

INSPECTION REPORT

ST JOSEPH'S CATHOLIC PRIMARY SCHOOL

Chelsea

LEA area: Kensington and Chelsea

Unique reference number: 100496

Headteacher: Mrs Anne Spragg

Reporting inspector: John Messer
15477

Dates of inspection: 19-22 May 2003

Inspection number: 246068

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: Voluntary aided

Age range of pupils: 3 -11 years

Gender of pupils: Mixed

School address: Cadogan Street
London

Postcode: SW3 2QT

Telephone number: 020 7589 2438

Fax number: 020 7581 9489

Appropriate authority: The governing body

Name of chair of governors: Dr Vanessa Gearson

Date of previous inspection: January 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
15477	John Messer	Registered inspector	Mathematics Art and design	The school's results and pupils' achievements. How well are pupils taught? How well is the school led and managed?
9770	John Baker	Lay inspector	Educational inclusion including race equality	Pupils' attitudes, values and personal development. How well does the school work in partnership with parents? How well does the school care for its pupils.
32048	Russell Greig	Team inspector	Information and communication technology Design and technology History Physical education	How good are the curricular and other opportunities offered to pupils?
20963	Judy Keiner	Team inspector	Special educational needs English as an additional language English Music	
10270	Sandra Teacher	Team inspector	Foundation Stage Curriculum Science Geography	

The inspection contractor was:

Serco QAA
Herringston Barn
Herringston
Dorchester
Dorset
DT2 9PU

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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

This Catholic primary school has 229 pupils on roll and is about the same size as most other primary schools. Pupils are taught in eight classes including the nursery. Well over three quarters of the pupils are from ethnic minority backgrounds and the home language of nearly all these is Portuguese, Spanish or Tagalog. This is a very high proportion compared with national averages. A third of the pupils are at an early stage of developing English speaking and literacy skills. Most pupils come from families with low incomes and many live in shared rooms in their parents' places of work. A high proportion of pupils enter and leave the school partway through this phase of their schooling. Very nearly a fifth of the pupils have taken up their entitlement to free school meals and this is in line with the national average. Just over a tenth of the pupils are identified as having special educational needs, an average proportion, and three per cent have a Statement of Special Educational Needs because they require substantial help with their learning. Most of the pupils with special educational needs have moderate learning difficulties. Children's attainment on entry to the school is well below average, especially in communication, language and literacy. It is extremely difficult to recruit teachers in this area.

HOW GOOD THE SCHOOL IS

The effectiveness of the school is satisfactory overall but within this picture there are distinct strengths as well as areas for development. The key skills of speaking, reading, writing and mathematics are taught effectively so that pupils learn successfully and achieve well. However, several subjects of the National Curriculum are not taught in sufficient depth. The school faces challenging circumstances that include difficulties in recruiting and retaining experienced teachers. As a result, whilst the leadership of the headteacher is strong she is now over-burdened and the quality of teaching is uneven. Nevertheless, teaching is satisfactory overall and pupils' achievement is good, and by the end of Year 6 most attain standards that are above average in English, mathematics and science. The overall quality of leadership and management in the school, whilst satisfactory, has declined in recent years because it is difficult to recruit and retain governors. The school provides satisfactory value for money.

What the school does well

- By the end of Year 6 pupils attain standards in English, mathematics and science that are above average.
- The development of the creative arts is a strength and pupils attain standards in art and design and music that are above average.
- Provision for pupils' social, moral and cultural development is good and for spiritual development it is very good. Pupils' good personal development promotes good attitudes to learning.
- Relationships throughout the school are very good and there is a high level of racial harmony.
- The 'Behaviour Improvement Project' and 'Reading Recovery' initiatives have been effective in promoting good behaviour and improved achievement in reading.
- Pupils with English as an additional language are supported well and their achievement is good.

What could be improved

- The teaching of information and communication technology, design and technology and geography and the standards that pupils attain in these subjects.
- The consistency of teaching and learning for all pupils, and particularly opportunities for pupils to use their initiative and to learn independently through investigation, exploration and first-hand experiences as well as to develop their research and library skills.
- The priority given to the Foundation Stage and its leadership, in order to promote greater achievement of children in the reception class.
- The role of the governing body, which is unsatisfactory in supporting the school and monitoring the curriculum, with the result that the school does not fully comply with all legal requirements.
- Links with parents, especially those whose home language is not English.
- Accommodation, so that information and communication technology and research skills can be taught more effectively.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the last inspection in January 1998, the school has concentrated on improving key skills and there has been very good improvement in the standards that pupils in Year 6 attain in English and mathematics, and good improvement in science. In recognition of pupils' improved performance in national tests the school has received three 'School Achievement Awards' from the Department for Education and Skills. However, certain weaknesses identified at the time of the last inspection remain. Not all the subjects of the National Curriculum are taught in sufficient depth. The curriculum is still not monitored and evaluated effectively in order to identify areas for improvement and the governing body still does not ensure that the school meets all legal requirements. Although still unsatisfactory, attendance has improved significantly. Similarly, improvements have been made to the accommodation but it is still unsatisfactory. The quality of teaching has improved; there is now a much higher proportion of very good teaching. The school uses its finances wisely and expenditure is monitored more closely to promote greater cost effectiveness. On balance there has been a satisfactory degree of improvement since 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			
	all schools			similar schools
	2000	2001	2002	2002
English	C	A	B	A
mathematics	A	B	B	A
science	A	B	A*	A*

Key

well above average A

above average B

average C

below average D

well below average E

Pupils achieve well in the nursery and satisfactorily in the reception class. By the end of the reception year most children are unlikely to attain the early learning goals specified in national guidance, partly because their attainment on entry to the school is often low and partly because there have been inconsistencies in their teaching caused by changes of teacher. Overall, pupils' achievement from Year 1 to Year 6 is good. By the end of Year 2 most pupils are likely to attain standards that are above

average in speaking and listening and average in reading, writing, mathematics and science. There has been an upward trend in the pupils' performance in the national tests by the end of Year 2. In 2002, the school's performance was above average in writing and science although below average in reading and mathematics. The overall trend in the performance of pupils in Year 6 in national tests is broadly in line with the improving trend nationally. Standards in Years 2 and 6 differ from those seen in the 2002 national test results because of the different attainment levels of the year groups concerned. Because there is a greater proportion of pupils with special educational needs in the current Year 6, for example, standards are not as high as they were last year in English, mathematics and science. However, they remain above average. Across the school pupils' achievement in information and communication technology, design and technology and geography is unsatisfactory and the standards they attain are not high enough. Pupils' achievement in music is good across the school and standards are above average. By the end of Year 6 pupils attain standards in art and design that are above average. The school has successfully concentrated on improving and maintaining above average standards in English, mathematics and science but this has led to a narrowing of the curriculum with several subjects not taught in sufficient depth. In 2002 pupils' very high performance in science was among the top five per cent of schools nationally. This result was due to teachers' high levels of subject expertise and rigorous teaching in Years 5 and 6. The school set ambitious targets for the proportion of pupils expected to attain the national target of Level 4 in the national tests in English and mathematics in 2002. It exceeded its targets in both subjects.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils enjoy their lessons. They are eager to please and keen to succeed.
Behaviour, in and out of classrooms	Good. Pupils are polite and considerate. They behave well in class, on visits and in the playground. Behaviour in assemblies is exemplary.
Personal development and relationships	The very good relationships that have been maintained help pupils to learn in a secure and supportive learning environment. Their confidence indicates good personal development.
Attendance	Unsatisfactory. The school has worked hard to improve attendance and has met with considerable success but it is still below the national average, mainly because parents take family holidays during term time.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Satisfactory	Satisfactory	Satisfactory

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

The overall quality of teaching is satisfactory but there are significant inconsistencies in the teaching of different year groups and subjects. The teaching for pupils in Years 5 and 6 is very good and the overall teaching of English, mathematics and science is good. Literacy and numeracy skills are taught well although opportunities for pupils to apply their skills across the curriculum are limited. The teaching seen in the other year groups was mainly satisfactory. Some teachers do not have a full understanding of all National Curriculum requirements because their previous qualifications and experience are from overseas. Where new teachers lacked experience of teaching in England, learning was occasionally unsatisfactory, particularly in the reception class. The teaching of library skills is unsatisfactory, mainly because the school has no proper library and this limits pupils' development of the broader aspects of

reading such as research skills. The teaching of information and communication technology, design and technology and geography is unsatisfactory. The relationships between pupils and teachers are very good and this helps pupils to learn confidently. The teaching for different groups, such as those with English as an additional language, those with special educational needs and higher attaining pupils, is generally good. Teachers generate positive attitudes to learning and a serious approach to work.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Provision for music and art and design is a strength of the school but the curriculum in information and communication technology, design and technology and geography is not taught in sufficient depth to meet legal requirements and so the range of the curriculum is unsatisfactory. Also, there are too few opportunities for pupils to conduct research and develop independent learning styles.
Provision for pupils with special educational needs	Good. Pupils are particularly well supported when assisted by specialist assistants.
Provision for pupils with English as an additional language	Good. Pupils achieve well and most make good progress in developing English speaking and literacy skills. However, support is not consistently good for these pupils in lessons where they are not working directly with specialist staff.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Provision for spiritual development is very good and it is good for social, moral and cultural development. Cultural development is supported well through art and design and music.
How well the school cares for its pupils	There are satisfactory systems for ensuring pupils' health and welfare but given the high turnover of pupils and teachers, assessment procedures are underdeveloped.

Parents express high levels of satisfaction with the education provided for their children. However, too few take an active part in their children's schooling. Equally the school is not active in involving parents by providing translations of school documents or by encouraging their greater involvement sufficiently. The school is a very caring community. The curriculum is enriched by a good range of visits and visitors, good annual events such as 'Arts Week' and musical events that enhance learning opportunities well.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory overall. The headteacher provides strong leadership and has been successful in promoting improved standards in English, mathematics and science but she is overburdened as there are too few teachers to share in the monitoring and co-ordination of the curriculum, and this is an unsatisfactory situation.
How well the governors fulfil their responsibilities	Unsatisfactory. Currently there are many vacancies on the governing body and governors do not fulfil their monitoring roles effectively or ensure that statutory requirements are met.
The school's evaluation of its performance	Satisfactory in most subjects, although in some subjects there are too few systematic procedures to give a clear indication of areas for improvement.

The strategic use of resources	Satisfactory. Grants are used for their intended purposes and resources are for the most part used well, although the computers are not used enough. The governing body are aware of the principles of best value and apply them satisfactorily.
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The school works hard to ensure that there are enough teachers to teach each class and to provide enough support for pupils with particular needs. Staffing levels are adequate. The headteacher has worked hard to develop a good partnership with the graduate teaching project run by the University of the South Bank and this helps to provide a supply of teachers, as does the employment of teachers from overseas. Accommodation is unsatisfactory and restricts the quality of the curriculum that can be provided, particularly as there is no room for a library and the old cramped building places constraints on the teaching of information and communication technology. Learning resources are adequate to support teaching and learning.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school, are well behaved and make good progress. • The teaching is good. • The school is well led and managed. • Children are expected to work hard and achieve their best. • The school is helping children to become mature and responsible. • They would feel comfortable about approaching the school with questions or problems and feel that the school works closely with parents. 	<ul style="list-style-type: none"> • The range of activities outside lessons. • The amount of homework given to pupils.

The inspection team agrees with most of the positive views expressed by parents. Their views about the quality of teaching are rather too approving as inspection findings show that teaching overall is satisfactory, as are leadership and management. The inspection team concluded that the school does not do enough to develop the partnership with parents. Inspectors found that the range of activities outside lessons is good and enhances pupils' learning opportunities well, and an appropriate amount of homework is set.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

'Standards', the judgement of how well pupils are doing compared to others of the same age nationally, may be judged from national test results, or against the levels defined in the National Curriculum or the Early Learning Goals as 'expected' at certain ages. The other judgement, 'achievement', is a judgement made against pupils' starting points. The achievement judgement shows whether, in the longer term, enough progress is being made.

The school's results and pupils' achievements

1. A particular strength of the school is that pupils enter the school with standards that are well below average, particularly in communication, language and literacy, and leave at the end of Year 6 having attained standards in English, mathematics and science that are above average. The pupils' good achievement from Year 1 to Year 6 is set against a background that is constantly changing; there is a high level of staff turnover and a high level of pupil mobility. The school's success in national tests has been recognised by the Department for Education and Skills through three 'School Achievement Awards' to mark the school's success in improving its performance in the tests for pupils at the end of Year 6. However, this success has not been without cost, particularly in terms of a narrowing of curricular opportunities for pupils whilst the school concentrated on the core subjects: English, mathematics and science. Whilst this narrowing has occurred mainly in technical subjects, the creative arts have been developed well, as is demonstrated by the pupils' good achievement and the above average standards they attain by the end of Year 6 in music and art and design. Across the school standards in information and communication technology, design and technology and geography are below average. By the end of Year 2 most pupils are likely to attain standards that are broadly average in reading, writing, mathematics, science, art and design, history and physical education, and above average in speaking and listening and music.
2. Children in the Foundation Stage achieve satisfactorily overall; their achievement is good in the nursery and generally satisfactory in the reception class. Most are unlikely to attain the early learning goals, as specified in national guidance, by the end of this school year. This is largely because children's learning in the reception class has not been consistent due to changes of teacher partway through the year and because the Foundation Stage is not run as a complete unit and it has no co-ordinator to promote greater consistency and higher standards. A large number of children enter and leave the school during this stage of their education and a significant number arrive in the reception class at different points throughout the year with no previous school experience. This adversely affects the consistency of children's achievement and the standards that they attain.
3. The test results for 2002 are different from inspection findings because the overall abilities of the groups of pupils in the 2002 Year 2 and Year 6 classes were different from those of the groups taking the tests in 2003. The main difference is that they have differing proportions of higher and lower attaining pupils. The test results for pupils in Year 6 in 2003 are unlikely to be as high as they were in the previous year. Also, inspection findings are based on inspecting a broader range of work as well as examining pupils' records, listening to pupils and discussing their achievement. As a result the inspection judgements concerning the standards that pupils in Year 2 attain may be at variance with test results, which tend to measure a narrower range of performance.
4. The school's performance in the national tests for pupils in Year 2 in 2002 was below national averages in reading and mathematics and above average in writing, when compared with both all schools and with similar schools. The teacher assessments in science indicate that the proportion of pupils that attained the national target of Level 2 was broadly average although the proportion that attained the higher Level 3 standard was above average. Given the well below average attainment that most children have on entry to the school and the particularly high level of pupil mobility in the four year groups from nursery to Year 2, the results are as high as could reasonably

be expected. The trend in the school's performance in recent years has been upwards in reading, writing and mathematics.

