writing and how they should follow up advice given by the teacher.

77. The teaching of speaking and listening and reading is good and often very good. A high focus is given to these aspects throughout the school, pupils receive a significant amount of individual attention from adults in developing these skills and there are well thought out approaches to encouraging pupils' independence. Consequently, pupils are motivated and they are confident to explain the ways in which they can improve. Many are able to describe the strategies they need to use to be successful readers. Teachers build their lesson planning appropriately on the National Literacy Strategy and lessons are usually good in the introductory stages when there is a focus on speaking and listening, and reading. Staff are secure in using techniques, such as 'chat partners' to help pupils gain confidence in spoken language. When teaching reading they use the technical vocabulary associated with it well; for example, when describing parts of a word and elements of the text. There is often good teaching of phonics so that pupils gain confidence in working out the meaning of words that they are unsure of. This was seen working to particularly good effect in a Year 1 lesson. Effective use is made of resources, especially the big books and other class texts. In general, pupils try hard and they respond particularly well to the expectations which are made of them. Teachers and support staff work together closely with good liaison to help ensure that work is well matched to pupils' levels of understanding. The daily guided reading sessions work very well.

78. The teaching of writing is satisfactory overall but practice is not as consistent as in the teaching of speaking and listening and reading. Teachers plan thoroughly and conscientiously to develop pupils' writing and give good guidance on the specific skills to be learned in the lesson. However, pupils are not always clear enough about how particular skills learnt in previous lessons, such as features of punctuation and grammar, should be applied in the current work or about the ways in which they should use the individual and group targets that have already been agreed. Feedback and reviews also tend to focus on the specific lesson objectives but do not make sufficient reference to the ways in which pupils' writing might be improved generally. There is not always emphasis on pupils taking responsibility for reviewing their own work and they are often not clear enough how they should follow up any advice given by the staff. However, there are examples, for instance in Year 1/2 and in Year 6, where writing is taught well. Teachers set a high expectation of pupils and they ensure that pupils take a good level of responsibility for reviewing and improving their own work. Year 6 pupils say how much they enjoy working with a partner to notice strengths and areas for improvement in their work. Overall, pupils respond very well when they are given positive, yet critical feedback, and show that they are keen to do better next time.

79. Support staff, including teachers and teaching assistants, work together very well with class teachers to help pupils who speak English as an additional language and those who have been identified as having special educational needs. All work to ensure that there is a fully integrated programme in place for the pupils they are supporting. The activities they undertake relate well to the main activities of the class. Support given on a one-to-one and small-group basis, often for those pupils who are learning English as an additional language, works very well.

80. The co-ordination of English is very good overall. The co-ordinator, who is a 'lead teacher' in the LEA for literacy, is very knowledgeable in the subject and has ensured that a scheme of work has been introduced since the last inspection. Overall, the teaching of English has improved since that time. There is now no unsatisfactory teaching as well as a more systematic approach to the teaching of reading. The school has maintained a pattern of good progress overall for pupils of different abilities. The co-ordinator undertakes careful monitoring of standards of attainment and also standards of teaching and learning. Once strengths and weaknesses are identified, attention is focused on achieving improvement. Good examples of this are the way in which the teaching of reading has improved and the way in which the co-ordinator has supported new or less experienced colleagues. There is currently a clear action plan in place to improve pupils' skills in writing. This forms a key priority within the school improvement plan. The co-ordinator ensures a good level of organisation for extra programmes, such as the Early Literacy and Additional Literacy programmes, and these are effective. There has been a focused development to build up resources and these are good. The new community library is developing well and, particularly with the input from the newly appointed community literacy co-ordinator and the learning mentor, provides an important opportunity to achieve improvement in the future.

Assessment procedures are very good overall and realistic yet challenging targets are set for pupils. However, there are times when more use could be made of these to help the children appreciate how they might improve their written work. Suitable use is made of ICT to support pupils' learning in English.

MATHEMATICS

81. The inspection findings show that pupils attain standards that are below average at the end of Year 2 and average by the end of Year 6. Overall, pupils of all abilities make good progress and achieve well. This is a similar judgement to that given at the last inspection. There are improvements in pupils' ability to solve problems and in this aspect pupils achieve very well. Pupils with special educational needs and those who speak English as an additional language are very well supported and consequently make similar progress to all other pupils.

