

INSPECTION REPORT

KEYWORTH PRIMARY SCHOOL

London

LEA area: Southwark

Unique reference number: 100800

Headteacher: Susi Whittome

Reporting inspector: Mr P Evans
20737

Dates of inspection: 9th – 12th June 2003

Inspection number: 246083

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Faunce Street London
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs A MacNeary
Date of previous inspection:	June 2001

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
20737	Mr P Evans	Registered inspector	Physical education Religious education	What sort of school is it? The school's results and pupils' achievements What should the school do to improve further?
9420	Mr D Martin	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils?
20457	Mr B Fletcher	Team inspector	Mathematics Music	How well are pupils taught?
3574	Dr K Singh	Team inspector	Foundation Stage curriculum English as an additional language Geography History	
20534	Mrs N Perry	Team inspector	English Art and design	How well is the school led and managed?
32387	Mr P Wakeman	Team inspector	Special educational needs Information and communication technology	How well does the school care for its pupils?
27799	Mrs A Nicholson	Team inspector	Educational inclusion Science Design and technology	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Keyworth Primary School is a larger than average school situated in South East London. It provides education for 347 children, 200 boys and 147 girls, aged 3 to 11. At the time of the inspection 26 children attended the school's nursery full time. A further 42 children attend the nursery part time, 20 in the morning and 22 in the afternoon. The majority of pupils live in the area surrounding the school. The proportion that has been identified as eligible for free school meals is well above the national average. There is a very high number of pupils for whom English is an additional language, although only a small number are at the early stages of learning English. The proportion of pupils on the school's special educational needs register is broadly in line with the national average, as is the proportion with a statement of special educational needs. Pupils' attainment on entry to the school is poor. The number of pupils who join or leave the school other than at normal times is high.

HOW GOOD THE SCHOOL IS

Keyworth Primary School is a good and improving school. The leadership and management of the headteacher and the senior staff are very good. The headteacher and the deputy headteacher have an excellent working relationship and, together with the governing body, give excellent educational direction to the school. The school promotes the personal development of pupils very well and relationships between pupils and between pupils and all staff, are very good. All pupils have equality of opportunity. Their attitudes to school are very good and contribute very well to the improving standards that they reach at the end of Year 2 and Year 6. The management of pupils is very good throughout the school. The school provides a very good range of extra-curricular activities, visits and visitors to the school, which contribute a lot to pupils' learning. The school's provision for pupils with special educational needs and for those for whom English is an additional language is very good.

Taking into account its context, the standards that it achieves, the level of education that it offers to all its pupils and the money that it spends, Keyworth Primary School provides good value for money.

What the school does well

- Standards are being raised in all subjects and in the Foundation Stage.
- Pupils make very good progress by the time they leave the school.
- Overall, the quality of teaching is very good across the school.
- The leadership and management of the school are very good.
- Links with the community are excellent.
- Very good care is offered to all pupils.
- The quality and range of learning opportunities are very good.
- The range of extra-curricular activities is very good.

What could be improved

- Standards in English throughout the school and mathematics in junior classes.
- The use of information and communication technology in other subjects.
- Pupils' presentation skills, including handwriting.
- The level of pupils' attendance.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in June 2001 by one of Her Majesty's Inspectors of Schools, who deemed that it was no longer in need of special measures. However, it was felt that there was still a need to continue to raise pupils' attainment in English, mathematics, science and information and communication technology (ICT) and to improve the quality of teaching and the quality and range of the curriculum in creative and physical subjects and the Foundation Stage. Also there was a need to continue to monitor all aspect of pupils' progress. In all of these areas the school has made good or very good progress. The permanent teaching team is now nearly complete. The leadership and management of the school are

very good and standards in many foundation subjects have been raised. Overall, the school has made very good 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	E*	E*	E*	E
Mathematics	E*	E*	E*	E
Science	E*	E*	E*	E

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E
in the lowest 5% nationally	E*

On entry to the school's nursery children's levels of attainment are very low when compared with expectations for their age. They make good progress in the nursery and reception class and by the time they enter Year 1 the great majority achieve the targets for their age in their personal, social and physical development. In all other areas of learning the standards that they reach are well below expectations overall.

In the 2002 national tests for seven-year-olds the percentage of pupils reaching Level 2, the expected level for their age, was well below average in reading, writing and mathematics. Standards in science, according to teacher assessment, were in the bottom five per cent nationally. In the 2000 national tests the school's results were average in mathematics and below average in reading and writing. However, the school has gathered evidence that proves that the standards achieved at the end of Year 2 over the past five years were falsely inflated and thus unreliable. The first truly reliable data for standards at this age will be that which comes from the 2003 national tests. However, results over time have been very low.

The school's results in the 2002 national tests for 11-year-olds show that the percentage of pupils reaching Level 4, the expected level for their age, was in the bottom five per cent nationally in English, mathematics and science. Since 2000 the school's results in all three subjects have been in the bottom five per cent. The trend of results over the past five years has been steadily downwards, but this has been based on unreliable results at the end of Year 2. However, the unconfirmed results of end of Year 6 national tests in 2003 show that standards have been raised substantially in all three subjects.

Inspection evidence shows that, at the end of Years 2 and 6, standards are now below average overall in English, while they are average in science. In mathematics, standards are average in Year 2 and below average in Year 6. This shows real improvement. In religious education standards are above expectations in Years 2 and 6. Standards in ICT, art and design, design and technology, music and physical education are in line with expectations across the school. In history and geography standards are in line with expectations in Year 2 and below expectations in Year 6.

Pupils with special educational needs make the same good progress as their peers, while those who are at the early stages of learning English make very good progress in gaining access to the whole curriculum, through their learning of English.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils in school are enthusiastic about the work they undertake.
Behaviour, in and out of classrooms	Good. Pupils' behaviour in and out of classrooms is good.
Personal development and relationships	Very good. There are very good relationships between pupils and between pupils and their teachers.
Attendance	Poor. Attendance is well below the national average.

Pupils' attitudes to school, behaviour, personal development and relationships all contribute to the very good ethos of the school and to their learning. Attendance is poor in spite of the school having good procedures for promoting attendance.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery & Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Very good	Very good

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

Overall, the quality of teaching in Keyworth School is very good. Seventy-four lessons were seen during the inspection. Of these, teaching was satisfactory or better in over nine out of ten lessons and good or better in seven out of ten lessons. The quality of teaching was very good or excellent in almost four out of ten lessons. In ten lessons out of the 74 observed, teaching was excellent. This is a very high level of excellent teaching, which contributes very well to pupils' learning.

The quality of marking in English, mathematics and science is very good throughout the school and it is used very well to guide pupils on how to improve their work further. Written comments often include guidance for pupils, showing how well they are doing. This, together with the constant sharing of learning intentions, contributes well to their good knowledge and understanding of how well they are learning. However, in some foundation subjects, marking does not reach this high standard. In all classes teachers and learning-support assistants have very high expectations of how well pupils will achieve. All teachers demonstrate very good skills in managing pupils' behaviour. Pupils' work is almost always closely matched to their levels of ability and this contributes well to their rate of learning.

Assessments of how well pupils are progressing are gathered by teachers and learning-support assistants and this information is used very well to match pupils' work carefully to their rate of progress. It is also used very well to set targets for pupils and to track their progress as they move through the school. These systems and their consistent use throughout the school ensure that all pupils achieve the standards that they are capable of. All staff have high expectations for pupils' progress and ultimate attainment. ICT is used to teach other subjects at times, but it is not yet used well enough.

Throughout the school, expectations of the pupils' presentation of work, including their handwriting, are not as high as they should be. This means that pupils are not enabled to take as great a pride in their work as they should be. The basic skills of numeracy and literacy that allow pupils good access to other subjects are well taught throughout the school.

The quality of teaching for pupils with special educational needs is good, as it is for pupils who speak English as an additional language. The small number of pupils who are in the very early stages of learning English make very good progress.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The curriculum is broad, balanced and relevant to pupils' needs. It is enriched by a very good range of extra-curricular clubs.
Provision for pupils with special educational needs	Very good. All these pupils make good progress.
Provision for pupils with English as an additional language	Very good. The small numbers of pupils who are in the early stage of learning English make very good progress.
Provision for pupils' personal development, including spiritual, moral, social and cultural, development	Very good. The provision for the spiritual, moral, social and cultural development of all pupils is all very good.
How well the school cares for its pupils	Very good. Procedures for eliminating oppressive behaviour are very good. The school monitors pupils' educational and personal development very well.

The partnership between the school and parents is very good. The school has good procedures for promoting attendance. The range of visits and visitors to the school further broadens pupils' learning opportunities.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. There is an excellent working relationship between the headteacher and the deputy headteacher. Together with the governing body they provide excellent educational direction for the school. The role of subject managers is developing steadily.
How well the governors fulfil their responsibilities	Very well. The governors have an excellent understanding of the strengths and weaknesses of the school and play their part in its management very effectively.
The school's evaluation of its performance	Very good. The school's planning for development is very good and its prioritising of areas for action is excellent.
The strategic use of resources	Very good. All funding is very well used to promote rising standards. The quality of financial planning is excellent.

The match of staff to the needs of the pupils and the curriculum is good. The school's accommodation is very good overall. The range and quality of resources for teaching and learning are good. The quality of leadership of the headteacher is excellent. Because the staff is only now almost up to strength, the role of subject managers and the introduction of performance management are still to be developed. The school applies the principles of best value very well.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• That their children enjoy school.• The good progress made in the school.• That the quality of teaching is good.• They are comfortable to approach the school.• That the school has high expectations.• The leadership and management of the school.• That the school helps their children to become more mature and responsible.	<ul style="list-style-type: none">• Some parents feel that their children do not receive the right amount of homework.