5. Pupils in Years 1 and 2 achieve well in reading and writing so that, by the end of Year 2, most are reading confidently and expressing themselves effectively in writing. Their skills in numeracy develop well and by the end of Year 2 they have a good understanding of how to add and subtract simple numbers, count in twos, fives and tens, recognise patterns in number and identify the properties of common three-dimensional shapes. Their learning in numeracy is effective but they have too few opportunities to use their skills in practical situations such as cooking or through gathering data and analysing it. In science, pupils in Year 2 know about the appliances that use electricity and have a sound understanding of healthy eating as well as how exercise affects their heart rate. Their achievement is constrained where activities are restricted to completing unsuitable worksheets.
6. The school has been highly successful in its performance in the national tests for pupils in Year 6. The latest published results, for 2002, show that the school's performance, when compared with all schools nationally, was above average in English and mathematics and very high, among the top five per cent of schools, in science. When compared with schools that have pupils from similar social backgrounds the school's performance was well above average in English and mathematics and again very high in science. The school's remarkably good results in science reflect the high level of teacher expertise on the staff and the school's attention to staff training in this subject. The school set itself ambitious targets for the proportion of pupils that would attain at least the national target of Level 4 in English and mathematics in the tests. It exceeded its targets in both subjects. It is not anticipating such high results this year, 2003, because there is a higher proportion of pupils with special educational needs, 37 per cent, in this year's group of Year 6 pupils and a higher number who are new to the school. The trend over the past few years has been uneven due to the different nature of each year group but overall the trend has been in line with the improving trend nationally.
7. Pupils achieve satisfactorily in English in Years 3 and 4 and very well in Years 5 and 6, where teaching is very good. By Year 6, they read well and their writing is mature and well developed. They have a good knowledge of the rules of grammar and they speak confidently. They are interested in mathematics and are quick at calculating the answers to mathematical problems. There are isolated examples of pupils using their well-developed numeracy skills in realistic situations, such as conducting a traffic survey, but these are too infrequent. Pupils have a good knowledge of scientific facts and a good theoretical understanding of scientific principles but the strand of the subject that concerns extending their skills and consolidating their understanding through first-hand experiments and investigations is underdeveloped. This contributes to the difference between inspection findings and test results.
8. The school's unsatisfactory accommodation contributes to standards in several subjects not being as high as they should be. For instance, to teach information and communication technology to the whole class the teachers have to gather together the school's laptops, many of which are unreliable, move furniture and prepare a number of electrical extension leads across the classroom. Many spend a good proportion of their lunch periods setting up this facility but teaching is made more difficult because there are no interactive whiteboards or large screens so that the teacher can readily demonstrate skills. There is no proper library where research and library skills can be taught. The school manages the poor hall accommodation well by taking the older pupils by coach to a local sports hall for physical education but this is an expensive exercise. Nevertheless, without such a facility the school would not be able to meet the requirements of the National Curriculum in this subject.
9. All pupils with special educational needs achieve well in relation to their abilities and the targets set for them in their individual education plans. The support staff who work with them know their needs well and help them make good progress. The individual education plans are effective guides because they draw on early evaluations of children's achievements and subsequent test assessments. Where appropriate, the good external advice provided by the local education

authority support service and other specialist support agencies is incorporated in individual education plans.

10. Across the school there were no significant difference noted in the achievement of boys in relation to that of girls. Pupils for whom English is an additional language achieve at the same rate as most other pupils.

Pupils' attitudes, values and personal development

11. Since the last inspection, relationships have improved and are now very good. Also attendance has improved significantly but is still well below the national average. Good attitudes to the school and good standards of behaviour have been maintained.
12. Pupils' attitudes to learning are good overall and sometimes very good, which is having a positive effect on their progress and attainment. The vast majority are interested, keen to contribute to lessons, and undertake tasks enthusiastically and with perseverance. For example, in a Year 5 geography lesson pupils worked very hard on recording the differences between the Kings Road in Chelsea and the High Street in a village in Surrey. Pupils with special educational needs and those with English as an additional language enjoy school and are keen to participate. They relate well to their classmates and to the staff who support them.
13. Behaviour is good overall in lessons and sometimes very good. The vast majority of pupils are aware of the high standards expected and respond well to discipline, which creates an orderly environment conducive to learning. However, there are a few pupils who show challenging or unsuitable behaviour which occasionally disrupts lessons. This occurs when teaching lacks pace and fails to capture pupils' attention. Behaviour in other areas of the school is also good overall and exemplary in assembly, which pupils understand to be a special occasion to be treated with due reverence. Pupils play harmoniously together in the playgrounds for most of the time but very occasionally pupils with behavioural problems lose control and act aggressively. These isolated incidents are dealt with very quickly and effectively by the supervising staff. There were no signs of bullying or any suggestion of racist behaviour. In the past year there have been three instances where pupils have been excluded from the school for a fixed period as a result of their poor behaviour. These were fully justified and the correct procedures were followed in each case.
14. The Catholic faith is central to pupils' lives and through this they learn to show respect for others. Also, through understanding the values of the Catholic faith, pupils understand and respect the feelings, values and beliefs of others. They show a sensitivity towards the needs of others and reflect sensibly on moral and social issues. They are fiercely in favour of protecting the environment and argue strongly against wasting resources and poisoning the atmosphere. During a particularly special music concert several were moved to tears by the emotional charge that was generated as the choir sang impressively and pupils played instruments splendidly. There was a sense of awe, which indicated a well-developed spiritual response among pupils. Pupils from different social settings and from an exceptionally wide range of racial backgrounds work and play happily together each day. The pupils in this school are particularly well prepared for life in Britain's multi-cultural society.
15. Pupils' personal development is satisfactory and is the result of willingly taking responsibilities appropriate to their age as they progress through the school. Pupils in the reception class take on simple duties such as taking the register to the office, whereas pupils in Year 6 take on whole-school responsibilities. These include showing prospective parents around the school and manning the office at lunchtime. Opportunities for pupils to take responsibility for their own learning are limited and there was little evidence of pupils conducting individual research. The cramped building conditions and the lack of a proper library constrain opportunities for personal development in this respect.
16. Relationships between pupils are very good. Most play harmoniously together and work well together in the classroom when in pairs or groups. Relationships between pupils and staff are very good and pupils are secure and confident in their relationships with other adults. Staff give a very

positive lead in engendering good relationships, for example, by giving praise and encouragement at every opportunity as well as acting as good role models.

17. There has been a dramatic improvement in attendance since the last inspection but it is still well below the national average and unauthorised absence is well above the national average. These factors have an adverse effect on the attainment and progress of the pupils concerned. The main reasons for well below average attendance and well above average unauthorised absences are holidays taken in term time, some of which are extended holidays.

HOW WELL ARE PUPILS TAUGHT?

18. The quality of teaching and learning in over nine-tenths of the lessons seen was satisfactory or better; it was good or better in over a half, and in nearly a quarter it was very good and occasionally excellent. Teaching was unsatisfactory in less than a tenth of lessons. There are inconsistencies in the quality of teaching; it ranges from excellent to unsatisfactory. Teaching for children in the Foundation Stage is satisfactory; it is good in the nursery and mostly satisfactory in the reception class although here there was a high proportion of unsatisfactory teaching caused largely by the sudden departure of the previous teacher. Teaching in Years 1 to 6 is satisfactory overall; in Years 3 and 4 it is mostly satisfactory and in Years 5 and 6 it is very good. The very good teaching in Years 5 and 6 helps pupils to learn very effectively and makes a major contribution to the school's above average performance in the national tests for pupils in Year 6.
19. The teaching of English is good overall; it is satisfactory in most year groups and it is very good in Year 5, and there was an example of excellent teaching in Year 6. This is reflected in pupils' learning, which is satisfactory in Years 1 to 4 and accelerates significantly in Years 5 and 6 so that overall it is good in English. The teaching of science and mathematics is good overall and this mirrors pupils' effective learning in these subjects so that by the end of Year 6 most attain standards that are above average. A specialist music teacher takes all classes for music and her very good teaching leads to standards that are above average by the end of Year 2 and again by the end of Year 6. The teaching of art and design is good overall in Years 3 to 6; it is especially good in lessons that are supported by an art specialist and this helps pupils to attain standards that are above average by the end of Year 6. Across the school, the teaching of history and physical education is satisfactory, as is the teaching of art and design in Years 1 and 2. The teaching of information and communication technology is unsatisfactory, partly because the school is not well equipped to teach the subject and partly because opportunities are missed to use computers in lessons. Also, although teachers have attended special training in how to use computers in classrooms, many who received the training have now left. The same applies to training in the National Literacy and Numeracy Strategies. Many teachers work in the school on a temporary basis and it is difficult to train them all fully in a short space of time. Although little teaching was seen in design and technology and geography, the very fact that these subjects are taught irregularly indicates that teaching is unsatisfactory.
20. The teaching of speaking and listening is effective and the way that many pupils enter the school with little or no English and leave with high levels of fluency is a strength of the school. In assemblies the older pupils demonstrated a good degree of confidence when speaking in public. Overall, reading is taught effectively and by the end of Year 6 most pupils read with good understanding and several have a good knowledge of children's fiction. However, because they are not taught enough about how to use libraries, most pupils do not become familiar enough with how to use library classification systems for non-fiction books, and few are keen to read non-fiction material. Pupils are taught to write well but opportunities to write purposefully and in a wide range of contexts are underdeveloped. This restricts pupils' opportunities to write in a meaningful way and to consolidate their learning effectively. Numeracy is taught effectively but again the context for them to practise and extend their skills in meaningful situations is too narrow. This constrains learning opportunities. There are examples of good practice, as when pupils in Year 5 conducted a traffic census and used the data well when using computers to prepare good graphs and pie-charts. However, such practical work is too infrequent. Scientific facts are taught well but there are too few opportunities for pupils to conduct their own experiments and to use literacy and numeracy

skills to explain their results and make calculations based on their findings. Homework is used satisfactorily to consolidate learning.

21. The teaching for pupils with special educational needs is good. These pupils benefit from the emphasis, in the school's teaching and learning approach, on making sure pupils know key vocabulary, which is written up on the board and used by teachers in a range of contexts so that pupils can more easily understand what it means. The pupils' learning is also helped by the opportunities provided in many lessons for them to discuss their ideas in pairs or small groups. However, teachers too rarely offer visual aids that offer particularly good help in understanding new ideas and language.
22. Where pupils with special educational needs work directly with specialist support staff they make very good progress. For example, pupils with emotional and behavioural needs are very highly motivated and positive in working with the school's behaviour improvement specialist and produce work which shows a higher than usual degree of effort and concentration. However, in some classes where pupils do not receive direct support, teachers do not do enough to plan and provide for the needs of the pupils who have higher levels of special educational needs. In some lessons, there is too much talking by the teacher, where the vocabulary used is often not fully explained, and pupils are not given enough time to complete the tasks they have been set.
23. The teaching of pupils whose home language is not English is good. These pupils learn effectively and achieve well. The teaching for higher attaining pupils is patchy; it is very good in Years 5 and 6 where teachers have high expectations of the performance of these pupils. In the other year groups it is less consistent but overall it is satisfactory.
24. The main strengths of the teaching are the very good relationships that are developed between adults and pupils, the hard work that teachers put into lesson preparation, the good management of pupils' behaviour and the fact that basic skills are taught well. All the lessons seen in Years 5 and 6 were at least good, most were very good and a fifth were excellent. In one very good lesson in mathematics in Year 5 the teacher had a very good knowledge of pupils' understanding of fractions and built on this by maintaining high expectations of their ability to understand the relationship between vulgar fractions, decimals and percentages. The lesson proceeded at a brisk pace. Tasks were appropriately challenging and all pupils worked willingly. The teacher grasped every opportunity to test and extend pupils' understanding through skilful questioning strategies that challenged pupils' thinking. The review session towards the end of the lesson was used well to assess learning. In an excellent English lesson in Year 6 the teacher also had high expectations of pupils' ability to attain high standards. During this lively session pupils were expected to understand the structure of a form of poetry, haiku, to be able to write in that form themselves with the same syllabic structure and to create a thought-provoking summary in the last line. All the pupils grasped the idea and most could readily use the form as a vehicle for expressing their own thoughts. The higher attaining pupils used words sensitively and managed to sum up their theme successfully. Due to the teacher's clear explanations all managed to achieve a high degree of success and to take pride in their work. As in the excellent music lessons seen, the high quality of teaching was underpinned by the teacher's very good knowledge of the subject.
25. Teaching is less effective where teachers lack confidence and a deep understanding of the subjects that they are teaching. Where teaching was unsatisfactory the teachers were not focusing closely on the new skills, knowledge and understanding that they were supposed to be imparting. The learning objectives were vague and pupils were not exactly sure what was expected of them. In several lessons teachers spent far too long talking to pupils and left insufficient time for pupils to engage actively in activities. This resulted in ineffective learning. Learning was also restricted in lessons where pupils were required to fill in undemanding worksheets to demonstrate their understanding of the teacher's explanation rather than engaging in first-hand experiences and investigations designed to extend their learning.
26. Several teachers lack a complete understanding of the English National Curriculum and its associated strategies. Several have qualified very recently; in one case just a matter of weeks before the inspection. These factors adversely affect the quality of teaching. Also computers in

classrooms are often dormant and are not used to support teaching and learning in lessons. The amount of homework set is appropriate. Teachers mark work regularly but the marking of pupils' work rarely indicates how pupils might do better. In the most effective lessons, teachers used questioning strategies skilfully to assess understanding and to challenge pupils' thinking. However, this was not consistent across the school and several teachers did not use the review sessions towards the ends of lessons to examine the effectiveness of pupils' learning. An overarching area for improvement is the lack of opportunities to learn from first-hand experiences to investigate, explore and use their well-developed basic skills in purposeful situations rather than filling in worksheets. Teachers have a strong commitment to improve their practice and so the school has the capacity to improve the quality and consistency of teaching.

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

27. The quality of the curriculum for pupils in the nursery and reception classes is satisfactory and follows the 'stepping stones' that lead towards the Early Learning Goals specified in national guidance. The curriculum provides all children with a firm base for their future learning.
28. The curriculum for pupils in Years 1 to 6 is unsatisfactory because information and communication technology, design and technology and geography are not taught in sufficient depth to meet the requirements of the National Curriculum. The amount of time the school allocates to teaching the National Curriculum in Years 3 to 6 falls below the recommended minimum for full coverage of all the statutory National Curriculum programmes of study. This restricts pupils' achievement and the standards that they attain in several subjects. Due to the strong emphasis placed on teaching English, mathematics, science and personal development, the school has not yet established a satisfactory balance across the curriculum. However, the quality and range of learning opportunities for pupils in Years 1 to 6 is enriched by a good number of visitors to the school as well as well planned visits to places of interest. These have included visits by the local member of Parliament, musicians, an African theatre company, and local artists. Pupils in Year 5 enjoy a residential visit while Year 6 pupils have the opportunity to stay at an adventure centre. These visits make valuable contributions to pupils' personal and social development. The school also organises special events such as an annual 'Art Week' and special book weeks when artists, authors, musicians and poets visit the school to enrich pupils' learning experiences. In this respect provision is rich and considerably enhances pupils' educational experience. During the inspection local artists were working with pupils on the painting of murals on the school wall to improve the playground environment.
29. Members of the teaching staff have been delegated to manage English, mathematics, science, music and art and design but there are no co-ordinators for the other subjects. As a result there is little systematic monitoring and evaluation of the other subjects of the National Curriculum. While the school has a comprehensive set of curricular plans and policies designed to promote full coverage of the National Curriculum, these are not always followed in practice. As a result there are gaps in pupils' learning. Moreover, within the timetable some lessons start late, which further reduces opportunities for study in some subject areas. Learning opportunities in information and communication technology are also limited by a lack of reliable computers, a shortcoming recognised by the school in its development plan. The cramped school accommodation has also restricted pupils' attainment in physical education although the school has effectively compensated for this by hiring the use of a local sports hall. The lack of a library has a negative impact on developing pupils' independent research skills.
30. The school makes good provision for pupils who have special educational needs and fully meets its statutory obligations in respect of pupils who have a Statement of Special Educational Needs. For the most part, pupils with special educational needs have equal access to all aspects of the curriculum. Individual education plans are prepared carefully for these pupils and include literacy, numeracy and social targets. The provision outlined in Statements is implemented well. Pupils make good overall progress, mainly because of the levels of particular support they receive. All such pupils have full and equal access to the curriculum. When pupils with special educational needs are withdrawn for additional support, the standards of provision are particularly good and they make good progress through Years 3 to 6.
31. The school offers a good range of extra-curricular activities during the year. There is an appropriate range of sports clubs, such as football and cricket. Pupils also have opportunities to learn a musical instrument, such as the violin, cello, recorder, piano and guitar. Unfortunately several clubs have ceased running following the departure of the teachers or instructors who ran them, but the school continues to provide varied after school activities and, judging by attendance, these are much appreciated by pupils. For instance, in the dance class observed 18 boys and girls attended and were eager to perform. The football club is popular with both boys and girls.