82. Pupils make good progress in Years 1 and 2. The younger pupils successfully solve simple addition and subtraction problems. They know that addition can be done with the numbers in any order. Pupils measure in non-standard units such as hand-spans. Many name two-dimensional shapes such as a triangle or square and can make sequences using two or three different shapes. Many also complete simple number sequences successfully. By the end of Year 2, pupils have extended their understanding of number to include mental two-digit addition and subtraction and the halving and quartering of numbers and shapes. A few pupils read three-digit numbers correctly and confidently work with the larger numbers. Pupils identify shapes and draw lines of reflective symmetry on shapes and pictures. Most pupils measure accurately in metres and centimetres and can tell the time using analogue clocks and can solve simple time problems. Most pupils recognise coins, can accurately count money and solve real life money problems. Pupils' understanding of working with larger numbers is better when working with money.

83. Overall, pupils make good progress through Years 3 to 6. This is largely achieved through teachers providing tasks and activities that are well matched to the different abilities of the pupils and the strong emphasis on problem solving. In Years 3 and 4 pupils build progressively on their mental mathematics skills during the skills activities at the beginnings of sessions. They undertake investigations and have experiences of solving problems using their knowledge of addition and subtraction processes. Older pupils develop their mental skills to include working with decimals and percentages and, by Year 6, most calculate confidently and accurately. During the main part of the numeracy lesson, pupils use long multiplication and division in their calculations. They create graphs and charts to represent statistical data. Pupils measure accurately angles to the nearest degree and can identify different types of angle, know their properties and name them correctly. For example, they can identify and describe 'acute', 'obtuse' and 'reflex' angles. Many confidently calculate missing angles from complex shapes using the information supplied about the size of other ones. This requires them to work with simple equations and use their knowledge of angles, for example, a right angle is 90 degrees and there are 360 degrees around a point. Most pupils use positive number co-ordinates to plot points on graphs and some plot co-ordinates in four quadrants. They translate and rotate the positions of geometrical shapes. Pupils use their mathematical skills effectively in problem solving situations and are keen to talk about different strategies they use in working out answers. A scrutiny of their work shows that overall a good amount is completed, there is significant emphasis on problem solving, and pupils of different abilities receive work that challenges them at the appropriate level.

84. The quality of teaching and learning are good, and often very good, and pupils respond positively to this. It is occasionally excellent. The quality of teaching across the school has improved since the last inspection. Lessons are well planned using the National Numeracy Framework and this enables pupils to build on existing skills effectively. Teachers regularly plan for pupils to consolidate their previous knowledge and develop their problem solving skills. This has been instrumental in improving pupils' achievements, particularly in problem solving. Teachers share the purpose of the lesson clearly with pupils at the start. This gains pupils' attention and interest and contributes to better learning. Teachers are confident in using the National Numeracy Strategy and all lessons begin with brisk practice in mental mathematics. They use the technical

vocabulary of the subject well and encourage all pupils to talk about their work in mathematics. This particularly helps those pupils who speak English as an additional language. All teachers manage and organise their pupils very well and pupils' behaviour is very good. Pupils respond well to the challenge presented in lessons and, particularly in the very good and excellent lessons, think hard about their answers. As a result of very focused questioning from the teacher, they give very well thought out explanations of their thinking to others in the class. Throughout the school, teachers use teaching assistants effectively, often to help lower-attaining pupils to meet their lesson objective. Teachers make good use of resources and consequently learning is supported with the most suitable apparatus. The setting arrangements in Years 3 to 6, that provide a higher staff-to-pupil ratio than is usual in the class situation, are working well.

85. Assessment procedures for mathematics are very good. Good use is made of assessments on entry to the school, standard assessment tasks (SATs) in Year 2 and the optional tests in Years 4 and 5 to set realistic yet challenging attainment targets for pupils. Very detailed analysis is made following the results at the end of Year 6 to identify areas in which the teaching could be improved. Leadership in the subject is very good. The subject leader provides very strong support for colleagues and has clear plans for the development of the subject. She very carefully monitors teachers' planning and has an accurate picture of the standards and teaching and learning throughout the school. Mathematical resources are good and used well. ICT is used appropriately to support pupils' learning in mathematics.

SCIENCE

86. Inspection evidence shows that by the end of Year 2 pupils achieve below average standards and by Year 6 they achieve average standards. All pupils, including those with special educational needs and those who speak English as an additional language, make good progress. Overall, pupils' achievements are similar to those seen at the last inspection. The school's emphasis on investigative and experimental work is paying off and pupils achieve very well in this aspect.

87. Pupils in Years 1 and 2 make good progress in all aspects of the subject with aspects of exploration being particularly well developed. Work in pupils' books shows that all aspects of the subject are covered systematically. Pupils in Years 1 and 2 are currently learning about the growth in plants. They have planted seeds and understand the conditions needed for growth. Pupils are making good progress generally in learning about life and living processes, materials, forces, light, sound and electricity. Recent work shows that pupils are able to create a simple electric circuit and to record their work using simple symbols. They know that a circuit needs a power source and that if the circuit is broken electricity cannot flow through it. They show a good knowledge of sound. They have undertaken a good range of investigations involving sound and how we can make it and how we hear different types of sound. In their work on forces they have investigated rolling a ball down different gradients of a ramp and which type of parachute will enable an egg to land safely without breaking.