Inspection evidence supports the very positive views of the great majority of parents. A small number of parents showed concern about the amount of homework that their children receive. Inspection evidence shows that the amount of homework given is appropriate to pupils' ages and abilities. It increases as they get older and is satisfactory overall. In this matter inspection evidence does not support the views of a small number of parents.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. At the time of the last inspection in June 2001 children's attainment in the Foundation Stage was reasonable, but there was scope for further improvement. They were beginning to acquire appropriate social and personal skills; they were making reasonable progress in literacy, numeracy, knowledge and understanding of the world and in the creative areas of the curriculum. By the end of the Foundation Stage they were able to listen to their teachers and talk about their work, but their reading and writing skills were developing more slowly.
2. At the end of Year 2, pupils' attainment was close to national expectations in aspects of English, mathematics and science. There had been some improvement in spelling, reading and particularly numeracy. Although standards were still below national expectations in English, mathematics and science at the end of Year 6, pupils were making satisfactory progress in a significant number of lessons and the most able pupils were working at or around national expectations.
3. Standards in information and communication technology (ICT) were improving, but the pupils did not have the basic skills to achieve satisfactorily. The quality of provision for ICT had improved and the ICT suite was fully operational.
4. The provision for the pupils with special educational needs was judged to be good. Those pupils on the special-educational-needs register were receiving effective support from the staff. Those pupils who spoke English as an additional language were making steady progress. The recently introduced tracking system for all pupils was not yet being used to identify the needs of minority groups or individuals.
5. Because of the particular type of inspection that took place at that time, pupils' standards in other subjects were not judged.
6. Since then standards have continued to improve. The data gathered from tests and assessments shows that attainment on entry to the school is very low. Many children have poor personal and social skills and low-level language and mathematical skills and a significant number suffer from emotional and behavioural difficulties. Many pupils come from very difficult home circumstances.
7. Inspection evidence shows that children make good progress in the nursery and reception classes because the quality of teaching and provision are good. However, by the time that children transfer to Year 1, the majority are likely to be well below expectations in the areas of communication, language and literacy. This hampers learning in other areas and many do not reach the standards expected for mathematical development, creative development and knowledge and understanding of the world. Most will achieve the expected standards for personal, social, emotional and physical development.
8. Inspection evidence shows that, by the end of Year 2 and Year 6, pupils attain standards that are below those expected in speaking, listening, reading and writing. In mathematics, pupils' standards are close to the national average in Year 2. However, in spite of pupils continuing to make good progress, at the end of Year 6 standards are below the national average. This is because teaching in previous years has not provided the secure base in numeracy that pupils need if they are to successfully tackle more difficult work. Teaching is much better than it was and good progress is now being made. A good foundation for future learning is being securely laid. In science by the end of Year 2 and Year 6 most pupils are on target to achieve the standards expected nationally. In ICT, standards at the end of Year 2 and Year 6 are very close to national expectations, but computers are not yet used well enough in the teaching of other subjects.
9. In foundation subjects, inspection evidence shows that in religious education standards are above expectations in Years 2 and 6. Standards across the school in art and design, design and

technology, music and physical education are in line with expectations. In history and geography standards are in line with expectations in Year 2 and below expectations in Year 6.

10. Pupils who speak English as an additional language make very good progress and attain standards that are similar to their monolingual peers. Most pupils new to English make very good progress and attain very well in relation to their prior attainment because of very well-targeted teaching. For example, Year 6 pupils who joined the school with no English worked with Year 2 pupils and soon attained Level 2 in the National Curriculum tests. Pupils are confident at speaking, and when early learners forget vocabulary staff and peers readily accept actions such as blowing on the hand to substitute for the word "wind". This builds their self-esteem and they become willing learners.
11. About 24 per cent of pupils have special educational needs. They make generally good progress in relation to their initial attainment and make good gains, particularly in their personal, social and literacy skills. In many lessons good support from the teacher and classroom assistants, working closely with these pupils, ensures that they understand what they have to do and that they sustain concentration and make good gains in learning. They make good progress towards their individual targets because of generally well-matched work. This is because the school has a system to identify and assess pupils' learning difficulties early. Classroom assistants and support teachers are successful in helping pupils to meet the targets identified for them in their Individual Education Plans (IEP's). These have good detail and clear targets. During the inspection there was no evidence of significant variations between the attainment of boys or girls or pupils from differing backgrounds or ethnicity.
12. This shows that the school has made very good progress in raising pupils' standards since the last inspection.
13. In the national tests for seven-year-olds in 2002 the school's standards in reading, writing and mathematics were well below the national average for primary schools and in line with the average for schools with a similar level of entitlement to free school meals. However, the school has clear proof that the standards achieved in national tests for the five years up to 2002 were unreliable and do not reflect the true standards achieved by pupils during that time. For the same reasons the trends over time based on that data are also unreliable and thus unhelpful to the school.
14. In the national tests for 11-year-olds in 2002, the school's results were in the lowest five per cent nationally and when compared to those in schools in which this same group of pupils had similar results in tests at the end of Year 2. This comparison with other schools is unreliable because of the unsafe results declared at the end of Year 2 over previous years. The first truly reliable results in the end of Year 2 tests will be those of the tests in 2003.

Pupils' attitudes, values and personal development

15. One of the strengths of the school is that pupils have very good attitudes to school and to their learning. They say that they like their school; they show enthusiasm for the work they are asked to do and are eager to succeed. They are industrious in their classroom work and other activities, for instance in the Bengali Club. Their pride and pleasure when they succeed are obvious.
16. Pupils are courteous in their dealings with each other and with adults and are friendly but respectful in their approach to visitors. During meal and playtimes and other group activities, pupils demonstrate the very good relationships they have with each other. Examples include the real sense of community observed during an assembly and the statement by a pupil who has only recently joined the school that he has been made really welcome and has benefited from the mentoring of a fellow pupil.
17. Pupils show respect for the beliefs of others and are aware of the impact on others of their actions. Several examples were seen of pupils clearly showing concern for the feelings of fellow pupils. In one instance, pupils were caring in their treatment of a classmate who became distressed, and on another occasion they spontaneously clapped when a classmate successfully demonstrated a mathematics exercise to the whole class. A further striking example was an impromptu occasion

when two older pupils were urging a younger one to write down and explain his misbehaviour as a first step to bringing about an improvement.

18. Pupils have good opportunities to show initiative and to exercise personal responsibilities and these are enthusiastically and conscientiously taken up. For instance, pupils act as monitors to carry out various classroom tasks. Additionally they co-operate successfully in schemes such as the mentoring between Year 6 and younger pupils, established by one of the pupils and the paired reading between year groups.
19. Pupils take responsibility for their own development by referring themselves for mentoring or consultation with the Place 2 Talk service and are aware of their own targets and expectations with regard to their class work and the National Standard Assessment Tasks. They are also aware that the school is prepared to support them and that they can approach staff with difficulties they may be experiencing inside or outside of school. The active involvement of large numbers of pupils in the work of the School Council, either as members or in the pre-meeting discussions, means that they are involved in decision making which has a major effect on the workings of the school.
20. Pupils are capable of working collaboratively; for instance, when working in the ICT suite or as seen in RE lessons in both Year 2 and Year 6. When required most pupils are capable of working independently.
21. The behaviour of pupils is good throughout the school. There have been no permanent exclusions from the school during the last three years, and few temporary ones. Pupils are aware that oppressive behaviour, such as bullying, will not be tolerated and therefore there are almost no such incidents. Parents endorse the view that behaviour is good and pupils have good attitudes and respond well to the school rules.
22. Pupils' self-esteem and spiritual development are heightened when they sing the song 'What my Heart Wants to Say' and see their own work on display. They experience a sense of joy when they sing in music lessons. In one art lesson pupils were enthralled by the scaled-up drawing done by a teacher assistant using the interactive white board to display photographs of their visit to Waterloo Bridge. In a religious education lesson, pupils in Year 6, after very high-quality discussions, stated that they respect other's beliefs and honour their parents.
23. Pupils' moral development is very good. In one personal, social and health education lesson, their moral development was strongly promoted. They were discussing strategies to control anger and in an assembly they were given an opportunity to reflect on sharing. All staff provide positive role models that give pupils insight into what is right and wrong. Any incident is dealt with immediately and fairly. Clear messages are given to the children about how to treat property and each other, and those children whose behaviour is sometimes challenging are managed skilfully and sympathetically. Pupils of all ethnic backgrounds play and work happily together.
24. The social development of pupils is very good. For example, Year 3 pupils help younger pupils in reception classes to learn to read. Pupils respect each other's opinions, listen and give their views confidently, as was seen in a personal, social and health education lesson. In the School Council pupils learn the responsibilities of good citizens. They collect money for charities to help those who are in greater need than they are.
25. The cultural development of pupils is very good. There are many notices and labels in other community languages that appreciate and value pupils' knowledge of home languages. Displays around the school promote positive interaction between cultures and give a powerful message to the whole school community of respect for others and equal opportunities for all. Pupils' writings about their religious beliefs promote confidence in their own religion and respect for others' cultures. Pupils have visited places of worship and the school has successfully promoted a respectful attitude to other religions.
26. The attendance record of pupils is poor. In the academic year 2001/2002 the overall attendance rate was well below the national average and unauthorised absences were well above the national average. The school's figures for the academic year 2002/2003 show a slight improvement in

authorised absence but a further decline in the overall attendance rate, due to a substantial increase in unauthorised absences. The school reports that the number of pupils obtaining a certificate for 100 per cent attendance is increasing.

27. During the inspection period, approximately 8 per cent of pupils were registered as late for the morning session on each day, which is unsatisfactory. Pupils observed arriving late did not show any great sense of urgency.