32. The school makes satisfactory provision for pupils' personal, social and health education. It includes appropriate opportunities for sex and drug awareness. Older pupils receive instruction from community visitors, such as the police liaison officer, on these aspects of life. A mobile classroom, geared to instructing pupils about how to keep their bodies healthy, visits the school annually. These initiatives make a very good contribution to pupils' health education. The 'Behaviour Management Project' has made a very good impact on pupils' personal development. In several classes pupils have the opportunity to participate in 'circle time'. This is a special time that is set aside for pupils to reflect on personal and social issues. This works well and makes a good contribution to pupil's personal and social development. Special weekly assemblies are held to celebrate pupils' various achievements, and these contribute to raising self-esteem. Pupils throughout the school demonstrate a sound knowledge and understanding of health issues. Pupils in Year 3, for instance, know about healthy eating and that it is dangerous to run along the poolside in swimming lessons. Pupils in Year 6 benefit from a 'Young Citizen' morning designed to develop knowledge and understanding of citizenship issues. In many aspects of their life in school pupils learn how to become good citizens.
33. The contribution of the community to pupils' learning is satisfactory. The church plays an active role in the affairs of the school. The school has established links with partner institutions to good effect. It supports the training of graduate trainees in conjunction with South Bank University and has benefited from this programme with several appointments to the staff. It has good links with other primary and secondary schools. Excellent music events and good sports programmes are organised with other schools.
34. Overall, the provision for pupils' spiritual, moral, social and cultural development is good and is one of the school's strengths. This represents an improvement since the previous inspection when provision was sound. Better planning by teachers has contributed to this improvement.
35. Pupils' spiritual progress is very good. Collective worship makes a very good contribution to spiritual development. There are good quality opportunities for prayer and reflection at these times, whether the venue is the school hall or the classrooms. In one assembly observed pupils and adults alike, including the inspectors, were deeply moved by the performance of the school choir. Pupils respect assemblies as special occasions. Pupils in Year 6 learn about the individuality of people who share the 'spirit in our hearts' that can empower people to good actions such as nursing. Through its links with the church, the school provides opportunities for infants to reflect upon special celebrations, such as Christenings, while older pupils have opportunities to say their own prayers on behalf of others. Spiritual development is also encouraged through a range of stimulating visits. For instance, pupils visit museums and galleries, which enables them to reflect on the variety of human achievements.
36. Provision for moral development is good. There is a strong emphasis on the teaching of moral values and distinguishing right from wrong and the school has high expectations of pupils' behaviour. Pupils respond well to these expectations and try to follow the school rules in their daily routine. Fund-raising activities are arranged for good causes, which gives pupils a growing sense of duty. Teachers make good use of the curriculum to discuss moral issues in society. For instance, pupils in Year 6 discuss racism and forgiveness following a study of the life of Martin Luther King. There is no school council to provide pupils with a more formal channel to participate in school life or to develop a better understanding of the nature of responsibility. However, the establishment of a school council does feature in school improvement planning.
37. Provision for pupils' social development is good. In lessons, pupils of all abilities and backgrounds work together and feel valued. Teachers and pupils greet each other in a warm, hospitable manner, reflecting the caring ethos of the school. Pupils have opportunities to take responsibilities, for instance in leading assemblies. Occasionally in lessons observed during the inspection, however, teachers missed opportunities to encourage pupils to show initiative, as for instance in clearing away materials after an art lesson. The good extra-curricular provision makes an important contribution to developing social skills. In particular, the use of the local sports hall has not only been a major factor in raising standards in physical education but has had a very positive impact upon behaviour.

38. Provision for pupils' cultural development is good. Pupils gain a good understanding of beliefs, festivals and practices associated with Christian culture. Overall, the school makes effective use of artefacts, visits, and visual material to promote pupils' cultural understanding. Book resources held in classrooms, however, do not reflect fully the multicultural nature of society. Pupils' wider knowledge and understanding of different cultures is well promoted, especially through their studies in music, art and design and history. In one excellent music workshop run at a neighbouring school, the teacher introduced Afro-American spiritual songs and Nigerian drums, which enthralled and motivated pupils to participate. School assemblies also make a valuable contribution to developing understanding of different cultures. One excellent example included native American chants, Maori songs and Polish folk dances.
39. The school has made substantial efforts to include all pupils in all aspects of curricular provision and the school's ethos is founded on adopting a positive approach to providing equally for all its pupils. The effectiveness of the school's approach is clearly indicated by the fact that both pupils with special educational needs and pupils with English as an additional language achieve well. A good example of inclusion was in the Year 1 classroom where numbers from one to ten are clearly displayed in four languages.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

40. Since the last inspection procedures for monitoring and promoting regular attendance and good behaviour, together with procedures for eliminating oppressive behaviour, have all improved and are now very good. Satisfactory child protection procedures and health and safety procedures have been maintained.
41. Procedures for monitoring and promoting attendance and punctuality are very good and this has resulted in attendance improving significantly since the last inspection, with the likelihood of still further improvement this year. Attendance is an integral part of the 'Behaviour Improvement Project', which provides an additional education welfare officer who visits the school weekly to check any lateness as pupils arrive. She also checks registration weekly and follows up issues with parents as necessary. Parents are frequently reminded about the importance of regular attendance through newsletters and the weekly award of the attendance cup, together with the half-termly award of pizzas, encourages pupils to attend regularly. This has had a marked impact on improving rates of attendance and on promoting a more positive attitude among parents and pupils to attending school regularly.
42. Procedures for monitoring and promoting good behaviour and eliminating bullying are very good and have been developed from the 'Behaviour Improvement Project' which was introduced at the start of this academic year. All classes keep behaviour log books that are checked regularly. All staff, including teaching assistants, have been trained in behaviour management by the 'Lead Behaviour Manager' and they meet monthly to review behaviour. The teaching assistants have also had further training in behaviour management at the local teachers' centre. The 'Lead Behaviour Manager' also works closely with individual pupils and develops strategies to help overcome their behavioural problems. The behaviour and anti-bullying policies currently in place do not incorporate the details of the behaviour management strategy that has been developed this year. The school is aware of this.
43. Health and Safety procedures are satisfactory and the school provides a safe working environment. All routine testing of equipment is up-to-date and the school keeper is diligent in carrying out his duties. The local education authority has carried out a health and safety inspection of the premises in the last year but the governing body have not been involved in the health and safety issues and are not fulfilling their responsibilities, as governors of an aided school, to ensure that all procedures and practices are safe. Pupils' personal safety, personal hygiene and general well-being are covered satisfactorily through the curriculum, which is supported by agencies such as the police, drug awareness specialists and a visit by the mobile health education classroom.

44. Pupils are satisfactorily supported and guided in their personal development. Looking after pupils' personal and emotional needs is the responsibility of class teachers who, together with support staff, know their pupils well, are sensitive to their needs and are thus able to provide appropriate personal support and guidance. The very good relationships between pupils and staff encourage pupils to raise any concerns they may have, knowing that they will be dealt with sympathetically.
45. Provision for pupils with special educational needs has recently been reviewed and the procedures for ensuring that their needs are met have improved. There is an effective system for teachers to note initial concerns and so help to identify emerging needs as rapidly as possible. There is very good liaison with and support from local authority educational psychologists, and this helps to provide rapid expert diagnosis and advice. However, there is greater difficulty in ensuring that expert diagnosis and support is given for pupils with speech and language difficulties because of the much greater demand on the external support specialists. Teachers and support staff know their pupils very well and there is good informal contact with parents. The school follows the current 'Code of Practice', and reviews of individual education plans and Statements take place in accordance with its recommendations.
46. The assessment of pupils' attainment and progress is satisfactory overall but within this general picture there are areas of distinct strength as well as areas for improvement. Procedures for assessing pupils' attainment and progress are good in English, mathematics and science but are unsatisfactory in most of the non-core subjects of the National Curriculum. Very good assessment records are kept in the nursery, covering each area of learning and including detailed observations, photographs and samples of work. This standard is not yet extended throughout the school, although a new assessment policy has been introduced to ensure more consistency in practice. Following training for staff, good procedures to assess and monitor pupils' performance in English, mathematics and science have been implemented. Group and curriculum targets in English and mathematics are set and monitored effectively by the co-ordinator. The assessment information is used effectively, for example to identify gifted and talented pupils in mathematics so that they can receive higher-level tuition. However, in other subjects, assessment is unsatisfactory and there is little in the way of formal assessment procedures. This makes it difficult for teachers to track pupils' progress as they move through the school, and for them to adjust their planning according to what the pupils already know and can do. Teachers' day-to-day assessment is of variable quality. Where assessment is effective, pupils are provided with clear feedback in oral and written formats. However, marking of pupils' work often lacks sufficient detailed guidance to enable pupils to know what they need to do in order to improve their work. Teachers know their pupils well and have a sound knowledge of their personal development. However, the informal system of assessment is not effective when the school has a high turnover of staff and considerable pupil mobility.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

47. There are shortcomings in the school's partnership with parents as there were at the time of the last inspection. Annual reports on pupils' progress have improved and are now good overall and there is still an active parents' association but statutory information is still missing from the prospectus and the governors' annual report to parents.
48. However, parents have very positive views about the school and hold the school in high esteem. Those that returned questionnaires and those that attended a pre-inspection parents' meeting confirm that their children like school and all consider that behaviour is good. Nearly all who responded consider that their children are making good progress, are expected to work hard and the school is helping them to become mature. Also, most consider that teaching is good and the school works closely with parents and is very approachable. The vast majority of parents are satisfied with all other aspects of the school except the amount of homework and the provision of extra-curricular activities.
49. The inspection team supports some of the parents' very positive views. However, it considers teaching to be satisfactory overall rather than good and considers information to parents and how closely the school works with parents to be unsatisfactory. Also, the inspection evidence does not

support some parents' concerns since it considers the use of homework to be satisfactory and the provision of extra-curricular activities to be good.

50. Information to parents about the school and its curriculum is unsatisfactory overall. Statutory information is still missing from the prospectus and the governors' annual report and these documents are available in English only. This is not acceptable in a school where English is not the mother tongue of over three-quarters of the parents. Parents receive information about work to be covered during the year through talks given by class teachers in the autumn term and receive leaflets on English and mathematics. Parents of children in the Foundation Stage receive limited information about the school. Leaflets are in English and translators are not available at talks given by staff. Information about pupils' progress is provided through consultation evenings and pupils' annual reports, which are good overall with very good reporting in English and mathematics. Parents with limited English speaking skills are invited to bring along a friend to help them with translation when they meet teachers at the school.
51. Because of the good relationships between the school and parents, there is good communication between parents and carers of pupils with special educational needs and their teachers and support staff. There are also regular review meetings as required by the 'Code of Practice' when individual education plans and Statements are due for review.
52. The effectiveness of the school's links with parents is unsatisfactory overall and this is reflected in the low levels of attendance at events that are important to the pupils. The school makes limited provision for parents who do not speak English. There is little support and advice available locally in terms of translations and translators for the home languages that many parents speak. The school made considerable efforts to find a Tagalog translator but this resource was not available locally. Reliable and sensitive parents are used on occasion and pupils who are bi-lingual also help with translations. The headteacher and other staff, such as the nursery nurse, assist French-speaking children and their parents. Parents are invited to consultation meetings in the autumn term to review progress over the previous year and prior to new targets being decided. However, although there are always discussions with parents about concerns, teachers do not always record when they first informed parents about their child being placed in the list of pupils for whom there are initial concerns.
53. The school welcomes parents to become involved in the life of the school but there are no parent helpers in the classroom and only a few help on trips and visits. This is partly because of parents' work commitments but also because the school's approaches are not having an impact on parents who come from cultures where parents are not involved in the education of their children.
54. Parents' contribution to their children's learning is satisfactory overall. The parents' association raises substantial funds for the school. The homework policy gives a broad outline of type of homework likely for each year group and the frequency of homework in Years 4, 5 and 6 and parents help their children with homework when they can.

HOW WELL IS THE SCHOOL LED AND MANAGED?

55. The leadership and management of the school are satisfactory overall but within this picture there are clear strengths as well as significant areas for development. The headteacher, who is supported well by the deputy headteacher, provides strong leadership. Under her good leadership the school has been successful in ensuring that standards in speaking, reading, writing and mathematics have improved significantly since the last inspection. Standards have also improved in science, art and design, music and physical education. The school has not been successful in improving standards in information and communication technology, design and technology and geography.
56. The governing body does not provide enough support. It is difficult to recruit governors and there are many vacancies on the governing body. Due to their work commitments and personal circumstances, several governors find it difficult to attend meetings or visit the school during the day to find out for themselves how the school is functioning. Consequently, they are not able to

take an active part in monitoring and evaluating the school's educational provision. This is a similar situation to that found at the time of the last inspection when it was reported that the governing body had very little involvement in monitoring the curriculum. There is no evidence in the governing body's minutes, which were submitted for scrutiny, that the full board agrees the annual budget or ratifies school policies. The school's own self-evaluation has identified many areas where the governing body does not comply fully with statutory requirements. The governing body does not, for example, ensure that information provided for parents meets legal requirements or that all the subjects of the National Curriculum are taught in sufficient depth. The school has a comprehensive set of policies to guide its work but these are not always followed. For example, the school's curriculum policy states the curriculum committee reviews each subject area in its bi-annual cycle of review and development but no evidence was submitted to show that this actually occurs and the minutes of board meetings indicate that these reviews do not actually happen. This lack of monitoring has contributed to the unsatisfactory improvements in information and communication technology, design and technology and geography.