88. The attainment of the current group of Year 6 pupils is in line with the standards expected. Their recorded work demonstrates a good understanding of scientific principles as they predict, plan and record their work and draw conclusions from it. There is a high focus on practical work in all classes. Pupils in Years 3 and 4 have a secure knowledge of light. They have investigated how materials make shadows. They are able to explain those things that they had to take into account to ensure that their tests were 'fair'. Pupils in Years 5 and 6 have investigated sound and explored how sound travels. They have measured sound levels in different parts of the school and recorded their results using line graphs and have drawn relevant conclusions. They have also investigated and show a good knowledge of the properties of different metals. They understand, for example, how to find out whether or not materials are magnetic and also whether metals are conductors of electricity or insulators. Pupils ask interesting questions about the experiments they do and are keen to offer their predictions of what might happen, based on their previous knowledge. Pupils are interested in science and enjoy their lessons. They concentrate very well and this helps them to achieve well.

89. Overall, teaching is good and pupils learn well. Teaching of investigative science is particularly good in Years 5 and 6. Teachers plan their work well, their explanations are clear and they use resources effectively. Teachers discuss the learning intentions of lessons with pupils, helping them to understand what they are learning and why. They include key vocabulary in their planning which helps pupils' understanding. A good focus is given to discussion in lessons and this helps all pupils but particularly those who speak English as an additional language, to increase their understanding. Teachers review learning well at the end of lessons, they use scientific vocabulary effectively and help pupils to use the correct terms. They use good questioning skills to extend pupils' understanding and to check their learning. The recently introduced Science Teaching Project with the 'seven step approach' to teaching and learning is having a very positive impact on the teaching of science and the standards pupils achieve. This ensures a very systematic approach to teaching the subject, particularly to investigative work. It also provides a good framework to help pupils present their findings in different ways. This supports the achievements of all pupils but particularly those who find difficulty in writing. There is some good use of ICT to support learning in science; for example, to monitor the results of an experiment.

90. Leadership of the subject is very good. There is a very clear policy and scheme of work. Assessment arrangements are very good and resources are good. Staff are supported very well through good advice and support from the co-ordinator who is a 'lead teacher' in the LEA. The outcomes of assessments, pupils' work, teachers' planning and teaching and learning are effectively monitored and improvements are implemented. The recently held Science Week was a great success and had a good impact on the overall standards in the subject. The school grounds are used well to support teaching and learning in science.

ART AND DESIGN

91. The previous inspection reported that standards in art and design were in line with national expectations at the end of both key stages and that pupils made sound progress. There has been good improvement. Evidence from lesson observations, the pupils' work in folders, sketch books and from displays demonstrate that overall attainment is now above average by the end of Years 2 and 6. This represents good and often very good achievement for pupils, particularly in the development of their skills of critical evaluation. Pupils with special educational needs and those who speak English as an additional language all make progress similar to that made by other pupils in the class.

92. Pupils are introduced to a wide range of experiences and art techniques as they move through the school. They work with clay, textiles, and a variety of mark-making tools, and carry out 'tie and dye' and batik work. Digital photography is often used to enhance teaching and learning. For example, Year 5 pupils adopted positions which were photographed to provide stimuli for sketches of bodies. Photographs are also used to record pupil's achievements. Staff ensure that there are productive links with other subjects. For example, Year 1 pupils produced stained glass window pictures after visiting a church as part of their RE work and Year 3 pupils used illustrations from a traditional Kurdish folk tale, The Selfish Sparrow, as a stimulus for intricate pastel work.

93. Pupils are enthusiastic and motivated to learn. They stay on task and sustain their efforts for long periods of time. They work very constructively in pairs and in small groups, sharing ideas as well as tools and equipment. Pupils confidently offer their ideas and opinions, ranging from Year 1 pupils coming up with single words to describe texture, like 'furry', 'bumpy', and 'smooth', to Year 5 pupils offering mature observations about the painting techniques used in a portrait of Francis Bacon.