HOW WELL ARE PUPILS TAUGHT?

28. The previous report (June 2001) said that there had been considerable improvement in the quality of teaching since the inspection of November 1999. The headteacher and governors have made the further improvement of teaching and learning a priority in the past year and the headteacher's endeavours, involving inspectors, consultants and school staff, have paid large dividends. Overall, the quality of teaching is very good and as a direct result pupils' achievements have greatly improved. The work to improve teaching is continuing and a further rise in the quality of learning is confidently expected.
29. Teaching was satisfactory or better in over nine out of ten lessons seen and good or better in seven out of ten. Teaching was very good or excellent in almost four out of ten lessons. In ten lessons out of the 74 inspected, teaching was excellent. This is a very commendable record of teaching, which compares most favourably with that in all primary schools in the country.
30. The basic skills of numeracy and literacy that allow pupils good access to other subjects are well taught throughout the school. In an excellent English lesson in Year 4, for example, questions were exceptionally well used to ascertain what pupils had remembered from previous lessons. The good pace meant that pupils had no time to drift off task and the work set was demanding and challenging. The teaching was lively and 'talking partners' were used well to develop pupils' confidence and involvement. Pupils' contributions were highly valued. Teaching was outstanding. The lesson was carefully structured so that all pupils had an equal chance to enjoy learning and to progress.
31. In a similarly successful lesson in numeracy in Year 2, pupils were left breathless and excited by the sheer pace of the lesson and the range of imaginative things to do. Learning, they said, was fun. And so it was. Pupils made very good progress because expectations of their work and behaviour were unfailingly high and as a result they became highly motivated. They wanted to learn. They wanted to do well. Teacher assistants were well briefed and set about their tasks with urgency and commitment. Pupils benefit greatly from the support they are given, particularly in their self-esteem and self-confidence.
32. There are examples of very good teaching in other lessons. For example, in a Year 6 lesson in religious education the level of discussion amongst the pupils was of very high quality when they talked about the important rules of conduct in their own lives. The teacher was knowledgeable and enjoyed very good relationships with the pupils and with her assistant, who made an enlightened contribution to the pupils' learning.
33. In a Year 2 science lesson the teacher's energetic teaching style and high expectations motivated the pupils and led to very good learning for all. It is a notable feature of all teaching and learning that no one is left out. In this respect and in many others Keyworth is a very inclusive school.
34. In the less successful lessons, a tiny proportion of the total seen, teaching lacked pace and the teachers' management skills were not rigorous enough. Some unsatisfactory behaviour was left unchecked and noise was allowed to grow to the point where it impeded learning. In a school where there is such a strong culture of sharing good practice and mutual help and support, these relative failings are already being overcome.
35. There are significant teaching strengths that are apparent in nearly all lessons. Teachers have a very good knowledge and understanding of the subjects they teach. This leads to confident learners and to good progress. Teachers have a very sharp awareness of the basic skills that pupils need to

access all subjects of the curriculum and by skilful open-ended questions they swiftly ascertain key weaknesses, which they then plan to remedy. In mathematics, English and science the assessment of pupils' progress and learning is good and leads to very effective lesson planning. In other subjects, for example, in music, there is little formal assessment and lesson planning is not guided by the certain knowledge of what pupils can already do. Teachers have consistently high expectations and so pupils know exactly what is expected of them. Lesson aims are shared so that pupils know what they are expected to learn. In one class pupils help to devise strategies for learning and these are proudly displayed on the classroom notice board. Learning is a shared enterprise and it is often more exciting than is usually found.

36. Pupils are very well managed, firmly but fairly. Teachers do not raise their voices. The result is nearly always a calm and purposeful atmosphere where pupils can learn without disruption. Relationships are very good and often excellent. They are based upon mutual respect. Pupils do not take advantage of the use of first names, but do know that it is what you do and not what you call yourself that is the most important factor in establishing a place where all can learn. Teachers use resources well to support learning. The best resource is the teachers' assistants, all of whom do invaluable work in helping pupils with special needs or English as an additional language. In fact, teachers' assistants invariably give help to all those who need it. However, in a small number of lessons the learning-support assistants are not used well during lesson introductions or end-of-lesson reviews.
37. Teachers mark pupils' books well and offer praise, encouragement and corrections. Pupils are expected to work together and to share ideas. This makes learning more enjoyable and promotes good social development. There are many examples of this enlightened practice. In music, Year 6 sing the Blues together, learning from each other and commenting kindly on others' work. In science pupils work together to devise experiments and in design and technology they share design briefs. In all subjects pupils have 'talking partners'. Teachers frequently say, 'Talk about it' and the pupils do. This promotes good learning.
38. The quality of teaching for pupils with special educational needs is good overall. Teachers and support staff know the pupils with special educational needs well and foster trust, which provides good conditions for learning. Teachers and classroom assistants provide effective support for individuals and small groups. The assistants make a positive impact on pupils' learning. They reflect the teacher's style of questioning so that pupils are fully able to participate. Teachers share with the teaching assistants the objectives and tasks for a lesson. The teaching assistants give good feedback to teachers about pupils' progress in the form of formal and informal notes that they discuss with the class teachers and which generally help to inform future planning. Consequently, pupils make good progress. Individual Education Plans reflect those pupils' specific learning needs and pupils gain a great deal from the strategies employed by class teachers. In literacy and numeracy lessons, teachers meet the special needs of pupils well, providing appropriate activities and good support. The pupils are challenged and targets are usually met. The use of resources to support learning is good. Gifted and talented pupils are given satisfactory support.
39. The quality of teaching received by pupils who speak English as an additional language is very good. Teaching assistants provide good and some very good support for pupils and, as a result, pupils achieve very well. The staff use good questioning, pictures, actions, drawings and supportive worksheets to ensure that pupils understand what they are required to learn and maintain high expectations of their work and behaviour. As a result pupils successfully complete their work and make very good progress. Some staff are bilingual and support pupils in their mother tongue, as was seen in a reception class. Pupils are responsive to the teaching provided and are generally enthusiastic and highly motivated learners. Successful teaching strategies, such as repetition of key vocabulary and presentation of work with a strong visual content support pupils well.
40. Teachers of younger children give strong emphasis to developing their speaking and vocabulary skills and demonstrate language for them. As a result children make very good progress. The staff has had in-service training to ensure that pupils who speak English as an additional language have the greatest possible access to the curriculum. Teachers' positive acceptance of a diversity of languages in their classes adds significantly to bilingual pupils' ease. These pupils become willing participants in lessons and are keen to learn. Many staff members belong to ethnic minority groups

and this provides pupils with good role models. Teachers provide good opportunities for pupils who speak the same language to support each other.

41. The only relative weakness in teaching and learning is that the computer is not used often enough in everyday learning in the classroom and the excellent computer suite is too often empty. Thus, it does not have as significant an impact on pupils' learning as it should. The school has plans to address this issue in the near future.

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

42. The quality and range of learning opportunities are very good for pupils of all ages. All subjects of the National Curriculum have been implemented effectively and resources are good. The school follows the locally agreed syllabus for religious education. Overall the curriculum has good breadth, balance and relevance and meets statutory requirements well. This provision effectively promotes pupils' learning.
43. The school's curriculum overview shows that it is appropriately organised to help pupils build on their learning progressively in all subjects. In some classes there is very good teaching of thinking skills alongside the formal curriculum and the school plans to build on this. Several teachers have attended courses on Accelerated Learning and other brain-based learning techniques, which it intends will now be planned into the curriculum in a systematic way, in order to further promote pupils' learning and the standards that they achieve.
44. The National Strategies for Literacy and Numeracy have been implemented well and are having a positive impact on standards. Opportunities to apply these skills in other subjects are still limited. The school has sensibly made the teaching of basic skills in literacy and numeracy a priority, whilst maintaining or improving provision for other subject areas. This is having the effect of raising pupils' attainment in the basic skills of literacy and numeracy.
45. The school is strongly inclusive, evidence of which was seen in all aspects of the school. All pupils are included within lessons and are well supported by a team of effective teaching assistants. All staff show respect towards all pupils and their beliefs and customs. For example, Muslim girls were allowed to change for PE in private. Teachers' questioning skills are very good and are used well to help pupils to contribute successfully to lessons, regardless of ability or level of English acquisition. There were no obvious differences seen between the school's treatment of boys or girls during the inspection. This equality of opportunity raises the self-esteem and self-confidence of pupils which has a positive impact on their learning.
46. Pupils have very good opportunities to take part in a very good range of extra-curricular activities. These include a range of sports, French, Bengali and a wild-life club. The Breakfast Club caters for 30 pupils, nominated by the school. These clubs have the effect of raising the levels of attainment of all the pupils who attend them. Family numeracy and English classes for parents are run regularly. These help parents to understand their children's learning better and to help them more successfully.
47. The school has made excellent links with the community which have a positive impact on pupils' learning. For example, Barclays Head Office provides volunteers to help with redecoration and pupils have visited the bank's trading floor. The school actively seeks out funding for projects such as the 'Grounds for Growing' and 'Sporting Playground Initiatives'.
48. The curriculum is enhanced very well by visitors to the school, including the police, Senegalese drummers, street dancers and birds of prey. Pupils are regularly involved in off-site visits, which have included Hampton Court, the Imperial War Museum, Horniman Museum and London Zoo. The school has very good links with other educational institutions. These provisions have the effect of broadening the learning opportunities offered to pupils which in turn has a positive impact on their learning.
49. There is very good provision for pupils with special educational needs. Teachers make sure that they have equal access to the whole curriculum and give them good support to ensure that they are included in all activities. Complex timetabling ensures that pupils do not miss the same lessons each time they are withdrawn from class. Pupils' special needs are identified at an early stage in the nursery and their progress is monitored systematically. Targets are set and reviews are carried out regularly. Individual education plans are well prepared to contain short-term, achievable goals. Particularly successful is the support for pupils with emotional and behavioural difficulties. Pupils understand the system of sanctions that operate within the school and are able to withdraw themselves from the main body of the class when they feel the need and return after a short while.