57. The headteacher and her deputy work well together as a team but the deputy has been away from the school for the past two terms and, due to promotion, is due to leave the school at the end of this term. Their joint roles in leading the school have strengthened the leadership and have helped the school to manage many of the challenges it faces effectively. In the particularly challenging circumstances that it faces, the school benefits from having a deputy headteacher who is not also a class teacher.
58. The headteacher has worked hard to forge links with the University of the South Bank. As a result the school is closely involved with a programme that enables graduates to work in the school as part of their training to become teachers. In an area where it is difficult to recruit trained teachers, this close alliance helps to ensure that the school benefits from a regular supply of new teachers. One consequence is that the school is staffed by a significant proportion of newly qualified teachers, most of whom are not yet sufficiently experienced to take on managerial roles within the school. Furthermore the school recruits many teachers with overseas teacher training qualifications. Most of these are effective teachers but do not have sufficient knowledge of the English National Curriculum to take on responsibility for co-ordinating or managing subject provision. The job of co-ordinating the curriculum falls mainly on the deputy headteacher who has recently been designated as the school's 'director of studies'. There is a very small number of staff who are available to assist her in this role. Furthermore, she has only just returned from a period of secondment when she spent two terms working in other schools. During her absence her role as curriculum co-ordinator lapsed. The headteacher has regularly monitored the quality of teaching, particularly to support new teachers, but there has been little systematic monitoring and evaluation of teaching and learning in each subject of the National Curriculum. This has contributed to a lack of curricular balance and a failure to ensure that all the statutory programmes of study in all the subjects of the National Curriculum are taught in sufficient depth. The headteacher and her deputy, neither of whom have regular class teaching commitments, work well together and provide teachers with support but there are few to share in coping with managerial responsibilities. This would be difficult in any school of similar size but in this school, which presents many challenging aspects, it is especially hard. Currently, arrangements for monitoring and evaluating the school's performance and taking effective action to remedy weaknesses are unsatisfactory. This is mainly because those with management responsibilities are overloaded. The situation is compounded because the governing body also has too few active members to support the school fully.
59. Overall the school has managed to recruit an adequate supply of teachers. It has developed several good initiatives to support these teachers but there is scope to refine induction procedures even more rigorously to help new teachers to understand how to teach the National Curriculum effectively and how to support the learning of pupils with English as an additional language. There are eight year groups and these are organised into eight classes but all but two are taught by teachers who are either newly qualified or who have overseas qualifications. There is a high level of staff turnover each year and there have been occasions when teachers have left at short notice. This causes problems associated with maintaining continuity of teaching and learning. The school manages this well for the most part by providing new teachers with clear planning frameworks that detail what has to be taught when. The problems concerning the continuity of teaching and

learning are compounded by the very high number of pupils that enter and leave the school partway through this phase of their education. The deputy headteacher has devised good planning books for teachers in each year group that give good guidance on what is to be taught to each class each term. However, guidance, planning, monitoring and assessment procedures are not sufficiently robust to maintain continuity in teaching and learning. This is partly because the school underestimates the amount of guidance that many new teachers require to teach effectively. It is also because much of the support and training invested in the new teachers leaves with them when they move back to their home countries or to other schools. One example of this was an extensive grant to train teachers in information and communication technology. A good deal of expertise was developed but this quickly dissipated as staff left. This has had an adverse impact on pupils' achievement and the standards that they are able to attain in information and communication technology. Similarly, staff have had training in how to support bi-lingual learners but the effects of the training have been dissipated as staff left the school and there is little written guidance for new teachers.

60. There is no co-ordinator in charge of the Foundation Stage. Staff in the nursery and reception class work separately and there are too few links to promote continuity in teaching and learning. Although the classrooms are adjacent, the nursery functions as a separate entity with few shared planning and assessment systems. This is unsatisfactory because children are not receiving an appropriately coherent curriculum that prepares them effectively for transfer to the Year 1 class. It has resulted in a lack of sufficient support for the new temporary teacher in the reception class.
61. The headteacher and governors have pursued attempts to improve the school accommodation, which was judged unsatisfactory at the time of the last inspection. Improvements have been made. The nursery has been moved from a temporary hut at the front of the building into a more suitable classroom, a garden has been established as a learning resource, the hall has been refurbished and the school has been decorated. However, the accommodation is still unsatisfactory. The buildings are nearly 150 years old and are subject to preservation restrictions so improvements to the fabric of the building are constrained. Nevertheless, the governing body commissioned a good, although costly, feasibility study and submitted detailed plans and an application for a grant towards improving the buildings. The application for grant aid has been turned down and so there is no immediate prospect of improvement. The time and effort invested by the headteacher, together with governors, on this project has proved unsuccessful. Few classrooms have water and sinks, pupils have to use outside lavatories, there is no room for a library or computer suite, the hall is inadequate for physical education, the staff room has to be used by visiting specialists and for small teaching groups and most classrooms are also corridors to other parts of the building. The ceiling in the learning support room is in a precarious condition. Classrooms are cramped and often damp. The music room is tiny. Although classes of pupils and visitors move quietly and sensibly through the hall or classrooms where teaching is going on, there is still an element of distraction. The unsatisfactory aspects of the school's accommodation constrain achievement and the standards that pupils attain in several areas of the curriculum, especially information and communication technology and research skills. The school is unable to accommodate pupils with physical disabilities. No mention is made of this latter point in the governors' annual report and there is no indication of how the school plans to overcome this shortcoming. However, plans for the proposed new building included ramps and lifts to accommodate such pupils
62. The school has recently appointed a new co-ordinator for the provision of facilities for pupils with special educational needs. Although he has only recently qualified as a teacher, his previous experience included many years as a learning support assistant for pupils with special educational needs at the school. He had already developed very good working relationships with the local education authority's specialist support staff and with other key outside agencies supporting pupils in the school with special educational needs. An effective policy has been drawn up which is reviewed annually and this gives good practical guidance to staff on how best to support these pupils. The 'Special Needs Register' and other key documents have been brought up to date so that legal requirements are met. The co-ordinator gives good support and guidance to other staff and to the classroom assistants and other ancillary staff who work with the pupils.

63. The school produces a good summary of the improvements it intends to introduce over a two-year period. In the main it contains appropriate priorities for improvement based on evaluations of its performance. However, there is no reference to improving the co-ordination and management of the Foundation Stage. Sound performance management procedures have been introduced and these are beginning to contribute to school improvement although there is little evidence of clear links between these procedures and school development planning. The school is highly successful at promoting racial harmony and the school's racial equality policy has been implemented successfully.
64. The chair of the governing body's finance committee works hard on behalf of the school and contributes to ensuring that the school applies the principles of best value to its spending decisions. For example, he investigated alternative providers of payroll services to establish that the school was receiving best value. Governors also study comparative national test data to assure themselves that the school is performing well. However, the school does not consult parents widely on spending decisions or changes to the curriculum. Overall the governing body has satisfactory arrangements for ensuring best value. Although the last auditor's report indicated that school finances were managed satisfactorily, the school has not checked to make sure that all the auditor's recommendations were implemented. The governing body does not, for example, ensure that all private school accounts are audited annually. Grants received for support of pupils with special educational needs and those with English as an additional language have been used appropriately. Very effective use has been made of recent funding to support the school's behaviour management programme to recruit and develop the work of a teacher with a high level of expertise in this field. This teacher's excellent initiatives in developing guidance and training for staff are already significantly improving the strategies used by all teachers and classroom assistants to manage pupils' behaviour. Resources are used satisfactorily to support teaching and learning. A considerable amount of money has been spent recently on repairing the school's flat roof to prevent rain from entering classrooms. Parents make significant contributions to the 'Governor's Fund' which helps towards repairs and maintenance. With prudent financial management the school has this year accrued a financial surplus, which was earmarked to equip the anticipated new classrooms that the school was hoping would be built. Taking into account the school's good results in national tests, the pupils' good behaviour, the satisfactory teaching and learning, and pupils' good achievement, offset by the school's shortcomings in not teaching all subjects in sufficient depth, the school provides satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

65. In order to further improve the education provided for pupils, the headteacher, staff and governing body should:
- (1) Improve standards in information and communication technology *, design and technology and geography by:
 - improving teachers' knowledge and understanding of the full National Curriculum programmes of study in these subjects;
 - monitoring and evaluating teaching and learning to ensure that these subjects are taught regularly and in sufficient depth;
 - ensuring that enough time is allocated to teach these subjects adequately and that the curriculum is appropriately balanced. (*paragraphs 1, 19, 26, 28, 55, 121, 124, 126, 127, 140, 143*)
 - (2) *Improve the consistency of teaching and learning for all pupils by:
 - improving procedures to share the best teaching practice in the school across all classes;
 - improving the planning and learning support for pupils with English as an additional language as well as for those with special educational needs;
 - providing more training for teachers and classroom assistants in how to support pupils with English as an additional language;
 - encouraging pupils to use their initiative and to learn independently;
 - teaching research skills using library skills, reference books and the Internet;
 - discouraging the use of worksheets in lessons;
 - developing a greater range of learning through investigations, explorations and first-hand experiences. (*paragraphs 5, 20, 25, 26, 71, 94, 101, 102, 107, 111, 112*)
 - (3) Review the school improvement plan and ensure that the leadership and management of provision for children in the Foundation Stage is given an appropriately high priority for development. (*paragraphs 2, 60, 63, 77, 79*)
 - (4) Improve the governing body's procedures for monitoring the curriculum and checking that the school complies with all legal requirements. (*paragraphs 47, 50, 53, 56, 58*)
 - (5) Improve links with parents, especially those from ethnic minority backgrounds, so that they are encouraged to take more active roles in the partnership between the home and the school and participate more fully in their children's learning. (*paragraphs 49, 50, 52, 73, 80*)
 - (6) *Take further steps to improve the accommodation for information and communication and the library so that standards are raised and pupils' learning is improved. (*paragraphs 8, 29, 61, 92, 94, 147*)

Other less significant areas for development that the governing body should consider:

- The assessment of pupils' language skills when they first enter the school. (*paragraph 72*)

* These areas for improvement have already been identified by the school and feature in its development planning.

THE PROVISION FOR AND THE STANDARDS ACHIEVED BY PUPILS WITH ENGLISH AS AN ADDITIONAL LANGUAGE

66. Provision for pupils with English as an additional language is good overall. Most of these pupils achieve as well as other pupils because the teaching and learning styles in the school provide well for almost all pupils. Teachers and support staff usually support language development in lessons well. Pupils enjoy school and are keen to participate. They respond particularly well to lessons where they have plenty of opportunities to discuss their tasks with partners, and where the teachers have made sure they understand all the key vocabulary. They relate well to their classmates and to the staff who support them.
67. The teaching for these pupils is good. Pupils benefit from the emphasis on making sure that they know key vocabulary. Key words are written up on the board and used by teachers in a range of contexts so that pupils can develop a good understanding. The pupils' learning is also helped by the opportunities provided in many lessons for them to discuss their ideas in pairs or small groups. However, there is not always enough use made of pictures, diagrams and other visual aids to consolidate understanding.
68. Where these pupils work directly with specialist support staff they make very good progress. The school's specialists who support pupils are particularly effective in working in partnership with class teachers. For example, the lead specialist gave very good support when working with the Year 2 teacher on understanding a new poem in English lessons. She helped the pupils to understand the vocabulary and meaning by organising a short introduction before the lesson started in which she introduced the poem and demonstrated through actions and drawings what the poem meant. She also repeated the actions and demonstrations in the class lesson, and drew sketches on the board to show the meaning. She pairs pupils who are beginners in learning to speak English with pupils who speak the same home language but are more knowledgeable and confident in speaking and understanding English. For older pupils, she provides translations of key vocabulary into their home language, and ensures that there are ample visual aids, practical apparatus or prompt cards to enable the pupils to understand and create correct sentence structures in their written work.
69. There is also very good teaching support for those pupils with who are falling behind with their reading in Year 1. A very well resourced and managed 'Reading Recovery' programme, established by the school's specialist, who has very good knowledge of this system of supporting reading, is helping these pupils make better progress. They are very enthusiastic about their reading work and thoroughly enjoy their special lessons.
70. In some classes, where pupils do not receive direct support, teachers do not do enough to plan and provide for the needs of the pupils. In a minority of lessons, the vocabulary the teacher is using is not explained sufficiently, and pupils are not given enough time to complete the tasks they have been set.
71. For the most part pupils have equal access to all aspects of the curriculum. Learning targets for developing the English language skills of all pupils whose first language is not English are not formally set, but they are well provided for where they work directly with specialists. There is scope for improving provision for those pupils who do not have direct specialist support by providing their teachers and teaching assistants with clearer guidance on how to help them through the next stages of learning English. There is also scope for increasing the pupils' access to the curriculum by ensuring that related audiovisual material and books and dictionaries in the pupils' home languages are available. The school has not yet worked systematically on building up a network of community volunteers or support staff who speak the pupils' home languages and who could help to translate or make resources in the pupils' home languages as well as English. Pupils are sometimes withdrawn from lessons for additional support, and too little is done to check that the pupils' attainment is not affected over time by being repeatedly withdrawn from lessons in some subjects.

72. While provision for assessing the needs of pupils is satisfactory overall, there is scope for improvement. For example, the school's lead specialist is not usually involved in initial interviews with parents of pupils joining the school about their child's home languages. The records of initial interviews with parents do not include details of what knowledge the pupils have of their home languages and other languages. Records do not indicate what experiences, if any, pupils have had of schooling in their home country. The school's lead specialist has drawn up a register of each pupil that includes an assessment of their English skills against the nationally recommended scale. This helps to direct resources to the areas of most need.
73. The school's partnership with the parents of these pupils is not as strong as it could be. The school has provided translation help on occasions where parents have asked for it. The school has also supported the establishment of English classes for parents but has been discouraged by the very low take-up of places in the classes and low attendance at meetings organised to explain the curriculum. The school has not been persistent enough in enlisting the help of community and emigrants' organisations, other parents and church and embassy contacts to help provide support for the parents in supporting their children's learning. Very few school documents or notices have been translated into the parents' home languages, although many of the parents are unfamiliar with the English school system or with the expectation in this country that parents will be actively involved in supporting their children's homework and reading.
74. The school does not currently have an overall co-ordinator for provision for pupils with English as an additional language, and this is holding back potential improvements in the school's support for these pupils. For example, no member of staff currently has responsibility for building partnerships with the pupils' parents, or for training staff, including support staff, in the most effective methods of supporting the learning of these pupils. This means that the very good expertise of the support staff is not being spread to other staff across the school. There are examples of good practice, such as the very good dissemination of methods of promoting reading improvement that is being led by one of the specialist staff. Too little is done to ensure that the progress of pupils from different language backgrounds is monitored and compared so that any inequalities of support and progress are identified and eliminated. More needs to be done to ensure that the most effective use is made of computers to support these pupils, including the provision of word-processing facilities and CD-ROMs and web pages in the pupils' home languages. The resources allocated for these pupils have been used appropriately to employ the specialist support staff and to buy a small range of specialist resources.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

51

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

37

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	4	8	15	20	4	0	0
Percentage	8	16	30	40	8	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 very nearly two percentage points.