94. The quality of teaching is good overall. Some very good teaching was seen. Learning objectives for tasks are clear and there is a good variety in the range of methods and approaches used. One of the strengths of teaching is that from Year 1 pupils are required to evaluate and constructively criticise their own work and that of others, sometimes in a very explicit way. For

example, in a very good Year 5 lesson pupils were asked to produce three sketches, then write which they considered was the best. They were encouraged to give clear reasons for their choice, doing this very well. Plenary sessions are often good with a high emphasis given to what pupils can do to improve their work. Another strength of the subject is that teachers' planning provides pupils with the opportunity to produce extended work over a period of time, which encourages high standards. For example, a Year 2 class produced some high quality printed patterns and this was the culmination of work over several weeks. Initially the pupils made drawings of buildings in the local environment. They chose parts of those drawings to be the motif of their pattern and planned the layout in their sketchbooks. In subsequent lessons pupils used pens to etch their motifs into polystyrene tiles, before finally employing ink and rollers to produce the finished prints.

95. Throughout their time in the school pupils learn about the work of real artists, studying the work and techniques of, for example, Picasso, Chagall and Dali, learning about movements in art like cubism and surrealism and then creating their own work in that style.

96. Co-ordination of the subject is good. The co-ordinator is enthusiastic and has a very clear understanding of the art curriculum and the way it is delivered in the school. He reviews teachers' planning and systematically monitors teaching and learning throughout the school, providing written feedback to all teachers on both their planning and teaching. This provides a good mechanism for best practice to be shared. There are good examples of effective feedback and marking from staff and assessment procedures have improved since the last inspection.

97. Resources are sufficient, of good quality and readily accessible. The school building is visually stimulating for pupils due to the particularly high quality of display and very well maintained décor throughout. This promotes the development of pupils' aesthetic taste, celebrates their artistic achievements, and gives visual art a high profile in the school. An art club provides pupils with extra opportunities to develop their abilities.

DESIGN AND TECHNOLOGY

98. Evidence was drawn from a small amount of lesson observation and also the analysis of the pupils' work, assessment information, teachers' planning and also from discussions with the pupils and the staff.

99. Overall, the standards the pupils achieve are in line with the expectations for their age throughout the school. The school has introduced a new scheme of work since the last inspection and pupils continue to achieve well in the subject. Throughout the school pupils make good progress in relation to their low levels of attainment on entry into Year 1.

100. By the end of Year 2, pupils are able to use a range of tools to make artefacts, celebration cards, models and prepare food. Most pupils are able to plan, design and find ways of joining materials together; for example, to make books with moving parts. They enjoy learning how to solve problems successfully, such as how to stop an egg breaking when it is dropped. They make good progress in the development of their skills of observation and in completing drawings of different modes of transport, as a basis for making their own moving models using wheels and axles.

101. In Years 3 and 4, pupils investigate how levers work and make suitably labelled drawings to show how a toy works. They have made some particularly well-constructed and imaginative models of fruit and vegetable carts which are on display in the school. The pupils are justifiably proud of these and are very keen to explain how they were constructed. Older pupils effectively design, make and amend their designs in order to make, for example, a musical instrument. Their designs are detailed and are clearly labelled. However, they do not always include measurements of the materials that will be used. Pupils' skills in writing out their instructions for making models and in the writing up of their evaluations are not as strong as their skills in design and make. This limits their overall achievements. Pupils make good use of ICT; for example, when they designed interesting posters to advertise the drinks they had made as part of a food technology project.

102. The quality of teaching and pupils' learning is generally good. Teachers' planning shows that a wide range of skills is taught as pupils progress through the school and that the full design, make and evaluate cycle is appropriately used to complete a project. Those pupils spoken to during the inspection said they enjoyed design and technology lessons. Both boys and girls are equally involved in all aspects including construction and food technology. They confidently explained that they knew the importance of using tools both correctly and safely.

103. In the one lesson seen the structure of the lesson was good and built effectively on the skills the pupils had already developed. Pupils of all abilities, including those with special educational needs, were well catered for due to the teamwork of the staff. Effective use was made of a video to help the pupils gain a good understanding about the properties of materials. High standards of behaviour were expected and the teacher asked pupils probing questions to make them think. The teacher allowed a good amount of time for discussion. The pupils effectively learnt about testing materials and how to record their results in a chart so that they could make clear choices about the most suitable materials from which to make a bag. Pupils developed their skills in speaking and listening well but their skills in writing were not extended to the same extent.

104. Whole-school projects, such as 'The Design a Playground' competition organised by the School Council, contribute significantly to the overall standards attained and to the pupils' enjoyment of the subject.

105. The co-ordination of the subject is good. Improvements have been made in developing the assessment and recording procedures since the last inspection and these are now working well. Monitoring and evaluation of the subject is well underway, resulting in the quality of teaching and learning being regularly observed and reviewed and helpful feedback being given to staff. Resources for the subject are good and are appropriately being extended through the additional use of ICT.

GEOGRAPHY

106. The standards attained are as expected nationally by the end of Year 2 and Year 6. This represents good achievement for all pupils, including those with special educational needs and English as an additional language, taking into account the levels at which pupils start Year 1. This is a similar judgement to that made in the last inspection. There have been some improvements, as the policy and scheme of work were new at that time and these are now firmly embedded. As a result, there is a well balanced curriculum which ensures continuity and progression in pupils' learning.