Counselling strategies are used effectively. They have made a contribution to good behaviour throughout the school. The co-ordinator for special educational needs (SENCO) is ensuring that the Special Educational Needs Code of Practice is meeting the needs of the pupils on the register of additional educational needs and is ensuring equal access to the curriculum.

50. Pupils who speak English as an additional language enjoy similar access to the curriculum as others and are well supported within classes. They are given very good support to acquire the technical vocabulary needed to succeed in all curriculum areas. The school is successful in providing a curriculum that reflects a positive attitude towards other cultures and languages. Pupils get very good opportunities to gain confidence about their culture through the study of religious education, assemblies, the celebration of festivals, history, geography, art and music. There are notices, signs and books in other languages to show that the school values other cultures and languages. Pupils are given opportunities to write in their mother tongue to show their additional expertise and to encourage others to have positive attitudes to learn other languages. The school provides classes for children who want to learn to speak, read and write Bengali. This has a positive effect on pupils' learning and attainment.
51. Overall, the provision for spiritual, moral, social and cultural development is very good. This shows good progress since the previous inspection. The provision for pupils' spiritual development is very good. The development of their self-esteem is central to the school's ethos and is firmly embedded in the teaching. Everyone is included and each individual is valued. Art plays a strong part in providing good opportunities for pupils' self-expression and for reflecting on the work of others. Religious education gives good opportunities to consider personal beliefs and those of others. Celebration of achievement is used well to praise pupils' efforts and this supports their spiritual development. Daily acts of worship meet statutory requirements.
52. The very good provision for moral development is supported well by the personal, social and health education programme and is also evident in the very strong caring ethos of the school. Pupils in Year 6 act as mentors to Year 3 pupils to discuss strategies for controlling anger. There are very clear structures for behaviour management and an effective system of rewards to promote good behaviour.
53. Provision for pupils' social development is very good. Teachers encourage and provide good opportunities for pupils to work in collaboration with each other. They are encouraged to take up responsibility in their classroom and around the school. Staff set good examples in their relationships with each other and the pupils. The extra-curricular provision makes a very good contribution to pupils' social development.
54. The provision for pupils' cultural development is also very good. The school provides a broad curriculum which helps pupils to develop their understanding through art, religious education, geography, music, history and literature. The school community is rich in diversity and there is an emphasis on the appreciation of pupils' cultural and linguistic background. Displays of pictures of famous black and Asian people in history and assemblies on African stories and Caribbean song all promote positive attitudes to pupils' own and others' cultures. Displays of posters and artefacts, such as dyeing techniques from Africa and embroidery from India and the use of music, develop pupils' appreciation of other cultures. Visits to museums, art galleries and other places of interest further promote their cultural development.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

55. The school policy for child protection and the way in which it is implemented are very good. All teaching and support staff receive appropriate advice and any causes for concern are closely and effectively monitored. All staff involved show high levels of care, concern and dedication.
56. Practices and procedures for ensuring the health and safety of pupils and other aspects of their welfare such as their medical needs, are also very good. The school has a high level of security on its external boundaries and there is close supervision of the arrival and departure of children at the start and end of the school day. Pupils are escorted when whole classes move up or down staircases and individual pupils are required to wear a coloured band when out of the classroom with permission. Regular risk assessments before external trips, checks of structures and testing of

equipment and systems, including fire drills, are organised. The written health-and-safety policy requires updating and improvement, which the school reports is in hand. The quality of other documentation dealing with specific aspects of health and safety is very good. The school has been provided with a list of relatively minor items which were noted during the inspection as requiring attention. A policy is in place to ensure that pupils have safe access to the Internet. These provisions contribute to ensuring that pupils have a safe working environment

57. There are very good procedures for monitoring and promoting good behaviour, which contribute very effectively to the provision of a good learning environment. The School Council developed a set of rules for classroom and playground behaviour, of which all staff and pupils are aware and which are diligently applied. The Year 6 mentoring scheme and provisions such as Place 2 Talk and Place 2 Be are powerful tools that help to bring about pupils' very good behaviour, as does the quiet individual counselling which was observed on several occasions being given by all types of adults in the school.
58. The school uses a range of rewards, including bravo points, the Golden Book and Positive Letters to parents, to reinforce good behaviour, although the rewards given to children, often sweets, do not always sit well with the school's healthy-eating strategy! There is also a range of sanctions available which pupils understand and work hard to avoid.
59. Classroom staff often carry out unobtrusive monitoring and recording of pupil behaviour during lessons, use a number of hand gestures to correct the behaviour of individuals and have several whole-class techniques, including clapping, which are effective when applied. These contribute to the ways in which teachers manage the behaviour of pupils and are effective in maintaining good levels of attention and concentration. Playground staff also use various techniques to resolve problems and in all significant cases, whether in the classroom or playground, communication sheets and an incident book are used to record the event and bring it to the attention of others. These strategies contribute well to the good behaviour seen outside classrooms. The school has very good procedures for eliminating incidents of oppressive behaviour of all kinds, including bullying, which are reported to the Learning Mentor or to Place 2 Talk as necessary.
60. The school carries out good monitoring and subsequent action in order to promote good attendance and punctuality. Lateness is recorded and absences are followed up in order to establish the reason. The parents of pupils who give particular concern are contacted by letter or phone. Weekly analysis sheets are sent to class teachers and the headteacher and the half-termly ones are also seen by governors. However, in spite of the school's best efforts, some parents are not sufficiently attentive to matters of attendance and punctuality. This has a detrimental effect on the learning of the pupils involved.
61. The school has introduced a range of measures to address the poor attendance and punctuality of some pupils. The Breakfast Club has brought about an improvement, as has the introduction of a procedure of calling parents on the first day of absence and the dedicated investigation of absences by the Learning Mentor.
62. The procedures and practices used for monitoring and supporting pupils' personal development, which are implemented by caring staff who know the pupils well, are both varied and very good. Provision for pupils' personal development is made within the classroom, including circle time and through effective strategies such as the Breakfast, Wildlife and Bengali clubs. These clubs, have the effect of raising pupils' self-esteem and self-confidence and this has a positive effect on their learning. The school is also involved in the healthy-schools initiative, which provides a daily free item of fruit for each pupil under the age of eight. This supplements pupils' diet and helps them to further understand the elements of a healthy lifestyle.
63. Pupils who encounter emotional or personal difficulties in their lives outside school, may be referred by staff to the Place 2 Be base. Pupils may be identified as having specific needs in areas such as behaviour management, underachievement, interpersonal and social skills, or be judged in need of counselling for other reasons. An appointment system is used and parents are involved in sessions where appropriate. Pupils are also able to drop in to the Place 2 Talk base without a prior appointment. In addition to its involvement in other areas of school life, the School Council has

suggested improvements to the Place 2 Be service. These suggestions are always fully discussed and often acted upon. This raises pupils' self-esteem and self-confidence, in the knowledge that their opinions are valued by the school. This contributes well to the warm and caring learning atmosphere within the school.

64. Other effective provisions made by the school include guidance and counselling after the recent sudden death of the well-loved and respected premises manager and the mentoring of new pupils by other pupils. On a number of occasions, members of both teaching and support staff were observed providing informal counselling for individual pupils. Year 6 pupils are visited by teachers from their receiving secondary schools in order to ease their transition to that phase. These provisions contribute very well to the caring ethos of the school, within which pupils feel safe and well cared for.
65. Assessment and record-keeping are good. Procedures for the assessment of children on entry to the nursery and reception classes are thorough and based on discussions with parents and pupil observations. The results of these are used to track the progress that individual children make. In Years 1 and 2 pupils are assessed each term on their knowledge and understanding of letter and word sounds and their mathematical skills and strategies. The school collects a large range of data using assessment results at the end of Year 2 and Year 6 and optional tests in all other years. This information is well used to modify the tasks and targets set for pupils. Procedures for assessing pupils' attainment and progress in English and mathematics are now good and have improved since the previous inspection, when they were judged to be satisfactory. This is having a positive effect on pupils' learning and the standards that they reach.
66. Teachers know their pupils well. The match of work to the different groupings within the class is sound. Daily assessments against the specific learning objectives of a lesson are systematically used by all teachers and inform planning. They are the basis of the target-setting arrangements and enable teachers to track pupil progress. The school uses standardised reading and spelling tests annually. In Key Stage 2 the information from these is used to place pupils in new classes for the start of each new academic year. This ensures that each class has a broad mix of abilities. Information is used to hold 'booster classes' in order to raise standards. Work samples are collected termly and pupil progress is tracked by the senior management team through informal assessment and work scrutinies. All these systems ensure that the school focuses on its main aim of raising pupil standards.
67. Overall, the school has good information about the attainment of individual pupils in English and mathematics. The analysis of this information is held centrally and therefore has the potential to be very effective in supporting all staff in the judgements made in assessing pupils' work and setting individual targets for improvement. It enables data to be analysed according to any identified groupings such as ethnicity or gender. At present its impact is limited. However, as further information is collected it is intended that it will help the school to analyse pupils' learning needs and enable staff to take effective action to raise standards. Some subject co-ordinators have introduced assessment record sheets, but they are not monitoring when and how they are used, which leads to inconsistencies. In the foundation subjects, teachers do not yet moderate their assessments with each other in order to ensure consistency and accuracy. Although data is beginning to be used to predict individual results in English and mathematics, no predictions are yet being made in science. Targets are shared with parents in the pupils' annual reports to parents. There is a very significant variation in the quality of information recorded by teachers. This is mainly because of a lack of a whole-school approach and guidance. While some records give detailed information on individual pupils' achievement in English, mathematics and science and summarise achievement in the other subjects, other records are poor, consisting of a few ticks against pupils' names.
68. The arrangements for the assessment and identification of pupils with special educational needs are good and are being implemented in accordance with the Special Educational Needs Code of Practice. Teachers and learning-support assistants know their pupils well. Screening tests, observation and early teacher involvement ensure that pupils' correct needs are identified. Records are up to date, which helps in the monitoring of progress and in future planning. Individual education plans contain specific and measurable targets and identify manageable strategies for achieving

them. The school has effective systems in place to identify, assess, support and review pupils' special educational needs. Therefore, their gains in knowledge, skills and understanding are good. Their annual reviews outline future targets and the support given by the learning-support assistants leads to pupils' good progress. The co-ordinator for special educational needs organises and manages the systems well and liaises effectively with parents and teachers. She has regular contact with external agencies such as the educational psychologist and with support staff. She maintains class records of targeted pupils and uses a formal evaluation of their progress. The school aims to reduce pressure through early intervention.