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	20	201
Number of full-time pupils known to be eligible for free school meals	0	39

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	1	5
Number of pupils on the school's special educational needs register	2	36

English as an additional language

	No of pupils
Number of pupils with English as an additional language	190

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	51
Pupils who left the school other than at the usual time of leaving	43

Attendance

Authorised absence

	%
School data	6.1

Unauthorised absence

	%
School data	1.4

National comparative data	5.4
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National comparative data	0.5
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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	15	13	28

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	13	14	15
	Girls	12	12	13
	Total	25	26	28
Percentage of pupils at NC level 2 or above	School	89 (79)	93 (83)	100 (83)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	13	15	14
	Girls	13	12	13
	Total	26	27	27
Percentage of pupils at NC level 2 or above	School	93 (79)	96 (83)	96 (79)
	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	18	11	29

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	14	17
	Girls	11	11	11
	Total	26	25	28
Percentage of pupils at NC level 4 or above	School	90 (90)	86 (90)	97 (93)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	15	16
	Girls	11	11	11
	Total	23	26	27
Percentage of pupils at NC level 4 or above	School	79 (69)	90 (83)	93 (83)
	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	38	1	0
White – Irish	0	0	0
White – any other White background	100	0	0
Mixed – White and Black Caribbean	4	2	0
Mixed – White and Black African	4	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	1	0	0
Asian or Asian British - Indian	1	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	3	0	0
Black or Black British – African	3	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	19	0	0
No ethnic group recorded	0	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: YR – Y6

Total number of qualified teachers (FTE)	5.5
Number of pupils per qualified teacher	36.5
Average class size	28.7

Education support staff: YR – Y6

Total number of education support staff	8
Total aggregate hours worked per week	196

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	28
Total number of education support staff	3
Total aggregate hours worked per week	34

Financial information

Financial year	2002-2003
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	£
Total income	899 516
Total expenditure	882 825
Expenditure per pupil	3 872
Balance brought forward from previous year	15 980
Balance carried forward to next year	32 671

Number of pupils per FTE adult	11.2
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FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	12
Number of teachers appointed to the school during the last two years	12.5

Total number of vacant teaching posts (FTE)	4
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	5.5
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	1

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	229
Number of questionnaires returned	36

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	86	14	0	0	0
My child is making good progress in school.	72	25	3	0	0
Behaviour in the school is good.	69	31	0	0	0
My child gets the right amount of work to do at home.	47	33	6	8	6
The teaching is good.	81	14	6	0	0
I am kept well informed about how my child is getting on.	61	22	11	0	6
I would feel comfortable about approaching the school with questions or a problem.	81	17	3	0	0
The school expects my child to work hard and achieve his or her best.	67	28	3	0	3
The school works closely with parents.	61	36	3	0	0
The school is well led and managed.	69	22	3	3	3
The school is helping my child become mature and responsible.	67	31	0	0	3
The school provides an interesting range of activities outside lessons.	42	44	14	0	0

Other issues raised by parents

Parents are pleased with the provision for music. They feel that the initiative that involves taking pupils by coach to a local sports hall is most worthwhile and compensates well for the lack of facilities in school. They expressed regret that there was no computer suite. They appreciate teachers' approachability and being invited into assemblies when their children are participating but regret that most parents are working and cannot come into the school very often.

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

A revised curriculum that follows national guidance has been introduced for children in nursery and reception classes. National guidance recommends six areas of learning and these are:

- *personal, social and emotional development;*
- *communication, language and literacy;*
- *mathematical development;*
- *knowledge and understanding of the world;*
- *physical development;*
- *creative development.*

The curriculum details 'stepping stones' in each area of learning that lead to 'Early Learning Goals' for each area.

75. Staff in the Foundation Stage give the children a satisfactory start to their life in school. According to their month of birth, children normally enter the nursery class in September or January following their third birthday. They attend for morning sessions each day and the older ones stay to lunch and stay for the afternoon session. They transfer to the reception class one year later. However, a significant number enter the reception class with no nursery or other pre-school experience. In addition they often enter the reception class partway through the school year.
76. A high proportion of children entering the nursery and reception classes come from homes where English is not the first language. Nearly all the children begin with levels of knowledge, skills and understanding that are well below those of the majority of children of their age. Their skills in communication, language and literacy in English are very low, and their personal, social and emotional development is below that normally expected of children of a similar age.
77. The quality of the provision in the reception class has shown unsatisfactory improvement since the last inspection because the school has not kept up to date with the new curriculum guidelines and assessment profiles. Also there is evidence that the standards that pupils attained at the end of the reception year were higher in 1998 than they are currently. Careful thought is given to nursery children's needs and, as a result, they make good progress in all areas of learning. In the reception class, however, high levels of staff turnover have led to slower progress, and detailed planning designed to promote the 'Early Learning Goals' is not yet fully in place. In some areas, teachers in the reception class are hampered by cramped conditions and poor resources, such as the lack of large outdoor play equipment, wheeled vehicles and programmable toys. The outside play area is not fully secure. By the time they start their work in the National Curriculum, only the highest attaining children reach the standards expected for their age.
78. Children identified as having special educational needs are well supported and fully included in the life in the nursery. The 'Behaviour Improvement Project' is in place in the reception class but has not yet had time to make an impact. Children with English as an additional language are not being given sufficiently targeted support. Some aspects of physical development are also below average, because the children in the reception class do not have regular access to an outdoor play area with suitable equipment. Aspects of creative development in the outside working area also suffer because the section of the playground has not been fully developed as a learning resource for the children in the reception class.

Teaching in the Foundation Stage

79. The quality of teaching and learning for children in the nursery and reception class is satisfactory, overall, with good teaching seen in the nursery. The unsatisfactory teaching in the reception class is due to supply teachers, or temporary teachers from overseas, who are not familiar with either the children or the curriculum for children of this age. In the nursery, children are well motivated to

learn through challenging, well paced, imaginative and lively activities such as number games like counting cherries on a cake or playing with the road safety equipment in the outside area. The main strength lies in the teacher's and nursery nurse's secure understanding of the active way that young children learn and the need to provide a range of practical and relevant activities. Planning is generally good in the nursery and the teaching areas both inside and out are well organised. Tasks are suitably challenging, and expectations for children's behaviour are high. Through careful observation, the nursery teacher and the nursery nurse know the children well, and they use this knowledge to plan the next steps in learning. Teamwork is good and the highly skilled nursery nurse makes a valuable contribution to children's learning. This good practice is not shared with the reception class and the lack of a co-ordinator to organise, monitor and review the curriculum has a negative impact on the achievement and the standards attained by children in the reception class. Many of the children do not achieve as well as they should.

80. There are daily opportunities for parents, who bring their children to school, to talk with teachers and children take home books to share with their families. However, there is no home school contact book to provide written communication between home and school. Parents are given limited written advice on how to read with their children and play mathematical games. This problem has been tackled in the nursery with the setting up of the 'Share' project that encourages parents to visit the class on a regular basis to find out how best to support their children. Parents who attended read 'The Ginger Bread Man' and were given the recipe for biscuits. At present, few parents attend and the reception class is not involved. The involvement of parents, particularly those from differing ethnic minority groups, is poor and therefore there are too few opportunities to enrich children's learning in a shared partnership.

Personal, social and emotional development

81. Children's achievement in this area is satisfactory. When they enter the nursery, many children have poor social skills. A high number do not know how to become actively involved in learning, and many have difficulty in following routines and rules for working and playing together. However, good attention to their specific needs and sensitive encouragement within a secure and friendly environment help children to settle in quickly and to organise themselves in their chosen activity. They are taught to wear aprons and roll up their sleeves to their elbows when painting or playing with water. They are encouraged to say 'Please' and 'Thank you'. Social skills are developed through role-play in the home corner. For example, children set up a tea party and are then able to transfer these skills to their behaviour at lunchtime. There is a clear distinction between the confident way children answer questions and approach their work after a few months at school and the quiet reticence of newcomers. Children are helped to understand the impact of their actions, to work effectively in groups and to curb their natural excitement when introduced to new tasks. They walk hand-in-hand and independently deliver the register to the office. However, in the reception class many children still find this difficult, and lack the initiative seen in most children of a similar age. By the time they start work on the National Curriculum, standards in their personal and social skills are still below those of children of a similar age. In particular, except for a small number of higher attaining children, their capacity to take the initiative and begin to take full responsibility for their tasks remains low.

Communication, language and literacy

82. Provision for children's communication, language and literacy skills leads to satisfactory achievement. A high proportion of children enter the school with poor English language skills. Good teaching in some lessons promotes English language skills in all activities, such as talking on the telephone, or fitting together word puzzles. Not all the teachers and support staff, however, have the skills they need to cope with such a wide variety of differing stages of English language development, and little extra specialist support is provided. Both in the nursery and the reception class, teachers teach the basic skills of literacy soundly. In group or whole-class lessons, good thought is given to promoting correct habits in speaking and listening. Talk in English is always encouraged, with an understanding of how to increase children's range of vocabulary. However, the school does not do enough to encourage the children to use their home languages as part of the

process of becoming bilingual, for example, by reading them story books or playing cassette tapes in both English and their home language.

83. Careful thought has been given to promoting children's enjoyment of stories and imaginative ideas. This begins well in the nursery, where imaginative role-play motivates children exceptionally well. There is good support for creativity, both in literacy and in art activities. This provides a good foundation for learning and helps to support the satisfactory progress children make, although only the higher attaining children reach average standards. All children attempt to form their letters correctly, write their names and copy what their teachers write for them. By the time they leave the reception class, a very few can write sentences. Few children have a secure knowledge of sounds other than the initial letter in a word, and so only a small minority can read words by piecing together the sounds represented by letters. However, almost all reception children respond well to stories, recognise that text has meaning, 'tell' the story using pictures to remind them of the sequence of events and read a few common words. They listen more attentively and talk more confidently than when they join the school, although their range and use of vocabulary is still below average.

Mathematical development

84. The teaching of mathematical language and skills is satisfactory overall and pupils achieve satisfactorily. Most children entering the nursery have a poor understanding of number and mathematical concepts. The attention given to developing mathematical vocabulary helps children make satisfactory progress. Children in the nursery make good progress in recognising and ordering numbers, grouping objects into sets, accurately identifying simple two-dimensional shapes and developing early measuring skills when they compare size and quantity. A range of good practical activities is planned which motivate children well and help them to sustain concentration. These include making kites, owl masks and tasty pizzas with a wide range of toppings.
85. In the reception class, the planned activities do not always give the children enough practical, 'hands-on' experience, and often involve too much pencil and paper work. Children, particularly those for whom English is an additional language, do not have enough opportunities to experiment with number. Only the highest attaining children develop the skills expected in working with number at a more abstract level. Some children cannot write their numbers accurately. By the time children begin work on the National Curriculum, standards are below those expected for children of their age.

Knowledge and understanding of the world

86. The quality of teaching and the provision for children to develop knowledge and understanding of the world around them is satisfactory, although children's knowledge on entry to the nursery is below average. The children's achievement is satisfactory. This term the children have been learning about growth. They planted cress seeds and observed and painted flowers and plants. They had an exciting visit from the 'Animal Man' and when questioned as to why the owl was called 'Snowy', answered confidently 'because he is white'. They can name and recognise the fruits from the African story 'Handa's Surprise'. They are not yet fully confident in using cutting tools when making their fruit salad. These activities promote children's scientific learning effectively. Children play enthusiastically in the role-play areas, which are imaginatively adapted to be part of South America with appropriate native dress, or 'The Three Bears House'. They begin to acquire a secure understanding of life in the past and today, particularly through their visits to the local area and beyond. Because of the children's low starting point, adults are obliged to continually help children to explain what they observe, and link it to geographical, historical or scientific knowledge. This is achieved well in the nursery but not so successfully in the reception class. Children use tapes and headphones to listen to stories and music. They manipulate the computer mouse to draw pictures and are fascinated by the animated stories. However, by the time they start work on the National Curriculum, standards are below average.

Physical development

87. In the nursery, the imaginative development of the outdoor play area has been a major factor in helping the children to make good progress in the development of their physical skills. A child with a statement of special educational needs was encouraged to learn how to ride a bicycle and improve her balance when climbing over the apparatus. In the reception class, by contrast, the lack of outdoor climbing equipment and wheeled vehicles limits the learning, and progress overall is unsatisfactory. Children have limited freedom, particularly in the smaller classroom, to make large-scale movements and to develop their climbing and balancing skills.
88. When they enter the nursery children's physical skills are well below those of a similar age, particularly in fine movements. These skills improve through the handling of objects such as puzzles, the use of pencils, crayons, and other resources for art and craft activities. By the time children leave the reception class, most have developed the expected skills in cutting, sticking and shaping materials. Few opportunities, however, are provided to develop children's co-ordination such as the use of balls to improve their throwing and catching skills. Overall, physical development is below average.

Creative development

89. Children's achievement is satisfactory. When they join the nursery, only a few children can draw more than simple lines on a page. They quickly learn to draw patterns, animals and people and, by the time they move on to the National Curriculum in Year 1, most can express themselves effectively with different media and techniques. For example, they enthusiastically draw with chalks on the playground floor. In reception, the activities provided for role-play are at times limited, and there are insufficient dressing-up clothes. Good use is made of the shop, and the children are good at buying things, taking turns to play the buyer and the seller. Good thought is given to promoting creative development through retelling stories using story props, such as puppets, to help the children understand the concept of size.
90. Music is very well taught by a specialist teacher. This allows good opportunities for the children to develop their imagination and creative expression. In the nursery, the children dance and sing spontaneously. In the reception class, the children enjoyed the whole-school music assembly.

ENGLISH

91. The standards attained by pupils at the end of Year 2 are average. By the end of Year 6, they are above average. This represents very good improvement since the last inspection, where standards at the end of Year 6 were below average.
92. Pupils' achievement in English overall is good. They begin school with low levels of attainment in speaking, listening and reading and writing. This reflects the very high proportion of pupils beginning school for whom English is an additional language, and many of whom are only just beginning to learn the language. Through well-focused teaching, pupils achieve well in Years 1 and 2 so that by the end of Year 2 most attain average standards in reading and writing and standards that are above average in speaking and listening. They sustain and improve their achievement in English in Years 3 to 6, reflecting particularly the often very good quality of teaching they receive in Years 5 and 6. They do not achieve as much as they could in developing the literacy skills they need for using non-fiction books and the library. Boys and girls achieve equally well over time, although girls attain slightly better overall, in line with national trends. Pupils with special educational needs and those with English as an additional language achieve well. They make good progress because the school's teaching and learning policy is applied effectively and they rapidly learn discussion skills and the vocabulary they need. They make very good progress where they have direct specialist support in lessons.
93. By the end of Year 2 and also by the end of Year 6, pupils attain standards in speaking and listening that are above average. They speak very articulately about books they have read and work in other subjects they are doing in lessons. In discussions about science experiments, they

are eager to engage their classmates, making comments like, 'Look at this' and 'I know what's wrong with this—let's do it again.' Pupils in Year 2 talk about what makes a good listener when they take turns to read their story books to each other and they listen carefully and ask questions about the stories. Pupils in Year 6, including lower attaining pupils and those for whom English is an additional language, talk very confidently about the types of fiction they read and the way they use computers at home and school. For example, one pupil explained the different ways he was using the 'PowerPoint' program to create slide shows with image and sound clips for his father to use in his work.