107. Pupils' geographical knowledge and understanding is of a higher standard than their ability to express their thoughts and ideas on paper. They show curiosity about places and the people that live in them. Helpful links are made with other subject areas. For instance, in a Year 2 class an illustration of a Scottish island was used well both to notice features like hills and the jetty, and also as a stimulus for an imaginative story. The school is developing links with a primary school in the Shetland Islands. The pupils have used maps of different scales to locate the school and have formulated questions which they are going to pose in letters to the school. One boy was able to speculate that perhaps some of the Scottish children travelled to their school by boat! As part of their local studies Year 5 and 6 pupils conducted a traffic survey near their school. This activity appropriately reinforces their numeracy work as they learn to use a tally chart and convert their results into ratios, fractions and decimals before presenting their findings graphically. ICT is used to help in geographical investigation. For example, Year 4 pupils were taught in an ICT lesson how to design a questionnaire to match the structure of a database and the different ways in which line graphs, pie charts and bar graphs present information. There are strong links with the new Citizenship curriculum, particularly on environmental and ecological issues such as recycling and litter disposal, which links closely with the local studies work.

108. Only two lessons were observed during the inspection but from these, and looking at pupils' completed work, it is clear that the quality of teaching is good overall. Work is planned according to the scheme of work and is often imaginative and stimulating. A well-organised field trip to Godstone village provides Year 5 and 6 pupils with good opportunities to carry out investigations outside the classroom. Younger pupils have gained a new perspective on their local environment by travelling on a canal boat nearby. A lively and colourful display of Barnaby Bear's travels with staff and pupils around the world, illustrated by photographs and a world map, encourages pupils' understanding of where places are and what places are like. It also shows how much the school values the rich cultural diversity of its community.

109. Resources cover a wide range of topics, and are well labelled and easily accessible. Topic boxes provided by the school library service supplement the school's own resources effectively. Globes are on display in most classrooms and the school has two sets of atlases as well as a range of good quality maps. The co-ordinator is new to the post and is in the early stages of monitoring the teaching and learning across the school. An analysis of pupils' work in geography shows that their skills in numeracy and ICT are developed well in the subject but there are times when opportunities are missed to improve their skills in writing.

HISTORY

110. As the school teaches history in blocked units of work it was only possible to observe lessons in the older classes during the inspection. Evidence therefore, has been drawn from those lessons, the teachers' planning, analysis of the pupils' previous work, assessment information and also from discussions with the pupils and the staff.

111. Overall, the standards the pupils achieve are in line with the expectations for their age throughout the school. Since the last inspection the school has used national guidance to produce their own scheme of work and this has improved the continuity and progression of the pupils' learning in the subject. Consequently, pupils' progress is now more even across the school and overall they achieve well. This is an improvement since the time of the last inspection when pupils made satisfactory progress. Resources have also been improved and better use is made of drama and ICT to make the subject more interesting. This has successfully motivated the pupils and enabled them to make good progress.

112. By Year 2, pupils' work shows that they have a good knowledge about transport and toys from the past and they make appropriate comparisons to those they see in modern life. They are developing a clear sense of chronology. They compare events and developments in their own lives with those in Victorian times and before we had electricity. Pupils demonstrate a good factual knowledge about the life of some historical characters, such as Florence Nightingale, and they are beginning to appreciate what life was like in the Great War and why letter writing was so important during this time.

113. Through Years 3 to 6, pupils gain a good knowledge and understanding of Ancient Egypt and how people lived at this time. More able pupils talk well about life on the Nile and write about mummies and label them correctly. Pupils gain an appropriate knowledge about the different gods that were worshipped and make comparisons between them recording this information well in a grid format. Pupils also develop a good understanding about the Romans; for example, by pretending to be a Roman soldier in role-play activities. They make appropriate gains in learning about people in the past, such as Anne Frank. Their knowledge and understanding of life in Britain in the 1930's and World War Two is very good because of the wide range of experiences they are provided with during their history lessons.

114. Throughout the school the pupils' knowledge and understanding and ability to speak about the subject are good but their ability to write freely about historical events is not to the levels expected for their age. Teachers have made attempts to improve this through introducing comprehension exercises within lessons and this has helped. Nevertheless, standards in written work limit pupils' achievements in the subject. Reading skills in history are developed well and

pupils use their research and enquiry skills effectively. They also enjoy using computer programs to increase their historical knowledge. The history curriculum is enriched by a range of visits to places of interest such as the War Museum, Pollock Toy Museum and the British Museum and through having historical events that take place in school, such as the VE Day Street Party.