69. The school has a very supportive learning environment and ensures suitable opportunities for all pupils to develop their understanding of English. They are fully integrated in school life and are very well cared for. Mutual respect and tolerance of others' feelings and values underpin the good relationships within the school. This has the effect of raising the self-esteem and self-confidence of pupils which in turn raises their level of learning.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

70. Parents, in their responses to the pre-inspection questionnaire, at the parents' meeting and when spoken to during the inspection, expressed very positive views of the school and what it achieves. There was a good rate of response to the questionnaire and over 90 per cent of those who responded said that pupils make good progress and are helped to mature and become more responsible. They also felt they were well informed about their children's progress and would be able to approach the school with any problems. These positive feelings of parents support the confidence that pupils have in their school and this contributes well to their learning. A small minority of parents had concerns about the quantity of homework, which is addressed elsewhere in this report.
71. The school's links with parents are very good and effective. Parents on occasions ask for help from the Place 2 Be facility. The school runs events such as family learning classes in numeracy and classes to teach English to parents who have recently arrived in this country. Parents were consulted through a questionnaire to establish which after-school clubs would be popular.
72. The language needs of parents are noted when their children join the school and, although few documents are translated into foreign languages, the school uses the language skills of staff and pupils to ensure satisfactory communication with parents. Parents at the pre-inspection meeting felt that the links between them and the school were strong and helped to quickly resolve problems.
73. Very good information is provided through a diverse range of publications and events such as the regular newsletters, curriculum evenings for parents and evenings to explain SATs tests. Parents are also provided, through year-group leaflets, with information on the topics that their children will be studying, on homework and on home reading. This helps parents to support the work that their children do at home.
74. The school makes every effort to work with parents of children with special educational needs. They are kept fully informed and are given good opportunities to be involved in reviewing the targets set for their children. Parents are aware of their point of contact in the school and have the opportunity to share in the targets of the individual education plans, which are updated twice a year. The Annual Statement Review contains comments on progress by both parents and pupils. Support is provided for parents to discuss and complete the statutory forms for statementing pupils.
75. Most parents of pupils who speak English as an additional language do not understand English. The staff and other parents who can speak other languages support them. Where there is no one who speaks the language of a particular family, translators are used to provide translations and interpretations when needed. The school has classes for parents to acquire some English and also to enable them to help their children with early literacy skills.
76. Pupils' annual reports clearly set out what they have achieved and give advice on areas for improvement in their learning and development. They also give information on attendance and punctuality. The school intends to include an indication of pupils' attainment in future reports, as a result of requests from parents.

77. Parents have the opportunity to discuss the reports and other aspects of their children's education at regular parent evenings and know that there is an open-door policy that allows them to discuss matters with staff in the playground at the start and end of the school day. This close co-operation between the school and their parents, has a positive effect on the self-esteem and self-confidence of pupils which in turn impacts positively on their learning.
78. Other statutory information for parents, such as the governors' annual report and school prospectus, is satisfactory, except for some minor omissions which the school intends to correct.
79. Parents and the school sign home-school agreements. Parents occasionally come into the school to help in specific clubs and assist on school trips or with drama productions and there is usually a good turnout for the family assemblies organised for each class. A number of parents help in the nursery.
80. The school arranges a home visit before a child's entry into the nursery and, at the other end of the spectrum, parents of Year 6 pupils are given individual meetings to discuss their children's transfer to secondary school. This raises the confidence of parents, in the school, which is conveyed to their children.
81. The school operates a reading diary but not one for homework. Overall, parents make a satisfactory impact upon the work of the school and a satisfactory contribution to pupils' learning at school and at home.

HOW WELL IS THE SCHOOL LED AND MANAGED?

82. Leadership and management of the school are very good overall. The headteacher is an excellent leader who has a strong sense of mission to ensure that pupils have good teaching throughout the school so that they are able to make good progress in their learning. The governing body, headteacher and other key staff share a clear vision of what they mean by a good school and work very well together to achieve their aims. These underpin all the work of the staff and governors and are fully reflected in the decisions made by the school. The headteacher and staff are clearly focused on the development of an inclusive school where all pupils can flourish.
83. The headteacher has continued to focus on key areas for development. Significant progress has been made in improving the quality of teaching by appointing good staff to strengthen the team. The school's action on improving behaviour has been very successful so that incidents of poor behaviour are now minimal. The management role of the deputy headteacher has been very well developed so that teaching and learning are effectively monitored to ensure continued improvement. The appointment of a co-ordinator for the Foundation Stage has led to significant improvement in the quality and range of the curriculum for these pupils. The school has devised and implemented effective systems for monitoring and evaluating its performance and for diagnosing its strengths and weaknesses; the entire school community is involved in the school's improvement plan so that commitment is ensured. Overall, good use is made of ICT, particularly in administration, to assist in this process and to monitor all aspects of pupils' progress and attainment throughout the school.
84. The governing body is outstanding. It is very well informed and has an excellent grasp of the strengths and weaknesses of the school. It works closely with staff to monitor and evaluate all aspects of the school; it provides a useful sounding board, offering an external perspective on how well the school is performing and also draws on appropriate consultancy advice to provide an external view of the school from a professional standpoint. Governors provide strong support for the planned school-improvement strategies, not only through working with the headteacher, but also through the very good individual governors' links with subject leaders. The school budget is very well managed and the current potential deficit of around one per cent is well documented and accounted for through a well-formulated LEA licence-deficit plan in case it is required. The governing body ensures that financial resources, including specific grants and additional funding, are allocated in accordance with the school's educational priorities and that best value is pursued in all aspects of the school's work. Governors do not hesitate to support pupils with special educational needs, well in advance of receiving the funding from the appropriate authority, which does not help

the budgetary situation. The governing body fulfils all statutory requirements and operates very efficiently through its system of committees.

85. The induction of new staff and their continuing professional development have a high priority. The headteacher is good at delegating appropriate core responsibilities and supporting staff so that they are able to perform their leadership roles well. As a result leadership in English, mathematics and science is good. The headteacher effectively builds on the strengths of individuals, enables staff to support each other in their management roles and perceptively identifies where further support and guidance are required; this is particularly important whilst she develops the roles of foundation-subject leaders.
86. Co-ordination of provision for pupils with special educational needs is very effective. The co-ordinator is enthusiastic and has a good understanding of the Code of Practice and of the individual requirements of pupils on the additional-needs register. She has identified the strengths and areas for development in the provision for special educational needs. She has regular time to oversee the day-to-day operation of the school's special educational needs policy, liaise with teachers and learning-support assistants, oversee the records of pupils with special educational needs, contribute to the training of staff and liaise with parents and outside agencies. She ensures that differentiation identified in teachers' planning is effective and relevant. Learning-support assistants feel well supported by the co-ordinator for special educational needs and are positive about their roles. They are given good guidance by the co-ordinator and other staff and attend appropriate training courses to update their skills and knowledge. There is a responsible governor for special educational needs. She meets regularly with the SENCO and detailed reports are provided for the governing body. It is a policy of the school that SEN budgets are to be funded by need and not by constraints. Consequently SEN spending is regularly analysed at meetings of the Finance Committee and the full range of external funding is used. However, this does make the SEN provision expensive and complex.
87. The headteacher provides very good leadership and manages the provision very well for pupils who speak English as an additional language. All pupils' stages of fluency in English are assessed and recorded and their progress is monitored. All teachers bear in mind the need for 'English as an additional language' pupils in all their plans and ensure that all pupils access the curriculum. The Ethnic Minority Grant received is spent wisely to employ teacher assistants to support children.
88. The school provides an inclusive education for all its pupils. The staff are committed to providing for the full range of special needs. The caring ethos is shared by all those working with these pupils. It is underpinned by carefully developed processes for the identification of special needs and for the development of individual work programmes to meet them. The co-ordinator ensures that teachers, support staff and the link governor are kept up to date on developments, either through attending relevant courses or through sharing information with them in staff meetings. This has a positive effect on pupils' learning.
89. The school implements very well the four principles of best value, through its use of data, its methods of consulting everyone connected with the school, its challenging aims and its targeted use of the budget. The school provides good value for money.
90. There is a good match between the qualifications and training of teachers and support staff and the requirements of the curriculum they are required to teach. Teachers are issued with a comprehensive staff handbook and new teachers are paired with a mentor who assists them with school practices and procedures. This enables new and inexperienced teachers to settle quickly and to have a positive effect on the learning and attainment of pupils.
91. The school occupies a building covering three storeys, which was constructed late in the 19th century. It is well maintained and has recently had its roof coverings replaced. Classroom sizes are satisfactory and there is sufficient storage space available. Each floor has a hall for activities. The site perimeter is very secure, with high fences, gates that are locked during school hours and door entry systems where necessary.