94. Pupils' achievement in reading is good overall and most pupils attain standards that are average by the end of Year 2 and above average by the end of Year 6. They learn letter sounds well, and sound out unknown words to make sense of the text. Younger pupils use the school's colour-coded reading book system to choose books which they enjoy, and which offer the right level of challenge. A very effectively organised 'Reading Recovery' programme is helping the lowest attainers in Year 1, almost all of whom are pupils whose first language is not English, to make rapid progress in reading. By the end of Year 2, they enjoy and understand the humour of a good range of fiction books, traditional folk tales and poems. Their understanding goes well beyond simply understanding the meaning of the words. For example, all Year 2 pupils discussed and wrote about Pinocchio's character flaws after they studied the story. By the end of Year 6, they read a wide range of good children's authors, such as Jacqueline Wilson, J K Rowling, Malorie Blackman, Terry Deary and C S Lewis and discuss animatedly why they like their favourite authors and what the underlying meanings of their books are. When they discuss books and poems in class, they know what metaphors are and can explain the surface meaning and the underlying implications of a line of poetry. They recognise and describe the features of different literary genres, such as diary novels and forms of poetry such as haiku. They are adept at using the Internet to find examples of poems and other texts, making confident use of a well-known search engine. However, they do not make enough progress in learning to make use of library classification systems and in using computers in general as a source of information. Although some pupils become avid out-of-school library users through the influence of their parents, few know how to find books on a topic without seeking adult help. Those pupils who do not visit libraries out of school have too little experience of choosing and reading a range of non-fiction books.
95. Standards in writing are average at the end of Year 2 and above average at the end of Year 6. Younger pupils make good progress from writing simple phrases and sentences to beginning to write paragraphs and complex sentences, often with pithy, striking descriptions or phrases. Most pupils make some progress in learning to use full stops and capital letters, but progress for many pupils is slow. They write instructions on, for example, how to make a sandwich, which they develop from investigating and putting into the right order a series of instructions on how to make a gingerbread man. They use simple planning grids to help them develop more extended stories; for example, a retelling of 'Little Red Riding Hood'. Most pupils form letters evenly and correctly, but only the higher attainers consistently join their writing. A number of pupils form some letters incorrectly and a few have poor pencil grips. This reflects the comparatively low priority given by teachers to promoting good handwriting. By the end of Year 6, pupils widen the range of writing, and the content of their writing is mature and well developed, for example when writing the case for or against genetic modification. Their stories show well-chosen vocabulary and they create convincing characters and situations. In their writing for other subjects, particularly for religious education, they write imaginatively and often movingly, for example, in the character of a guest invited by Jesus to the Last Supper. The range of writing rarely includes book reviews, plays, letters, dialogues or extended writing, such as small books that are organised in chapters. This is because teachers too often use worksheets that include very limited writing exercises, such as sentence completion tasks or word searches. Most pupils become confident users of word-processing but they do not use classroom computers enough in their English lessons.
96. Taking into account work seen in pupils' books, interviews with pupils about their reading and lesson observations, teaching overall is good and helps pupils to learn effectively. Teaching is often very good in Year 5 and an example of excellent teaching was seen in Year 6. Almost two-thirds of the English lessons seen during the inspection were good or better, and no unsatisfactory

teaching was seen. The good teaching observed is reflected in the good achievement in the subject overall, particularly in pupils' speaking and listening, their reading and understanding of fiction and their writing. All teachers work within the general framework of the nationally recommended National Literacy Strategy. Lessons are planned with clear objectives, which are carefully explained to pupils. Skills, knowledge and understanding are taught systematically in a step-by-step approach. Teachers organise useful review sessions towards the end of lessons when the teacher and pupils analyse and discuss what they have learnt. This helps teachers to assess pupils' learning and helps pupils to gain an understanding of what they have achieved. Outstanding teaching was seen in a Year 6 in a lesson where pupils were studying the explicit and underlying meaning of haiku poems. The teacher's brisk, energetic pace, well focused questions and use of humour and praise helped to draw all the pupils into exploring ideas. Using mini-whiteboards to jot down ideas helped to motivate and enthuse the pupils, including those with English as an additional language, about sharing ideas. She also enabled pupils to make good use of the classroom's Internet-linked computers to find and share good examples of haiku from sites all over the world. Finally, she used the end-of-lesson review with the pupils to demonstrate how they had achieved the objectives set for the lesson. Typical features of good lessons observed were good support for pupils through having key vocabulary prominently displayed and explained. Teachers used the words in many different contexts to make sure pupils understood. They also ensured that there were many opportunities for pupils to discuss their ideas in pairs or small groups, often pairing higher attaining pupils with the lower attainers. Pupils responded enthusiastically in most lessons, particularly welcoming opportunities to read to each other and to discuss ideas in pairs. Most were very eager to be chosen to answer questions, demonstrate on the board or to read their work to the class.

97. Where teaching was less effective teachers spent too long on the lesson introduction, sometimes talking at length without providing any visual material to help those at the early stages of learning English. This meant that there was too little time for pupils' individual and group work and not enough time for an effective review of learning towards the end of the lesson. The classroom assistants usually give very effective support to pupils when working with them individually or in groups, but they occasionally spend large parts of the lesson sitting listening to lesson introductions or conclusions. The lack of a library is holding back pupils' progress in wider literacy skills, particularly in research and study skills using non-fiction books.
98. Teachers give good feedback in lessons, encouraging pupils to aim high and complete their work to a good standard. The marking of pupils' workbooks is not always effective in helping pupils to know how to improve their work. Worksheets and exercises are simply ticked, or teachers give very general comments such as 'good work'. In a minority of exercise books, teachers gave good feedback to pupils, sometimes tying this to a reminder of the targets for English that are set for all pupils, for example, 'Remember to check you have put a full stop at the end of each sentence.'
99. The leadership and management of English are currently unsatisfactory. This is because there is no subject co-ordinator for English, which was also the situation at the last inspection, due to recent staff turnover. The deputy headteacher is currently undertaking a caretaker role for the subject, but has only very recently returned to the school following a period on secondment, and has many other responsibilities. However, since the last inspection, both the deputy headteacher and a former co-ordinator made good progress in developing the school's use of the recommended National Literacy Strategy. The school has made effective use of recent national initiatives such as 'Booster' classes, the 'Early Literacy Strategy' and the 'Additional' and 'Further Literacy Strategies' to target extra literacy teaching to those pupils who most need a boost to reach nationally expected standards. Good assessment procedures help to identify those pupils who require extra support. Teachers' expectations and the quality of materials they use with the pupils have been raised through the quality of resources and guidance used in these initiatives. However, because of the continuing changes in staffing, and particularly the need to train new staff, many of whom are from overseas, there is not enough guidance for all staff in how to make the best use of the nationally recommended strategies.

MATHEMATICS

100. Pupils' achievement is good and most are on course to attain average standards by the end of Year 2 and standards that are above average by the end of Year 6. This represents very good improvement since the time of the last inspection when the performance of pupils in the national tests at the end of Year 6 was well below average. The achievement of most pupils who speak English as an additional language is generally good. Pupils with special educational needs achieve well when they are provided with appropriate support and most attain standards that are reasonable given their learning difficulties.
101. Pupils develop a sound understanding of number, shape and pattern in Years 1 and 2. Pupils in Year 1 have a sound grasp of how to read the time and that an estimate is a 'sensible guess'. They can count well beyond 20 and recognise that certain objects can be heavier or lighter than others. They understand how to calculate the values of missing numbers in simple equations such as $5+y = 8$ and have a good understanding of subtraction. Most pupils in Year 2 can count accurately up to at least one hundred and count reliably in twos, fives and tens. They calculate simple equations such as $30+x = 80$ and have a good understanding of simple fractions such as halves and quarters. They have developed good strategies for calculating the addition of two-digit numbers and recognise the pattern of odd and even numbers. They remember the properties of simple two-dimensional shapes, such as squares, rectangles and triangles. They find it very difficult to solve problems that are presented in sentences rather than in numerals. They successfully complete worksheets that demonstrate their ability to read scales on measuring equipment and show that they have knowledge of litres and grams. Most have a sound understanding of the need for using standard units to measure quantities. However, there are too few opportunities for pupils to use this knowledge by actually using measuring equipment to weigh quantities or measure liquids. Opportunities for investigation and first-hand exploration are too infrequent.
102. In Years 3 to 6 pupils consolidate and extend their learning effectively. In Year 3 they develop the ability to remember number facts and most learn to recall their three and four times multiplication tables. Most pupils understand that subtraction is the inverse of addition and higher attaining pupils understand the relationship between multiplication and division. In one lesson for pupils in Year 3 the lower attaining pupils learned good strategies for adding two-digit numbers together whilst the higher attaining pupils added three-digit numbers using the same method. In a lesson in Year 4, pupils demonstrated a good understanding of how time is displayed on both analogue and digital clocks. The standards that pupils attain in Years 3 and 4 are broadly average. In Years 5 and 6 the pace of learning accelerates, largely because the teachers are more experienced and have higher expectations of pupils' performance. In a very good lesson in Year 5 pupils demonstrated a good understanding of the relationship between fractions, decimals and percentages. In Year 6 pupils showed a good understanding of algebra and calculated the value of unknown numbers in equations such as $5v+3 = 28$. Although they attain standards that are above average in most strands of the subject, they have too few opportunities to apply their knowledge and understanding. They rarely have to follow recipes when cooking, for example, or measure quantities of liquids in realistic situations. Opportunities for exploration and investigation are infrequent. As a result opportunities to extend and deepen understanding are missed. There is an over-emphasis on learning facts and operations at the expense of using skills in meaningful and purposeful ways. The exception to this was a lesson in Year 5 where pupils were using the data they had collected in a traffic census to create graphs using laptop computers. However, even in this lesson there was no clear purpose other than to practise presenting data in different ways.
103. Pupils enjoy the subject and have positive attitudes towards learning. In one lesson in Year 3, for example, they expressed their enthusiasm by chorusing a soft but emphatic 'Yes!' when told that they could use dice to generate their own number problems. In all the lessons seen they settled quickly to the tasks provided and worked with concentration. A pupil in Year 6 averred, 'I used to hate algebra but now I love it'.
104. Overall the quality of teaching and learning is good but it is uneven. It was satisfactory in the lessons seen in Years 1 and 2, although the scrutiny of work indicated a considerable amount of good teaching in Year 2. The teaching in Years 3 to 6 varies from satisfactory to very good and overall it is good. In Years 5 and 6 the teaching is often very good. In the very good lessons

teachers set demanding work and challenged pupils to rise to the challenges posed: 'Are you ready to move onto even trickier stuff?' The lessons were structured carefully so that pupils were led towards the learning goals in a step-by-step approach. The work was modified to meet the learning needs of all and as a result all pupils experienced success. In the most effective lessons teachers emphasised and re-emphasised the vocabulary used and explained in different ways the meaning of words such as 'equivalence' and 'converted' during work on fractions. In this way pupils with English as an additional language were well supported and at the same time the slower learners were able to keep pace with the others in their understanding. Teaching was less effective in a class where one newly arrived pupil had no words of English at all. Although a fellow pupil was tasked with translating for the newcomer, this good practice was largely wasted because work was not sufficiently modified to aid understanding and the new pupil was confused and at a loss as to what was expected of her. Classroom assistants often provide good support, especially for lower attaining pupils. However, there are occasions when classroom assistants adopt a passive role and are not actively engaged in supporting pupils. The highest attaining pupils are identified and are provided with extra teaching sessions.

105. Teachers plan work carefully and usually include details of how work will be modified to cater for the learning needs of three groups within each class that are at varying stages of development. However, plans rarely include details of how the computers will be used in lessons. In most classes insufficient use is made of information and communication technology to enhance learning. Where teaching was less effective, the tasks set are mostly based on worksheets. These are usually modified to match the learning needs of different groups although they are occasionally undemanding. In several classes the over-use of worksheets, rather than offering practical activities or more imaginative, meaningful work, restricts learning opportunities and limits a broader understanding of the subject and its applications.
106. The leadership and management of the subject are unsatisfactory at present because the co-ordinator has been away from the school for the last two terms and has no overview of current provision across the school. As a result she is not fully aware of current areas of strength and where improvements are needed. The pupils' good achievement and the fact they attain above average standards indicate that the subject has formerly been managed well. The previous co-ordinator was being trained to monitor and evaluate teaching and learning but left before she could have a major impact on improving provision. The National Numeracy Strategy has been introduced successfully but new teachers have to be trained rapidly in developing some understanding of the strategy. The headteacher has conducted a useful analysis of the national test results in order to identify areas where pupils need to improve their skills. Teachers have been made aware of the results of this analysis and are modifying lesson planning accordingly. Assessment procedures are mostly good and there are examples of very good practice but there are inconsistencies. Several teachers keep detailed records of pupils' attainment and progress. In Year 6, for example, a comprehensive file of pupils' work is kept for each individual. The work is carefully annotated with the teachers' notes and evaluations of the stage that each pupil has reached as well as any specific gaps in skills, knowledge and understanding that need to be filled. This very good practice is not common to all classes and in several, records are incomplete and assessments are not used to identify areas of weakness and inform further lesson plans. In each class targets for learning specific parts of the curriculum have been identified for groups of pupils and these are displayed on the classroom walls. This helps pupils to understand what stage they have reached and what they need to do next.

SCIENCE

107. There has been good improvement since the previous inspection and by the end of Year 6 most pupils are on course to attain standards that are above average. They achieve well in their knowledge and understanding of carefully learnt facts but their ability to carry out scientific investigations independently using research skills is unsatisfactory.
108. Pupils, including those with special education needs and those for whom English is an additional language, achieve well and make good progress when specialist support is provided. However, as

class teachers do not cater for their specific needs in their lesson plans, when the support is not available they do not achieve as well as they could.