115. The quality of teaching and pupils' learning is mainly good. Lesson plans show that teachers have a secure knowledge and understanding of the subject and that skills in history are taught effectively. Occasionally, however, opportunities are missed to improve pupils' skills in writing. The pupils spoken to during the inspection said they particularly enjoyed their lessons as they often used drama 'to make history come alive'; for example, when they dressed up and pretended to be an evacuee, and when they used an air raid shelter that they made. Encouraging pupils to create a newspaper and to write letters typical of those circulating during the war have also had a significant impact in developing the pupils' understanding of the subject. Where teaching is particularly effective, notably in the older classes, good attention is given to extending the pupils' understanding of historical vocabulary in lessons and also to developing their research and enquiry skills through the use of a good range of books, pictures, artefacts and computer resources. Pupils are also encouraged to use computer programs for themselves, use carefully chosen worksheets and complete historical time lines to successfully extend their knowledge of the subject. During the inspection the lessons taught on Ancient Greece were carefully thought through with a good balance of teacher input and pupil activity. Some very good team work was observed between support staff and the class teachers, and displays were used to good effect to support pupils' learning.

116. The co-ordination of the subject is good. The co-ordinator has only recently taken up this role and already she has made considerable headway. Improvements have been made in developing the assessment and recording procedures since the last inspection and these are now working well. Monitoring and evaluation of the subject is well underway resulting in the quality of teaching and learning being regularly observed and reviewed and helpful feedback being given to staff. Resources for the subject have appropriately been extended to support the schemes of work and better use is made of ICT to support the delivery of the subject.

INFORMATION AND COMMUNICATION TECHNOLOGY

117. Standards achieved by pupils in Year 2 and Year 6 are rising and at present are broadly typical of those expected nationally. There has been significant improvement since the last inspection when the provision was judged to be unsatisfactory. Improvements have been brought about because of the introduction of a computer suite and recent teacher training. The programme of training to update staff's skills and address any areas of uncertainty has contributed significantly to the development of the subject. The progress of most pupils is now good given their previous levels of attainment and experience. All pupils now have regular access to the direct teaching of ICT skills. The new facilities are enabling them to catch up, especially in Years 3 to 6, since it is now possible to teach all aspects of the curriculum. There is regular inclusion of ICT in teachers' planning for all subjects and clear improvements in the use of ICT across the curriculum. The school is not complacent and continues to review practice to ensure the school makes best use of the new resources and staff expertise. There is enthusiasm and commitment from governors, the senior management team and all staff to continuous improvement in the subject.

118. The regularly timetabled ICT lessons are provided to teach a range of basic experiences to all pupils; for example, so that they are competent at logging on to the Internet and using it for different purposes. By Year 2, pupils are able to log on using the correct password. They select the correct icon to 'set up', and operate the mouse competently to select choices. They are developing the capability to work with a range of software. In Year 6, pupils develop research skills across the Internet, enter data and use the information to produce charts and graphs and are able to send and receive e-mails. Pupils are able to re-organise text, change font, alter print size and combine text and pictures. There are sound developments in control and modelling. The significant improvements include the ICT suite, the introduction of computers in every classroom and the easy availability of Internet and email facilities. All of this has had a positive effect and

pupils are beginning to evaluate ICT and recognise new ways in which they can use it to support their learning. Overall, pupils are on course to gain the necessary skills, knowledge and understanding across all aspects of the ICT curriculum.

119. The overall quality of teaching is satisfactory in Years 1 and 2, good and often very good in Years 3 to 6. Teachers are confident and fully aware of the role ICT plays in helping pupils to learn. Planning across the curriculum is thorough and interactive whiteboards are used effectively to promote pupils' learning in many subjects. Although a number of staff are at a relatively early stage of their own competence and familiarity with equipment they have not allowed this to stand in the way of communicating high expectations of pupils. Occasionally, in the younger classes, there was a lack of pace for part of the lesson.

120. Pupil enthusiasm for ICT is a strong feature. They are eager to help and share activities and in all age groups pupils work well together. Many of the older pupils work with minimal supervision, using initiative and frequently taking responsibility for their own learning. Equipment is treated well and routines for retaining and printing work are carried out smoothly.

121. Leadership and management of the subject is good. The co-ordinator together with other senior managers is providing good support for colleagues, and assessment and recording systems are in place. The co-ordinator follows the school's effective system for subject co-ordination. She has made sure that there are effective systems in place to ensure Internet safety. The governing body, the headteacher, deputy headteacher and senior staff, with support from the LEA, and through considered decision-making, have improved resources, ensured staff training has taken place and made provision for full technical support. Their decisions have effectively raised the subject profile since the last inspection. The school is well placed to ensure that standards continue to rise.