92. Externally there are a number of hard play areas for various age groups, with play equipment where appropriate, games markings and seats for children who wish to sit quietly. There are also a number of troughs that are used by pupils for growing flowers and vegetables. The quiet formal garden is available to staff as a teaching resource, as is the wild area with seating, walkways and a pond containing wildlife. These areas are well used for teaching and learning and have a very positive effect on the standards that pupils reach.
93. The nursery play area is separated from that of the main school, the dining hall is sited some way away from other buildings and there is a secure staff car-parking area that is away from playground areas.
94. There is a noticeable absence of graffiti and vandalism.
95. The school has been successful in attracting funding to increase and improve its facilities and this money has been well spent to provide the current very good accommodation. This provides a secure and attractive learning environment, which has a positive effect on pupils' personal development and the ways in which they learn.
96. The quality and range of resources for teaching and learning are good overall. The quality of the resources available for teaching is very good in religious education, with materials available for all the six major religions that are studied. The quality is good in English, mathematics, science, ICT, art and design, design and technology and PE and is satisfactory in geography, history and music. The quantity of resources is good overall in English, but there are not enough class reading books. The school is aware that the library, established in the ground-floor hall, is unsatisfactory and is not well stocked. There is also a good quantity of resources available for mathematics and in the ICT suite and a satisfactory quantity for all other curriculum subjects, including computers in the classrooms. Almost all resources are well used and they have a significant impact on pupils' learning.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

97. In order to continue to raise standards the headteacher, governors and staff should:

- i. raise the standards that pupils reach in English in Years 2 and 6 and mathematics in Year 6 by:
 - continuing to implement and monitor the outcomes of the good strategies that are now in place; and
 - implementing the school's planning to improve the quality of writing across the school and developing the use of longer pieces of writing in other subjects.

(Paragraphs 7, 8, 44, 126, 131, 134, 146, 160, 162, 166, 174, 181 and 188)

- ii. continue to raise the standards that pupils throughout the school reach in ICT by:

- increasing the use of the computers, situated in classrooms, during lessons;
- extending the use of computers both in classrooms and in the ICT suite; and
- in the teaching of other subjects.

(Paragraphs 8, 41, 168, 172, 174 and 175)

- iii. further raise pupils' self-esteem, self-confidence and the standards that they reach by:

- improving their skills of presentation, including handwriting.

(Paragraphs 127 and 188)

- iv. improve the overall level of pupils' attendance at school.

(Paragraphs 26 and 27)

The governing body may also wish to include the following minor issue in its action plan:

- in a small number of lessons the learning-support assistants are not used to support pupils during lesson introductions and end-of-lesson reviews. In the best lessons they are effectively used to promote pupils' learning at these times.

(Paragraph 36)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

74

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

23

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	10	19	25	17	3	0	0
Percentage	14	26	34	23	4	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	47	278
Number of full-time pupils known to be eligible for free school meals	0	158

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	19	139
Number of pupils on the school's special educational needs register	1	78

English as an additional language

	No of pupils
Number of pupils with English as an additional language	181

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	49
Pupils who left the school other than at the usual time of leaving	37

Attendance

Authorised absence

	%
School data	6.8

Unauthorised absence

	%
School data	1.5

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	26	19	45

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	17	19	23
	Girls	13	14	13
	Total	30	33	36
Percentage of pupils at NC level 2 or above	School	67 (67)	73 (71)	80 (80)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	19	23	16
	Girls	13	13	10
	Total	32	36	26
Percentage of pupils at NC level 2 or above	School	71 (69)	80 (82)	58 (73)
	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	19	11	30

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	6	11
	Girls	2	2	3
	Total	10	8	14
Percentage of pupils at NC level 4 or above	School	33 (44)	27 (26)	47 (59)
	National	75 (75)	71 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	7	9
	Girls	2	1	2
	Total	9	8	11
Percentage of pupils at NC level 4 or above	School	30 (n/a)	27 (n/a)	37 (n/a)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British - Indian
Asian or Asian British - Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Chinese
Any other ethnic group
No ethnic group recorded

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
41	2	0
0	0	0
12	0	0
15	0	0
3	0	0
2	0	0
9	0	0
0	0	0
0	0	0
16	0	0
1	0	0
38	0	0
105	4	0
11	0	0
3	0	0
21	0	0
1	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)	11
Number of pupils per qualified teacher	27.2
Average class size	24.9

Education support staff: YR – Y6

Total number of education support staff	13
Total aggregate hours worked per week	318

Qualified teachers and support staff: Nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	34
Total number of education support staff	3
Total aggregate hours worked per week	95
Number of pupils per FTE adult	7.6

Financial information

Financial year	2002-2003
	£
Total income	1,186,412
Total expenditure	1,199,600
Expenditure per pupil	3,680
Balance brought forward from previous year	3,827
Balance carried forward to next year	-9,361

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	7.4
Number of teachers appointed to the school during the last two years	10.2

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	345
Number of questionnaires returned	170

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	77	21	0	0	1
My child is making good progress in school.	63	35	1	1	1
Behaviour in the school is good.	55	36	4	0	2
My child gets the right amount of work to do at home.	45	38	8	5	2
The teaching is good.	71	24	1	1	2
I am kept well informed about how my child is getting on.	58	34	4	2	2
I would feel comfortable about approaching the school with questions or a problem.	76	15	2	1	2
The school expects my child to work hard and achieve his or her best.	74	21	4	0	1
The school works closely with parents.	60	28	5	1	5
The school is well led and managed.	76	19	1	0	3
The school is helping my child become mature and responsible.	61	32	3	1	1
The school provides an interesting range of activities outside lessons.	58	31	4	1	5

Please note that not all columns total 100 due to rounding and the fact that not all parents or carers respond to every question.

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

98. Children make good progress in the nursery and reception classes because the quality of teaching and provision is good. This shows good progress since the previous inspection. When children enter the nursery their attainment, though varied, is generally very poor. By the time they transfer to Year 1 the majority of children are likely to be well below expectations in the areas of communication, language and literacy. Their limited language skills hamper learning in other areas and many do not reach the standards expected for mathematical development, creative development and knowledge and understanding of the world. Most will achieve the expected standards for personal, social, emotional and physical development.
99. The nursery is a large unit with 67 children, 26 attending full time and others attending the two part-time sessions. Children are well prepared before they start school. Home visits are made and parents are invited to the school with their children before they start. Good induction procedures ensure that children quickly settle into the routines. The nursery outdoor area is very well developed and is well used to extend the curriculum.
100. Children transfer to two reception classes, one in September and one in January. The school follows the nationally recommended Foundation Stage curriculum and teaching is based on the six areas of learning. Teachers and their assistants plan effectively using national guidance and place appropriately strong emphasis on ways to improve children's personal, social and emotional skills. In reception classes the school uses the National Numeracy Strategy and National Literacy Strategy effectively. This is having a positive impact on children's learning and they make good progress. Procedures for the assessment of children's progress are excellent and are used very well to inform planning.
101. The co-ordinator is new to the school and has not yet had the chance to monitor teaching, learning or standards in reception classes. However, her role is developing well. Support is good for children with special educational needs and very good for those who speak English as an additional language. Teachers' expectations of behaviour are high and this leads to most children being purposefully involved in a calm and quiet learning atmosphere. However, behaviour of a small number of children, particularly of boys, who do not wait for their turn and snatch equipment from younger children sometimes causes interruptions in learning. This is handled well by staff. Teachers use appropriate methods, such as visual materials, modelling language and asking children to repeat words and phrases, to improve their speaking and vocabulary skills. They use praise effectively to motivate the children. Teaching in the focused groups is consistently good. On some occasions learning in the children's self-chosen activities is satisfactory. This is because some move from one activity to another without completing their tasks, as they are in the early stages of developing sustained attention and concentration.
102. Parents are well informed about their children's progress and attainment in all six areas of learning through the termly meetings and the end of year reports.

Personal, social and emotional development

103. Children's personal, social and emotional development is given a high priority and is promoted at every opportunity. By the end of the reception year most children are on course to attain the standards expected.
104. Most children when they enter the nursery have poor social skills. Many are at an early stage in understanding how to share, negotiate or wait for their turn. Most settle down quickly as a result of the good teaching they receive in this area. They quickly adapt to the routines of the day, make friends with other children and show confidence in the staff. They are encouraged to work co-operatively and take responsibility for themselves. For example, some older children help the younger ones to open their cartons of milk and when they play in the sand or water. They are

learning to share the equipment fairly and wait for their turn to use the computer and the climbing frame, or to have their turn on tricycles. Many have a limited vocabulary and this affects their ability to negotiate over limited resources such as wheeled toys. Children are independent in their personal hygiene and can put on their aprons for painting. Most children have a clear understanding of the difference between right and wrong. However, a small number do present challenging behaviour and require additional attention from staff. Children of all ethnic backgrounds play happily together.

105. In reception classes children respond well to a more formal structure during literacy and numeracy sessions. They are familiar with classroom routines, move sensibly to appropriate tasks and concentrate very well for their age.
106. The overall quality of teaching and learning in this area is very good. Children achieve very well because they are constantly encouraged to develop high levels of independence. All adults provide good role models and there are good relationships between adults and children. Children are treated with courtesy and respect and in turn learn to behave in the same way. They come in with very poor skills and by the time they leave reception classes they attain the expected standards. This is because all staff ensure that they teach children correct behaviour at every step. Multicultural themes are well emphasised through the very good displays.