109. Pupils' achievement is generally satisfactory in Years 1 and 2 and by the end of Year 2 most are likely to attain average standards. They are clear about the need to treat electrical equipment carefully and safely. They have a basic understanding of what electricity is used for in the home, such as the computer, toaster, and cooker. With support they begin to understand that electricity is a source of power or energy. They carry out experiments, for example to find out which car will travel furthest. They begin to make predictions, as when observing ice cubes melting. Pupils with special educational needs are supported effectively individually or alongside their classmates in small groups. Pupils with the potential to attain more highly are sometimes motivated to continue their learning beyond the lesson, for example by completing a short electrical circuit independently. With support they remember the names of different groups of teeth, some of their functions, and how to keep them healthy. They make appropriate links with previous learning about healthy eating. They know that humans have two sets of teeth and offer clear reasons for why milk teeth are shed. Pupils in Year 1 do not always make satisfactory progress. The worksheets they are given to fill in are inappropriate for young learners and also contain spelling mistakes.
110. Pupils in Year 6 carry out challenging tasks that bring the central ideas of the National Curriculum within the reach of all pupils, but challenge the highest attaining pupils to think scientifically to a high standard, considering fine points of detail in constructing investigations, and using vocabulary not often seen for pupils of their age. For example, in a detailed discussion concerning micro-organisms, pupils could relate differences in types of germs and the teacher, working in tandem with the additional language teacher, illustrated this with clear diagrams on the writing board. Such teaching prepares the pupils very well for secondary and higher education.
111. Teaching and learning are good overall. Teaching is satisfactory in Years 1 and 2 and mostly good in Years 3 to 6, but often very good in Years 5 and 6. Teaching was particularly effective in lessons where a brisk pace was sustained as this held pupils' attention well. In the most effective lessons there was great emphasis placed on the meanings of words and scientific vocabulary was explained clearly and explicitly. Learning was good when the electronic microscope was used to support experiments. The pupils were fascinated by the clearly enlarged images produced and this added an element of genuine exploration and excitement to the lesson. Teachers work hard to stimulate and challenge pupils. They use a variety of teaching methods, often with a practical emphasis, such as when pupils in Year 5 demonstrated the orbits of the sun, moon and earth. Teachers often begin new topics with an assessment so that new work can suitably build on prior knowledge. However, the majority of the work is often dominated by the teacher's explanations and learning is consolidated by requiring pupils to complete worksheets to demonstrate their understanding. Insufficient emphasis is placed on investigations, first-hand experiences and experimental work. For example, pupils in Year 4 learned about insects from a photocopied worksheet, rather than having direct experience of live creatures. Overall, teachers' subject knowledge is secure and their skilful questioning encourages pupils to recall previous learning and make appropriate links to reinforce current learning. Teachers state clearly in their planning what pupils are expected to learn from each lesson and emphasise relevant scientific vocabulary such as 'conclusion', 'energy', 'incisors' and 'molars'. This helps pupils to learn effectively and consolidates their understanding.
112. The school is now using a commercially produced planning framework which has been successfully linked to the local education authority's programme for teaching the subject. All aspects of the National Curriculum are successfully addressed but, at the moment, there is no systematic development of enquiry skills and this restricts opportunities for pupils to learn effectively through first-hand exploration and experimentation. There is limited use of computers for data handling and research. The overemphasis on worksheets does not allow for the subject to contribute sufficiently to literacy and numeracy skills.
113. The worksheets are poorly marked and do not help the pupils to understand how to improve their work. Pupils write about their work and use reference books well when they need to, but such opportunities are infrequent. Similarly, pupils use their mathematical knowledge in using graphs

but these are frequently not used or interpreted, and few conclusions are drawn from the data. The school grounds are used, but have not been developed to support the curriculum although there are plans to do so in future. The school makes good use of assessment through the investigations undertaken at the end of each unit of work, but there is too little use of day-to-day assessments. Pupils' work is marked but the results are not always used effectively to identify whether all groups have been successful in their learning or whether extra input is required for certain pupils. The curriculum is greatly enriched by the exciting visits to The Institute, The Science Museum, London Zoo and other local trips.

114. The school's co-ordinator is new to the post, but has good ideas and already has a draft action plan. She is an expert in this field and is a leading science teacher in the Borough. She has plans to develop monitoring of the subject and to introduce a system of assessing and recording pupils' progress through the school. There are sufficient resources for science in the school and the subject makes a good contribution to the pupils' social development through opportunities to work together and to share resources.

ART AND DESIGN

115. Pupils' achievement is satisfactory in Years 1 and 2 and most are likely to attain average standards by the end of the school year. Pupils in Years 3 to 6 achieve well and are likely to attain standards that are above average by the time they leave the school. This represents good improvement since the time of the last inspection when standards were average. The achievement of pupils with special educational needs and those with English as an additional language is similar to that of all the other pupils.
116. Pupils in Years 1 and 2 have a good understanding of how to mix primary colours to make different secondary colours. In one lesson in Year 1, for example, they referred to a colour wheel when mixing different shades of orange to paint templates of autumn leaves. Pupils in Year 2 have painted bold colourful pictures on Noah's Ark and have created prints inspired by the work of Kandinsky. Pupils also create three-dimensional work such as fish made from rolled newspaper in Year 1 and 'minibeasts' made from clay in Year 2. They are introduced to a good range of media and study the work of a number of different artists and craftspeople.
117. The work broadens in Years 3 to 6 as pupils are introduced to a wider range of work by different artists and successfully extend their skills, knowledge and understanding. In Year 3 pupils made printing blocks that they used effectively to create repeating patterns in black and white inspired by the work of Paula Rega. They also studied shoes very carefully before making detailed observational drawings. In Year 4 this work was extended as pupils use polystyrene foam to cut printing blocks and printing rollers to create mono-prints inspired by the work of Gauguin. In Year 5 pupils have created good screen prints. Three-dimensional work includes imaginative use of wooden spoons to create puppets in Year 3 and large insects made from wire and tissue paper in Year 4. In Year 5 pupils have made good countryside scenes using papier-mâché and have created sensitively drawn still life exercises of musical instruments. Pupils in Year 6 have made large busts of themselves from cardboard boxes and have studied modern artists such as Andy Warhol and Robert Delaney to inspire their own creations. They have a good understanding of surrealism and have created good pictures of shoes filled with flowers or transformed into racing cars. The support of a specialist art teacher is valuable and the new teachers gain much from watching her teaching their classes.
118. The quality of teaching is satisfactory in Years 1 and 2 and good in Years 3 to 6. In a well-prepared lesson in Year 3 the teacher had assembled a good range of richly coloured fruit and vegetables as a basis for a lesson on colour mixing. One group mixed colours in orange hues to paint a composition of peaches, carrots, oranges and onions whilst another group painted aubergines, red onions and grapes. The teacher had high expectations of pupils' ability to master this demanding activity. The pupils found mixing appropriate shades a challenging task but they persevered and concentrated well to create good paintings. Teaching was particularly effective where plans described precisely what new skills were to be taught during the course of the lesson. Teaching was much less effective when the learning intention was vague, as in a lesson in Year 4

where the objective was 'To use colour, shape and space'. In a very good lesson in Year 5 pupils studied the wire sculptures of Calder. In preparation for creating their own wire structures of body movements the pupils went to the hall to paint very rapid, bold life studies in black paint. The teacher explained every step in the process clearly and explored vocabulary such as 'construct' carefully by asking questions about the precise meanings of words. Speaking skills were promoted further when the teacher invited pupils to explain which of their paintings they liked most and which least and to give reasons for their choices. In this lesson a very serious approach was engendered and pupils worked thoughtfully in almost complete silence.

119. Good links are made with other subjects. The older pupils have painted good, detailed pictures of the Easter story that are displayed in the hall. Good opportunities were provided for practising literacy skills when pupils in Year 6 were required to write illustrated instructions for making sculptures. Pupils in Year 5 created good paintings that derived from their study of the Ancient Greeks where they noted similarities and differences between ancient artists and modern life forms such as those painted by Matisse. There was little evidence of work from other cultures, such as African or South American art being studied.
120. The management of the subject is satisfactory. The co-ordinator maintains a broad overview of provision and ensures that resources are adequate to support teaching and learning. Assessment procedures are underdeveloped and records of what skills pupils have mastered are scant so new teachers do not know what stage of development pupils have reached. As a result work provided for pupils does not necessarily build on what they have learned previously. There was very little evidence of computers being used to extend learning opportunities. The lack of water and sinks in classrooms makes activities such as painting and work with plaster more difficult but teachers overcome such problems well.

DESIGN AND TECHNOLOGY

121. Pupils' achievement is unsatisfactory and by the end of Years 2 and 6 standards in design and technology are likely to be below average. This was also the case at the time of the previous inspection. The subject has a low profile in the school. There is insufficient time allocated to the subject and the breadth and balance of the curriculum is unsatisfactory. Because of limited resources and learning opportunities, pupils do not achieve as well as they should, including those with special educational needs and those for whom English is an additional language.
122. Pupils in Year 1 are beginning to acquire basic skills in cutting and assembling when working with a narrow range of materials, mainly confined to paper and card. Higher attaining pupils are beginning to understand the processes involved in designing and making their products, although the evaluating aspect is not well developed. Pupils in Year 1 can follow basic instructions, for example in the making of finger puppets. Pupils in Years 1 and 2 make unsatisfactory progress because they have too few opportunities to practise and consolidate their skills. No direct teaching of design and technology has taken place in Year 2.
123. By the end of Year 6, most pupils have acquired a basic understanding of the design process. Discussions with pupils in Year 3 and photographs shows that they can accurately describe planning steps, for instance those involved in making a sandwich. Pupils in Year 4 work well within a planning structure, for example when sewing stitches using wool to join materials for a pencil case. Pupils can also suggest improvements to their finished product, such as the use of Velcro, or changes in colour and style. Pupils in Year 5 are able to note some of the problems associated with the making of model musical instruments. Pupils in Year 6 use papier-mâché effectively to produce model money banks. However, throughout the school, work in pupils' books and on display shows a very limited range of activities undertaken.
124. No lessons were observed during the inspection but evidence indicates that the subject is not taught regularly and the National Curriculum programmes of study are not taught fully. Teaching is, therefore, unsatisfactory. Discussions revealed that confidence and subject knowledge among some teachers is low. Teachers often link the teaching of design and technology with lessons in art and design, which reinforces design skills well. For instance, Year 6 pupils produce models in

the style of 'pop art' from the 1960s. But the subject-specific requirements in the National Curriculum are not fully followed. There are insufficient opportunities for pupils throughout the school to work with a range of tools and materials, including electrical and mechanical components, mouldable material and textiles. Teachers are not using information and communication technology effectively to develop design and technology skills. Pupils' appreciation of how advances in technology have impacted on the design process in commercial contexts is therefore limited. Photographs of pupils working and a scrutiny of their work shows that teachers make good use of lessons to enrich pupils' language. For example, pupils in Year 1 use terms such as 'spread', 'sprinkle' and 'cut' when making sandwiches. Limited mathematical skills are promoted in the measurement of materials.

125. Discussions with pupils revealed that they have positive attitudes towards the subject. They recall with pride the models that they have made and are aware of the problems that they had to overcome during the design process. They are also aware of the health and safety issues arising from their work. For instance, pupils in Year 3 refer to the importance of washing their hands and tying hair back before making sandwiches.
126. The subject is not led satisfactorily. There is no permanent co-ordinator for the subject and there are no identified priorities in the school development plan in order to raise standards. There is no monitoring to ensure that pupils make step-by-step development in their acquisition of skills as they move up the school. Resources are not adequate to ensure that pupils experience a full range of learning experiences using different materials and tools.

GEOGRAPHY

127. Due to timetabling arrangements, very few lessons were observed during the inspection. However, an analysis of pupils' work and discussions with pupils show that standards are below average. Further evidence gained from interviews with staff and pupils, and the scrutiny of pupils' past work, shows that pupils' achievement is unsatisfactory and that standards are not as high as they should be. This is because pupils have a weak range of geographical skills and do not build on their prior learning. The reason for these low standards is unequal alternation of geography and history in the timetable, which provides too little time for geography. The subject has not yet been taught this year in Year 6. Therefore the school is not meeting the requirements of the National Curriculum.
128. Although too few lessons were seen to be able to form judgements about the overall quality of teaching, the fact that the subject is not taught regularly, that the programmes of study are not taught fully and that pupils' achievement is unsatisfactory indicates that teaching is also unsatisfactory. However, teachers make good use of the local environment and higher attaining younger pupils are able to talk confidently about the route from home to the local church. Their previous work shows that higher attaining pupils are aware of the purpose of a map and they know that it presents a view of the world from above. However, pupils do not build on their prior knowledge and are praised for drawing pictures when they had been asked to draw maps. Very little is expected of them in terms of writing. The lesson planning is unsatisfactory, as it is not always based on a clear planning scheme designed to teach skills, knowledge and understanding in a progressive, step-by-step way.
129. Learning objectives are not clear and tasks are the same for all pupils whatever their age and prior attainment levels. This results in work that is insufficiently challenging for higher attaining pupils and too difficult for pupils with special educational needs. Older pupils know the names of important cities and places but have difficulty in locating them on world maps.
130. Pupils with special educational needs are sometimes supported by the use of additional adults. However, the management of teaching support staff is not always satisfactory and in whole-class discussions they are occasionally underused and take a passive role. Consequently, the benefits that could be made in terms of pupils' learning are missed.

131. Pupils behave well in lessons and are keen to talk about their work and their visits to the local area and further afield. Pupils in Year 4 show obvious enjoyment when being reminded of their walk around the school looking at types of rubbish. Pupils in Year 5 are keen to offer their ideas about the differences between the Kings Road, Chelsea and a small village that they visited in Surrey. They realise that the differences in the amount of traffic have a major affect on pollution. This contributes to their moral development.
132. There are good links with other subjects. For example, they sing songs and learn about music from Africa and Australia. They celebrate One World Week and the playground murals reflect a range of countries. This contributes to their cultural development.
133. Some weaknesses found at the time of the last inspection have not been improved. Standards have declined and the National Curriculum programmes of study are not taught in a systematic way. The management of the subject is unsatisfactory and has not led to the improvements needed. Few records are kept of pupils' progress and marking in books is rarely helpful in developing greater understanding. Displays of work, the use of the library for research and the use of computers are all underdeveloped. Visits to places of interest and the local vicinity help to broaden the curriculum but the school does not capitalise on the potential offered by its own school grounds and immediate environment.

HISTORY

134. Pupils' achievement is satisfactory and standards are broadly average by the end of Years 2 and 6. Overall standards have been maintained since the previous inspection. Pupils, including those with special educational needs and for whom English is an additional language, make adequate progress in relation to their prior attainment.
135. By the end of Year 2, most pupils have a satisfactory knowledge of famous historical people and events. For instance, they accurately recalled facts about the 'Lady with the Lamp' especially after visiting the Florence Nightingale museum. Higher attaining pupils in Year 2 remembered the cause and effects of the Great Fire of London while lower attainers clearly recorded in picture form the growth of the Fire. But throughout the school, knowledge of famous people and events from different cultures is superficial and too limited. Pupils in Years 1 and 2 are developing an awareness of changes in their own lives and adults around them. Pupils in Year 1 placed simple pictures from different time periods in the correct sequence of events. By the end of Year 2, pupils have acquired an adequate grasp of chronology. For example, they described basic differences between seaside holidays in the past and today. They recognised that transport, clothes and toys have changed over time. Pupils learn to acquire historical information from adults, photographs, artefacts and television programmes.
136. By the end of Year 6, pupils have a secure sense of chronology. They use dates and historical terms accurately to describe the main characteristics of different periods studied. They know that the past can be divided into different periods. Higher attaining pupils in Year 3 knew that Henry VIII lived before Florence Nightingale because 'The king did not have x-rays during his time'. As pupils move through the school they acquire an adequate knowledge and understanding of historical evidence. Pupils in Year 4 were beginning to question the reliability of pictorial evidence in their study of evacuees. In one good lesson, the teacher's skilful use of illustrations helped pupils in Year 6 to understand that portrait painters of Elizabeth I may have flattered the monarch and that sources may not be completely reliable. Higher attaining pupils in Year 6 explained basic lifestyle differences between upper, middle and lower class Victorians, while lower attainers could describe accurately how life is different today compared to the Victorian period.
137. Across the school the quality of teaching is satisfactory and ensures that pupils achieve the standards expected. Where teaching is effective, pupils are engaged in active methods of learning and are provided with stimulating sources, such as artefacts, and questions to focus learning. Teaching is less effective where, as seen in one lesson, all pupils were set an uninspiring worksheet as the main activity. The quality of marking is uneven. In the best cases, teachers write comments that help pupils to understand what they need to do to improve their work. But there are

also examples in pupils' books of work left unmarked with no indication of progress. Teachers provide pupils with an adequate range of opportunities to present their historical findings in a variety of ways, but the use of information and communication technology is underdeveloped. Opportunities are also missed to develop mathematical skills, for instance through the consistent use of timelines. The subject makes a sound contribution to the development of pupils' language skills. For instance, higher attaining pupils in Year 2 wrote lively diary extracts as if living during the time of the Great Fire, while pupils in Year 5 wrote comparative accounts of life in ancient Sparta and Athens. Unlike the previous inspection, teachers are not giving pupils enough opportunities to undertake independent research, especially in local history. Pupils' knowledge and understanding of local history is unsatisfactory and is the weakest element in their learning. This is because teachers do not plan systematically for the development of historical skills within this strand of the curriculum.