MUSIC

122. Most pupils, including those with special educational needs and those who speak English as an additional language, achieve standards expected for their age. The quality of singing both in assemblies and in lessons is good. In Years 1 and 2, pupils sing in tune and are developing a good sense of rhythm and pitch. In Years 3 to 6 pupils develop an understanding of rhythmic patterns, pitch and tone. Pupils enjoy their lessons and have good opportunities to improve their singing skills, and to listen to a wide variety of music from different times and places. Music is used effectively in assemblies where pupils listen to extracts as they enter the hall. Music makes a strong contribution to pupils' spiritual development. Although there are limited opportunities for the pupils to use ICT in music to support their work, the school has firm plans to develop this area.

123. Pupils' response to music is good. They listen attentively to music being played. They enjoy the subject and are very well behaved. They respond particularly well to lessons taught by an enthusiastic music specialist who uses subject specific language and teaches correct musical definitions. Pupils in younger classes understand the meaning of terms such as ostinato and explain how they make repeated patterns whilst the rest of the group are singing the melody. There is increasing understanding of the technical vocabulary of the subject as pupils move through the school and a clear improvement in pupils' ability to compose their own music. Pupils learn about different composers and older pupils can recall the titles of some composers' major works.

124. The quality of teaching and learning is good. Lessons are well planned and assessment opportunities are built in to ensure consistent development of knowledge skills and understanding. The teaching for classes 3 to 6 is on a temporary basis since the previous teacher has recently left the school. Until a replacement is found the school is ensuring pupils receive a music lesson of around thirty minutes each week from the music co-ordinator. She is an accomplished musician and teaches music well but also has a full class commitment. In lessons, pupils are motivated and interested, and the teacher creates an effective learning environment and manages pupils'

behaviour very well. Professional development opportunities provided by the LEA are pursued and all staff are developing confidence in teaching the subject.

125. Co-ordination is good. The co-ordinator has excellent subject knowledge and is offering good support to the older classes until a permanent teacher of music is appointed to teach Years 3 to 6. An assessment pro-forma is in a draft form and there are plans to implement this fully through the school. There are opportunities to enrich pupils' experiences through choir and in performances both within and outside school time. A choir and percussion groups are held at lunchtime. The school is well equipped with resources and there are several resourced schemes of work available, cross referenced to the national guidelines for music. These provide a good level of assistance to teachers with their planning. At present, a review of formal pupil assessment, the use of ICT and the appointment of a teacher for Years 3 to 6 are areas highlighted for future development. These are given priority within the school improvement plan.

PHYSICAL EDUCATION

126. Overall, standards in physical education exceed national expectations. Pupils achieve well, as noted at the last inspection. Pupils' skills, particularly in evaluating their own and others' performances, and in their knowledge and understanding of fitness and health related issues, are above average. Pupils, including those with special educational needs and those who speak English as an additional language, make good and often very good progress through the school. Girls and boys make equally good progress. The school is highly committed to teaching swimming and water safety and all pupils from Year 3 upward attend swimming lessons for part of each year. Although many Year 3 pupils have extremely limited experience of swimming, they achieve well and the vast majority can swim 25 metres, unaided, by the end of Year 6.

127. Pupils throughout the school work enthusiastically, maintaining effort and concentration and co-operating well with each other in pairs or small groups. During demonstrations, pupils respect each other's efforts. In a Year 3 / 4 gymnastics class, pupils performed sequences in groups of three, incorporating different speeds, heights and motions. One was able to tell their classmates, whilst carrying out the action, "I'm fast, I'm high and I'm spinning." Year 2 pupils are taught to put their hands on their chests after a warm up and notice the effects of exercise on their heartbeat. Year 5 pupils know that, as well as their heart rate changing, a warm up before exercise is important "so that you don't pull a muscle."

128. The quality of teaching is good overall. Some very good teaching was seen. All lessons include a warm up before a main activity to teach and develop new skills, and some include a cool down activity at the end. Teachers build in good opportunities for pupils to reflect and offer views on their own and others' performances. In the very good lessons, learning objectives are so clear that pupils, prompted by skilful questioning, are able to make very valuable suggestions as to what will move the performance forward and this enhances progress. Teachers and pupils dress appropriately for lessons and all lessons are carried out in a controlled, safe manner. Teachers actively participate by demonstrating themselves how to carry out particular movements.

129. Co-ordination is good. The co-ordinator systematically reviews teachers' planning and monitors teaching and learning throughout the school, providing written feedback. A scheme of work was introduced after the last inspection. This is now being reviewed. Assessment procedures are improved and are also being further extended. Facilities and resources are good. The school has two spacious and attractive outdoor play areas as well as two halls, all of which are very well maintained.