Communication, language and literacy

107. Children's achievement is good in this area of learning. However, by the end of the reception year most children attain standards that are well below expectations. Some more-able children reach the expected levels. When children enter the nursery their weakest skills are in speaking, listening and English vocabulary. They enjoy listening to stories but express their views only in one-word answers or phrases. Most children look at pictures but are not able to sequence the story from the pictures because they do not have the essential basic vocabulary. They make good progress. More-able children recognise their names and are beginning to write them independently.
108. There are still many children in reception classes who have very limited communication skills in English. This is due to their very low starting point. Reception children's phonic skills are low, but because of good emphasis in teaching they are making good progress. Most children handle books correctly and only the more able children are beginning to use picture cues to tell a story and to read some familiar words in a text and are beginning to use phonic skills to build three-letter words. They are able to construct a simple sentence only with support and write a string of letters to convey the intended meaning. For example, a child wrote 'dbds' for 'the bee the spider'. They draw and paint with increasing control. Their handwriting skills are good with neat and legible numbers and letters.
109. The overall quality of teaching in this area is good. In the nursery and reception classes children are given many opportunities to draw and learn to write. Teachers demonstrate language, ask children to respond in full sentences and encourage them to talk about what they are doing. Reception teachers successfully introduce the children to the Literacy Strategy and the systematic teaching of phonic skills helps them with their reading and spelling. Children take books home to read regularly and this supports their development in reading.

Mathematical development

110. By the end of the reception year, children's attainment is below the expected levels. However, they make good progress. This is because of the good provision and teaching they receive. In the nursery children match, sort and count using everyday objects. They learn the concepts of "full" and "empty" when they fill different-sized containers with water. Children in the reception classes have opportunities to take part in well-planned practical activities, and recognise and write number symbols correctly and learn the value of numbers. Most children can count to ten in a range of situations and more-able children count beyond. The more able can recognise numbers to ten and are learning the concept of taking one away through rhymes such as 'Ten ladybirds sitting on a Wall'. Children measure tall and short plants and draw them to record their findings.

111. Mathematics is taught across the curriculum as well as in specific lessons. The quality of teaching and learning is good, with some very good lessons. In reception classes there are whole-class numeracy sessions each day, where children continue to focus on counting and recognising numbers. Teachers have good subject knowledge and plan very well with clear learning objectives which they share with the children. In group work children's needs are well targeted. Children with below average ability are well supported by teaching assistants. Staff assess children's progress very well and use this to plan next steps in learning.

Knowledge and understanding of the world

112. Provision for the development of children's knowledge and understanding of the world is good, and they make good progress from their starting points. At the end of the reception year most children attain standards that are below the expected levels for their age. In the nursery, children learn pushing and pulling movements when they play with wheeled toys. They learn about their families when they draw and write about them. Experiences such as planting bulbs and seeds and making play-dough food for the café make children's learning meaningful. When using the computer they learn to manipulate the mouse to operate the program on the screen. They learn about a variety of materials when using construction toys, sand, water and play-dough. In reception classes children learn about the past when they compare themselves now with when they were babies. They learn about their locality through visits to the local shops. Children learn about different religions through the celebrations of Christmas, Eid and Chinese New Year. In one lesson children were observing the differences and similarities between different creatures related to their study of 'mini-beasts' and made clay models to record their observations. They have many opportunities to see, observe and touch materials and dress up as bugs to play in the 'bug house'. However, their lack of vocabulary skills inhibits the development of concepts through creative role-play situations. They know that plants need water and light to survive as a result of planting and observing the growth of plants.
113. Overall teaching and learning are good. The staff support children well in investigating their surroundings and encourage them to solve problems. For example, they were consulted on the development of their outdoor area.

Physical development

114. By the end of reception year the children's physical development is appropriate for their age. There is good provision both indoors and outdoors for nursery children to develop their physical skills. Children show good awareness of space and control when they use wheeled toys. They use the large apparatus to climb and balance. Nursery children moved with good control, co-ordination and enjoyment when they walked across the narrow blocks, balancing well. Reception children have opportunities to use their outdoor equipment at fixed times and to improve their confidence and skills in climbing, balancing, jumping and running. In one lesson taken outside in the playground, children showed good understanding of using their space and developed their throwing and catching skills. Inside the class children move confidently and negotiate their space well. Most handle pencils, brushes, glue spreaders, craft tools, puzzles and construction kits appropriately. Many control the computer mouse appropriately.
115. Overall, the quality of teaching and learning is good. The children are given regular access to well-organised activities to develop their skills of control and balance. The school provides fruit and milk daily for children and teaches them about healthy eating. However, the need for exercise and the changes that happen in the body after exercise are not discussed with children.

Creative development

116. Children are offered a wide range of opportunities that stimulate their imagination and enable them to make good progress. However, their attainment by the end of reception year remains below expectations mainly due to a lack of English vocabulary. In the role-play areas reception class children had opportunities to wear masks for their topic on mini-beasts, but a lack of language hindered their progress in enacting and developing their skills in story telling. Children use pencils, felt pens, crayons and paints confidently to present their ideas through drawing, painting, printing and modelling. They experiment with a range of art materials and techniques when they print, make

collage pictures, observe and draw an amaryllis and learn to mix colours. For example, in the nursery, children were making a three-dimensional model of a dinosaur from recyclable materials and reception classes had made a butterfly cocoon. Children sing songs and action rhymes using musical instruments. Children's knowledge of a range of nursery and action rhymes is limited.

117. The overall quality of teaching and learning is good. Children are given opportunities to experiment with materials and to make their own creative responses.

ENGLISH

118. By the end of Year 2 and Year 6 pupils attain standards that are below those expected in speaking, listening, reading and writing. Pupils, including those with special educational needs and those who learn English as an additional language, make good progress in their learning because they are increasingly well taught and are well supported during lessons. This maintains the position seen at the time of the previous inspection.
119. Results in tests over the past five years indicate that standards have been consistently well below national expectations. However, the school has been able to prove that the data gathered on standards at the end of Year 2 during the past five years has been unreliable. This has caused the value-added judgements at the end of Year 6 to be inaccurate. Some differences have been noted between the performance of girls and boys; however, no significant variations were observed during the inspection.
120. Standards in speaking throughout the school are developing but remain below those found in most schools. Pupils enter the school with well below average skills in language and communication and, as a result of some good, very good and excellent teaching, make good progress in all year groups. This results in increased confidence in speaking skills both in lessons and during discussions with pupils. Many pupils lack a wide vocabulary so that they are not able to use interesting language or complex sentences to express their ideas clearly, confidently and succinctly, which sometimes leads to frustration. Several teachers have become expert at developing pupils' speaking and listening skills through well-planned activities, supported by clearly-focused learning objectives. In nearly all lessons pupils respond to their teachers' questioning positively and engage willingly in dialogue during paired work, small group and whole-class discussions. Most teachers have well-developed management strategies which help pupils to pay attention, listen well to each other and their teachers and sustain their concentration over time. Where pupils continue to call out inappropriately in some lessons, teachers are not yet able to use their classroom-management skills successfully to help pupils change this behaviour and use their listening skills appropriately. Standards have been maintained since the previous inspection.
121. The school is continuing to develop a clear strategy for the teaching of reading and as a result standards in reading are now close to those expected nationally at the end of Year 2 and Year 6, with some pupils attaining at the higher levels in both age groups. Overall, pupils, including those with special educational needs, consistently make good progress in their reading. Higher attaining pupils and those of average ability read well. They are mostly accurate and fluent, use expression effectively, often making attempts at self-correcting and show understanding of the plot. They also use punctuation well, which demonstrates their developing understanding of its function and use in reading and writing. Less able pupils are able to read simple texts, using the context of the story and pictures to help them with decoding; however, they lack confidence in tackling new or unfamiliar words and are not yet making use of their growing knowledge of phonics and blends to help themselves. Most pupils say that they 'quite like reading' and take books home regularly and several pupils belong to and use a local library. However, pupils do not have home-school reading records because they are regularly lost and few admit to reading to their parents or carers, which shows that the school is not well supported in its efforts to raise standards in reading. Teachers maintain extensive reading records which are up to date and show progress over time. These clearly identify areas for improvement, although pupils, when asked, were not readily able to say what their current reading targets were.
122. Although the school library has recently been refurbished, the stock of books is severely reduced due to an accident involving the entire range of books. The school is taking appropriate steps and

working very hard to redeem the situation as quickly as possible; regular book fairs are held and good links have been established with a local book shop to support it in its endeavours; delightful reading corners have been established in all classrooms and the range and quantity of guided reading books are generally good. As a result the status of reading is slowly but surely being raised throughout the school.