138. Pupils enjoy the subject, particularly when they are introduced to exciting learning experiences. For instance, they make good social and learning gains when visiting the Victoria and Albert Museum. Such visits also make important contributions in developing pupils' cultural awareness. They behave well in lessons as a result of the teachers' clear expectations.
139. There is no permanent co-ordinator for history and the subject is not well led. The history curriculum lacks sufficient balance, which means that pupils do not have the opportunities to study certain periods in the detail that they should. Consequently learning is sometimes superficial. For instance, a scrutiny of pupils' books show that in Year 3 work is set on the Romans, Egyptians and the Tudors, while some of this is repeated by Year 4 pupils, who also study children in World War Two. Pupils in Year 6 make good learning gains when they study influential people such as Martin Luther King, but do not consider in sufficient detail the impact of technological changes as required in the study of Britain since 1930. There are no formal assessment or monitoring procedures in place to track pupils' progress in acquiring knowledge and skills.

INFORMATION AND COMMUNICATION TECHNOLOGY

140. By the end of Years 2 and 6 standards are below average, as they were at the time of the previous inspection. Pupils' achievement is unsatisfactory. This is mainly because pupils are not having sufficient opportunities to use information and communication technology as part of their everyday learning. This finding was also reported during the previous inspection and remains as the key area for improvement. Since the last inspection the school has taken advantage of government funding to improve provision and to provide staff with training, although some of the computer resources now require updating to ensure that pupils cover all aspects of the curriculum. All pupils, including those for whom English is an additional language and those with special educational needs, are not achieving as well as they should and their progress in learning new skills as they move through the school is unsatisfactory.
141. By the end of Year 2 the majority of pupils can 'log on' unaided when using the computer but need assistance when it comes to saving their work. They have adequate mouse control skills for their age and a few know how to print out their work independently, but do not have enough opportunities to do so. Pupils in Years 1 and 2 are aware of the different types of technology around them, such as tape recorders and digital cameras, and sometimes use these effectively to support their topic work and enhance their skills of speaking and listening. Pupils' knowledge and understanding of how technology can be used to control movement is underdeveloped by the end of Year 2. They have not had, for instance, sufficient experience in the instruction of programmable toys.
142. By the end of Year 6 most pupils are beginning to present information in a lively and effective manner using multimedia programs that combine text and images. As pupils move through the school, their confidence in sharing and exchanging information arising from information and communication technology increases. Pupils in Year 3 are beginning to learn about e-mail although arrangements for pupils to receive and send e-mails have not yet been fully implemented. Older pupils are beginning to use spreadsheets effectively to interpret data. While the Internet is sometimes used in junior classes, generally pupils are not using computers to research topics.

Opportunities for pupils to appraise their own work and that of others, with a view to improvement, are also too infrequent. Moreover, by the end of Year 6 pupils have not yet had enough opportunities in using the control aspects of information and communication technology, for instance to support their learning in science or design technology.

143. The overall quality of teaching is unsatisfactory, as it was at the time of the previous report. During the inspection the teaching observed was of uneven quality and varied from unsatisfactory to very good. Where teaching is effective, lessons are carefully planned at the appropriate level for pupils of different abilities and there is good pace in the teaching that helps pupils to learn effectively. This allows pupils to maximise their time using the computers. Generally, while many teachers who had undertaken special training have left the school, teachers are confident enough in their subject knowledge. However, they are often frustrated over technical difficulties that regularly surface in the use of the school laptops and other equipment. In one lesson in Year 2, several laptops did not operate as they should despite the best efforts of the teacher to rectify the problems. This restricted pupils' learning opportunities as they had to wait their turn to share the remaining working computers. Other equipment broke down during the inspection, restricting the teachers' ability to demonstrate new knowledge and skills. While teachers face these challenging circumstances, they often miss opportunities to use the main class computers to support learning across the curriculum. Moreover, teachers' planning and organisation does not generally take into account the different needs of pupils and as a result they do not progress as well as they should in learning new ideas and skills. Higher attaining pupils, including those for whom English is an additional language, are often held back in furthering their computer skills because they do not have enough opportunities to work independently on challenging tasks.
144. Pupils who have special educational needs benefit from more regular opportunities to practise their computer skills when they receive support from the pupil support teacher. This has resulted in some good quality work, for instance in composing poetry and producing Easter cards. Pupils in Years 4 to 6 with special educational needs changed the size and colour of fonts, inserted clip art, deleted work, and occasionally used the Internet to access information to support their learning across the curriculum. However, their overall progress is unsatisfactory because this level of support is not matched in their classroom computer lessons.
145. Occasionally, there are good examples of teachers using information and communication technology to extend skills in literacy and numeracy. In one very good lesson observed in Year 5, pupils used spreadsheets effectively to enter data from a traffic census to create graphs. However, teachers do not make enough use of class-based computers on a daily basis. During several lessons observed by inspectors, opportunities were missed for a few pupils to use the computer linked to the lesson topics. As a result, pupils do not see computers as an everyday aid to learning.
146. Pupils have positive attitudes towards their information and communication technology lessons, largely because they are well managed by teachers. Pupils behave well in lessons, settling very quickly when using the laptops. They know that it could be dangerous to move around the class when there are trailing leads from laptops and the vast majority of pupils wait patiently for the teachers when they need help. While working in pairs, more confident and capable pupils offer help to those with limited computer skills, thereby developing good relationships. When computers 'crash' few pupils take individual initiative by re-starting the computer although they could be encouraged to do so. Understandably, pupils are disappointed when their time on the computers is short or when lessons are curtailed because of technical difficulties. In the words of younger pupils, echoing their teacher, 'It is a nightmare'.
147. The subject lacks a permanent co-ordinator and as a result, leadership and management are unsatisfactory. The headteacher has acted as a caretaker co-ordinator and has devised a long-term subject development plan to address the main shortcomings in provision. An assessment system has recently been introduced, which is an improvement since the previous inspection, but has not had time to provide fine-tuning to teachers' planning. Due to the constraints in accommodation there is no computer suite and the movement and setting up of laptops around the

school can sometimes be problematic. Some of the laptops are also slow to operate, restricting pupils' pace of work.

MUSIC

148. Pupils attain above average standards at the end of Year 2 and Year 6. They achieve well in Years 1 to 6, building their skills in listening, performing, composing and appreciating music as they go through the school. Their skills in singing and composing improvised chants and music using simple instruments are particularly well developed through a well-focused teaching programme. The music teacher makes very effective use of the limited time available for teaching the subject and of the facilities available. The repertoire sung and played by the pupils, as well as the musical influences from which they develop their improvised compositions, draws on a very wide range of cultural and ethnic sources, including classical and sacred music. Additionally, pupils in Year 4 benefit from participating in an outstanding local education authority sponsored programme of singing workshops for local schools which also feature excellent use of music from many cultures, including Afro-American spirituals and Nigerian 'talking' drums. Together, the school's provision and the additional programmes enable the subject to make an outstanding contribution to the school's promotion of pupils' spiritual, social and cultural development. This represents good improvement since the last inspection, where standards were judged to be in line with national averages, achievement was satisfactory and the subject was judged to contribute little to pupils' spiritual and moral development. Although pupils do have opportunities to work with electronic keyboards there are too few opportunities to use computer programs that enable them to make and play simple electronic compositions.
149. During the week of the inspection, several excellent lessons were observed. A wonderful whole-school performance by most class groups and by pupils receiving individual and small-group music tuition provided very good evidence of the above average standards and achievement throughout the school. Pupils in Year 1 sang a song of Malaysian origin which has become very popular with the Aborigines of Australia, accompanied by pupils using simple percussion instruments. They accomplished this very well. Pupils in Year 2 sang a song developed from a native American chant, with pupils accompanying them on semi-tuned instruments. They sang beautifully and managed the complexities of this piece exceptionally well. Pupils in Year 5 performed an electrifying improvised two-part chant song, accompanied by percussion instruments, based on the musical styles of Maori haka chants, acting out a classic clash between parental voices wanting their children to turn off the television and go to bed, and their defiant children who refuse to do so. The large school choir, which draws pupils from Years 3 to 6, performed songs which drew on the traditions of American musicals, ending with a rousing 'Reach for the Sky' chorus which both moved and enthused the audience, with pupils spontaneously raising and waving their arms to the rhythm of the song. The pupils who played instruments individually and in small groups performed exceptionally well. These included pieces played on recorders, guitars, violins and the piano, drawing on classical and folk music, including some haunting Polish folkdance music, reflecting the home culture of some of the school's pupils.
150. Teaching is very good and follows a clear, easy-to-follow structure, taught by the school's music co-ordinator, who is a visiting specialist who teaches all classes. Teaching is very well matched to the learning needs of all pupils, and especially of those with special educational needs, and those who are learning English as an additional language. This is because the teacher has a strong focus on learning musical rhythms and phrases through movement, including bouncing balls, clapping and clicking fingers. She uses repeated simple phrases such as 'hot potato' as starter signature phrases which she and the pupils then build up into sequences with more complex elements, including percussion and contrasting rhythm accompaniments. She uses clear gestures and hand signals to demonstrate high and low pitch, so that the pupils rapidly learn to use them correctly. Her verve and energy make a very positive impact on the pupils and captivate them from the start. She encourages pupils to use a good range of musical vocabulary such as 'pitch' and 'timbre' to differentiate sounds and rhythms. She uses fast-moving music such as Khachaturian's 'Sabre Dance' to set and maintain a fast pace of learning. Pupils very much enjoy her demonstrations of the rhythm, bursting into spontaneous applause as she completes them. They show good awareness of complex rhythms, and use symbols and gestures to develop their own

compositions. They evaluate the music they and their classmates have composed well. The teaching observed for pupils in Year 4 in the local education authority sponsored singing workshop was outstanding. The workshop had the pupils on the edge of their seats with enjoyment and excitement as they encountered new sounds and instruments, and the specialist enabled large numbers of pupils to perform and demonstrate on stage. Two pupils in Year 4 with a Statements of Special Educational Needs showed exceptional levels of involvement and achievement in the workshop, and played a prominent part in answering questions and performing. In the lessons and performances observed, pupils showed very good awareness of what they were learning and achieving, and what the key features of the music were.

151. The co-ordination of music is very good. The co-ordinator brings great commitment and energy to her work, and has a strong commitment to promoting awareness of other peoples' musical cultures through her teaching. She has devised a very good set of curriculum plans, covering all years from the Foundation Stage to Year 6, which includes development of pupils' skills and abilities in listening, composing, performing and appraising music, and which builds their knowledge of music by classical composers such as Beethoven, Mozart and Tchaikovsky as well as their awareness of the music of many cultures, and which covers national requirements well. However, there is no planned use of music composition software on the school's computers. The co-ordinator has devised a satisfactory assessment system, which is based on National Curriculum levels of attainment.

PHYSICAL EDUCATION

152. Pupils' achievement is satisfactory and by the end of Year 2 and again by the end of Year 6, most attain average standards. This represents good improvement since the previous inspection, when standards were judged to be below average. The main reason for this improvement relates to the effective use of specialist coaching and the use of the sports hall to compensate for the limited accommodation on site. Pupils with English as an additional language make progress in line with the rest of the class. The school celebrates pupils' achievements in physical education effectively through assemblies where certificates for sports success are presented and through photographs of them working, for instance at the residential adventure centre.
153. Pupils in Year 1 and 2 are developing satisfactory ball control skills. By the end of Year 2, most pupils pass and receive balls of various sizes with good levels of accuracy. It was not possible to observe any gymnastics or dance lessons during the inspection. However, discussions with teachers and coaches reveal that by the end of Year 2 most pupils are beginning to develop adequate body control and movement and use space effectively. Pupils settled quickly and find space during games lessons. They respond very well to instructions. In the after-school dance club, good quality dance instruction was observed and enabled younger pupils to work with older ones to put together a series of simple movements into a sequence set to music. Parents are invited into school each term to see some of the dance routines learnt by the pupils, which serves to promote good links between home and school.
154. By the end of Year 6 pupils have developed their confidence and competence soundly, especially in team games, where they have learned to co-operate well with each other, are well organised, and understand the ideas of team tactics and team spirit. Pupils in Year 3 attend a local swimming pool once a week and the vast majority are on course to swim the nationally expected distance of 25 metres by the time they reach the end of Year 6. The majority of pupils understand clearly the need for warming up before they exert themselves and cooling down at the end of exercises. Discussions with pupils in Year 6 revealed that they have adequate knowledge of where they need to improve their game skills. For instance, one girl commented that she lacked confidence in team games and needed to 'get stuck in more' while others referred to passing and throwing as areas for individual improvement.
155. The quality of teaching is satisfactory throughout the school. In one very good lesson observed in the sports hall, teachers in Years 5 and 6 demonstrated very secure subject knowledge in organising an effective warm-up routine before focusing upon how to develop ball skills. The teachers' clear instructions and detailed explanations advanced pupils' learning well. Teachers

take care to ensure pupils' health and safety is promoted in lessons and out of the school; for instance, when moving around the hall or while visiting the local sports centre. Teachers take opportunities to extend pupils' vocabulary in lessons when, for example, referring to positional terms when pupils move around the playground or hall. Where teaching is effective, teacher and pupil demonstrations are used to illustrate to the class good practice. However, based on the lessons observed during the inspection, pupils are not given enough opportunities to reflect upon their own performance and that of others. Too little use is made of information and communication technology to enhance pupils' learning and opportunities are sometimes missed in lessons to apply mathematical skills. In one lesson, for example, there were opportunities for pupils to use stopwatches to time events but the teacher himself used the watch and calculated the times.

156. A good range of extra-curricular activities is provided and includes dance classes, football and cricket coaching. Pupils in Years 5 and 6 enjoy outdoor adventure pursuits, such as orienteering, at a residential centre, responding eagerly to the challenges presented. Photographs show that pupils receive good opportunities to develop problem-solving and team-building skills because organisers plan challenging tasks. Such provision promotes good moral, social and physical development. Matches and competitions against other schools also extend pupils' social skills very well.
157. Pupils enjoy their physical activities and have a very positive attitude towards the subject. In lessons observed during the inspection, pupils dressed quickly and were enthusiastic and ready to start learning. They know the benefits of exercise and want to participate. In one lesson observed, Year 5 pupils sustained considerable levels of energy while participating in team games. Teachers manage pupils very well and this results in good behaviour. Infant and junior pupils handle equipment such as skittles sensibly. Boys and girls co-operate very well while working in pairs or as team members.
158. The school has not yet appointed a permanent co-ordinator, which hinders the development of the subject. Presently, the subject is not led to a satisfactory standard. There are no formal systems of assessment and priorities for the subject have not been firmly established. However, good progress has been made in taking advantage of local and national initiatives, which is having a positive impact on standards. The school lacks a games field, but uses a local park in the summer to provide opportunities for pupils to do athletics. The use of the sports centre and specialist coaching has been a major factor in ensuring that standards have improved since the previous inspection.