130. The curriculum is enhanced through a range of activities. A dance club meets once a week at lunchtime, which attracts large numbers of boys and girls from Years 5 and 6. Dance routines to contemporary music are developed which pupils later perform in assembly for the rest of the school. All agree that these are occasions worth seeing. In summer months, football coaching is provided after school by tutors attached to Queen's Park Rangers F.C. In their final term in the school every Year 6 pupil is offered the chance to participate in a four night camping

trip which provides them with experience of outdoor and adventurous activities. The school participates in some Borough games competitions alongside neighbouring schools. All of these competitions are structured to include both boys and girls.

RELIGIOUS EDUCATION

131. Overall, the standards the pupils achieve throughout the school are in line with the expectations for their age and as set out in the Kensington and Chelsea Locally Agreed Syllabus. Pupils' knowledge and understanding of the subject is good and of a better standard than their written work. Overall, pupils achieve well in relation to their prior attainment and this is an improvement since the last inspection when pupils were judged to make satisfactory progress through the school. The school now makes effective use of ICT to support the pupils' learning in RE and good opportunities are provided for pupils to visit different places of worship such as the Mandir at Neasden and the chapel at Hampton Court.

132. Pupils make good progress and by the end of Year 2 appreciate that people have different faiths and beliefs and read from different Holy Books such as the Qu'ran, Torah and the Bible. They make good comparisons between the ways in which Muslims, Christians, Jews and Sikhs celebrate important events in their lives and they have developed a sound knowledge about festivals such as Eid, Diwali, Easter and Chinese New Year. Pupils recognise similarities within religions; for example, that water is an important symbol in many religions and used at times such as christenings and before prayer. They gain a good knowledge of Sikhism and 'The Five K's' through being able to handle relevant artefacts and talk about them. Occasionally, opportunities are missed by staff to improve pupils' skills in writing about the things they have learned in RE and in this respect pupils can achieve more.

133. Throughout Years 3 to 6, pupils continue to make good progress overall, particularly in their knowledge and understanding in RE. As in the younger classes, more emphasis is needed to improve their skills in writing. Pupils increase their knowledge about the symbolism of different artefacts and extend their understanding of religious terminology. For example, they learn about the symbolism of using a candle and the meaning of words such as 'lectern' and 'font'. Pupils gain a good knowledge about the story of Rama and Sita and of religious leaders such as Martin Luther King, Mother Theresa and Gandhi. By the time the pupils reach Year 6 they gain a sound knowledge about the contents of holy books such as the Bible. They know about the Ten Commandments, the fact that the Bible consists of the Old and New Testaments, and about parables such as The Good Samaritan.

134. The overall quality of teaching and learning throughout the school is good. Excellent teaching was observed in a Year 5/6 class where the teacher very skilfully used what she knew about the pupils' own experiences to create an awe-inspiring atmosphere to help the pupils appreciate what it was like as Jesus walked amongst the crowd on Palm Sunday. Lessons for all classes are thoughtfully planned with clear learning objectives and they appropriately stem from the topics identified in the school's scheme of work and the guidance contained in the Kensington and Chelsea Locally Agreed Syllabus. These topics also link well to the school's themes for collective worship. Teachers share the purpose of the lesson with the pupils at the beginning of the session and this works well in helping to motivate them, holding their attention. Teachers carefully explain interesting facts to the pupils and question them effectively. This encourages them to share their views and personal experiences, and this is particularly helpful to those pupils who speak English as an additional language. To support pupils' learning teachers make good use of artefacts and other learning resources to help the pupils organise their thoughts and learn more about different religions and customs.

135. Throughout the school the teachers manage their pupils very well in RE lessons and promote within them good attitudes to learning. They provide very good role models for the pupils to follow and have high expectations of their behaviour. Teachers and support staff work particularly well together to support the differing abilities and needs of the pupils, particularly those with special educational needs. Interaction between adults and pupils is very good and this is

effective in encouraging the pupils to discuss what they already know at a more mature level and to appreciate the opinions and feelings of others.

136. The co-ordination of the subject is good. Since the last inspection the RE policy and scheme of work have been produced in line with the Agreed Syllabus. These documents provide clear guidance for the staff in teaching the subject and help ensure good continuity and progression in pupils' learning as they move through the school. The co-ordinator is working hard to extend the resources to support the scheme of work and to develop further the useful links that have been established in using ICT. Good monitoring procedures are now in place and the co-ordinator makes effective use of information about pupils' assessments to check how well they are doing. Lesson plans and the quality of teaching and learning are regularly reviewed. Monitoring information is used effectively to inform future planning and ensure that the policy and scheme of work are being appropriately implemented.