123. Standards in writing are below those expected nationally for seven and 11-year-olds. As with reading, progress is good in both the lower and upper parts of the school and very good overall, especially when pupils' well below average attainment on entry to the school is taken into account. The number of pupils achieving at the higher levels is lower than that in reading. By the end of Year 2 higher attaining pupils and those of average ability are beginning to communicate meaning in their writing. They are encouraged to write independently and the most able can now write and explain their ideas in a logical sequence, although there is only limited awareness of more-complex punctuation such as question marks, exclamation marks and speech marks. Less able pupils are making progress in ordering their ideas and some are using full stops and capital letters, although this is far from consistent and simple words are still often spelt incorrectly. By the end of Year 6 the writing of higher-attaining pupils shows growing maturity and increased knowledge of the use of language to communicate and express feelings, ideas and emotions; however, there are still significant concerns about basic spelling, punctuation and grammar. Pupils are given good opportunities to write for a range of purposes, including lists, instructions, letters, accounts and story telling; opportunities for extended writing are not yet well developed to include other areas of the curriculum such as history, design and technology and RE, which further contributes to reinforcing learning and raising standards in writing across the school.
124. Standards in handwriting and presentation are not sufficiently high across the school, which is affecting standards in writing. There is no clear sense of a whole-school approach developing. Significant numbers of pupils throughout the school are not yet forming letters correctly and pencil grips are not always appropriate; pupils are not being properly prepared for writing freely and at speed, using a neat cursive script. Pupils' work, mainly in pencil, often appears scrappy and untidy with many crossings out. In too many lessons teachers' expectations are not sufficiently high and they fail to consistently demonstrate an appropriate style of handwriting whilst teaching. Overall there is good evidence of teachers having high expectations that the date in a particular format is written, along with an appropriate title or learning objective which contextualises the writing and work is rarely undated or untitled. Teachers are making good use of quality books of an appropriate size for recording pupils' work. This is having a positive impact on the amount of work pupils produce and enables both them and teachers to recognise progress over time and identify specific areas for improvement.
125. The quality of teaching is good in Years 1 and 2 and very good in Years 3 to 6. Three lessons observed were excellent. This quality of teaching is contributing strongly to the good progress pupils are making; only two lessons were unsatisfactory. The school has worked hard at developing teachers' planning, which follows the National Literacy Strategy format in all classes. Learning objectives are clear and tasks to match pupils' levels of attainment are identified, although in some cases this provision is basic and relates only to the use of support staff. In some classes the level of work is not sufficiently evident in pupils' tasks because there is no annotation to provide a context for what support has been given.
126. Teachers have very good subject knowledge overall and teach confidently; some demonstrate excellent subject knowledge and offer pupils a very good learning experience. Teachers are clear about what they want pupils to learn and generally base learning objectives on what pupils already know and can do; however, there is still insufficient emphasis on activities which challenge or extend the learning of more-able pupils; in some lessons teachers bring learning objectives alive in the way they share them with pupils and revisit them at the end of lessons where pupils are given good opportunities to evaluate their own work and progress. However, sessions at the end of lessons do not always consolidate or extend pupils' learning sufficiently. Some teachers are particularly skilled in questioning pupils to challenge or support less-able pupils. The pace of lessons is generally good, but occasionally they lose pace and, where this happens, pupils' interest and motivation diminish, which results in outcomes of a lower standard than normal and more-able pupils are not challenged. Relationships in classrooms are very good, which enables pupils to work

very well together. This is evident in the way they respond positively to each other and their teachers and work collaboratively.

127. The English curriculum is well planned and includes a range of additional activities which further enhance and enrich pupils' learning. The use of drama has not been fully developed through planned opportunities; for example, for role play in lessons. Support staff work well with pupils who have special educational needs, which generally enables them to participate in lessons effectively. Some pupils are identified as requiring additional support for their literacy, either in groups or individually; however, they are removed from the classroom for this, which denies them access to teaching and learning alongside other pupils.
128. The school has established very effective procedures to assess pupils' achievements and there is evidence that information is used well to track pupil progress through the school. All pupils, including those with special educational needs, have appropriate targets for improving their literacy skills, but there was little evidence of them being used in lessons or to support teachers' planning and discussions with pupils in lessons revealed that they do not all know what their targets are. The marking of pupils' work is developing well but remains inconsistent; in some classes teachers are establishing an excellent dialogue through evaluative comments and identifying what pupils have to do to improve. The school has developed good procedures for developing pupils' basic literacy skills; they are given some opportunities to use their writing skills in other subjects during English lessons, but this is still to be properly developed at a whole-school level in other subjects of the curriculum. ICT is not yet sufficiently used to help pupils develop their literacy skills. There was limited evidence during the inspection of homework being used to support and extend pupils' learning beyond reading.
129. The leadership and management of English are good; the deputy headteacher has a very good knowledge of the National Literacy Strategy and a clear understanding of what needs to be done at a whole-school level to continue to improve standards, particularly in writing, across the school. There has been a significant level of monitoring of teachers' planning and delivery with verbal and written feedback; this is having a strong impact in the classroom by improving the quality of teaching. The deputy headteacher has worked hard with the headteacher on analysing data, evaluating pupils' achievements in standardised tests and devising assessment procedures; these are now well linked to whole-school monitoring procedures. Overall there has been good improvement in English.

MATHEMATICS

130. Pupils in Year 2 attain standards that are close to national averages, which exemplifies the good progress they have made since their arrival in school. Attainment is improving all the time and pupils are usually set work that tests and challenges their knowledge and skills in number, shape and measure. A good foundation for future learning is securely laid. Pupils achieve well and some achieve very well indeed against a background of poor numeracy skills when they entered the school. Pupils with learning difficulties or English as an additional language are given good support as they work towards their personal targets. The school has made good progress in mathematics since the last inspection.
131. Pupils continue to make good progress in Year 6, although attainment is below the national standard. This is because teaching in previous years has not provided the secure base in numeracy that pupils need if they are to successfully tackle more-difficult work. Teaching is much better than it was. Good progress is now being made. Pupils go about their tasks with confidence, although gaps in their background knowledge limit their ability to solve problems and conduct investigations. Pupils with learning difficulties or English as an additional language continue to enjoy support and begin to catch up. There is a wide variation in what is achieved by the lowest and highest attainers. Occasionally, more-able pupils are not sufficiently challenged and repeat work in which they are already competent.
132. By the end of Year 2 most pupils count, order and add numbers satisfactorily and use what they know to solve simple problems. Many pupils have difficulty with 'taking away' numbers, but frequent practice in counting backwards during oral work is improving this skill. Pupils know the names of

regular shapes such as squares, rectangles and circles and many are able to count corners, edges and sides. Pupils use number skills in telling the time on the hour and half hour. They also practise the use of number in money by working out, for example, the change from 50 pence. The highest attainers give the correct change for two pounds. Pupils collect information, such as class birth-months or the number of books borrowed from the library and illustrate it on a bar chart. In one Year 2 class, pupils have devised their own strategies for solving problems and these are proudly displayed in the classroom. This gives pupils a high stake in their own learning and makes a very significant impact upon progress. It also exemplifies excellent classroom practice.

133. By the end of Year 6 most pupils are familiar with the basic elements of mathematics that they will encounter in the secondary school. During the inspection, pupils work satisfactorily with the four rules of number and apply what they know to decimals, fractions and percentages. A significant number are not as confident and secure as they should be in their knowledge of multiplication tables and this markedly slows down their problem-solving abilities. Pupils enjoy learning about reflective symmetry and use mirrors to help them draw the reflected shape. They know that co-ordinates fix the position of a point and most are able to label the points of the reflected shape correctly. Negative co-ordinates pose the greatest difficulty, but pupils persist until understanding dawns. They are slowly developing confidence in conducting their own investigations and in one lesson they spent a useful hour working out the possible combinations of clothes that could be taken on holiday. Several pupils spotted that there was a number pattern that would help them reach a conclusion more quickly. A check on pupils' previous work revealed a helpful excursion into the foothills of algebra that will give them an advantage when they reach secondary school.
134. Pupils use number skills satisfactorily in other subjects, although there is not yet a clear plan for development in this area. Pupils use simple co-ordinates in geography to help them read a map. In history they place historical events on a time line. In science and in design and technology pupils use measuring skills to prepare for experiments and in designing, for example, the template for a cardboard guitar. Discrete lessons in the computer room enable pupils to consolidate skills in number, shape and data processing, but information technology is not used enough as a planned part of everyday lessons in mathematics.
135. The quality of teaching is good overall and there are many very good features. Teaching continues to improve and contributes very significantly to the present rise in standards. The best teaching is precise and sequential. Expectations of pupils' work and behaviour are very high. Pupils are managed firmly but sensitively. Questions are probing and open and pupils are expected to explain their answers. This confirms understanding and shows the teacher where the gaps in knowledge are. Pupils are told what they going to be taught and at the end of every lesson what they have learned is carefully checked. This gives the starting point for the next lesson and ensures progress. In all lessons relationships are very good and pupils therefore enjoy what they do, which strongly affects progress. In one lesson pupils sang quietly as they worked, and told the inspector that mathematics is fun. Classroom assistants work well with the teacher and provide very good support for pupils with learning difficulties.
136. An experienced teacher, who has set the right priorities for development, energetically and confidently manages the subject. Teaching is monitored and good practice is shared. Test results are analysed and provide a good guide for planning. Assessment, while not entirely consistent, is developing well. Additional teaching is provided for pupils to improve their learning before the national tests. Resources are good and are used well to support learning. Good use is made of generous accommodation. It is enhanced by high-quality displays of pupils' work that generate enthusiasm and support progress.

SCIENCE

137. Standards in science have risen since the last inspection. That inspection found that pupils' standards in science were 'barely sound' throughout the school. There was a particular weakness in their understanding of scientific processes. This inspection finds that standards in science are on course to be in line with expectation for the majority of pupils by the end of Year 6. Results from the 2002 tests showed standards to be well below average when compared with those in schools with a similar entitlement to free school meals. Although the trend over time has been steadily

downwards, the very good teaching seen during the inspection is enabling pupils to achieve well in infant and junior classes. Test results also indicate a significant difference between the achievements of boys and girls. The school carefully analyses outcomes of assessment against a range of criteria, including gender and puts appropriate strategies in place. As a result no significant differences were found during the inspection. By the end of Year 2 most pupils are on target to achieve the expected standards. The results in this school of national tests for Year 2 pupils over the last few years have been shown to be unreliable. This has also affected the reliability of value-added judgements at the end of Year 6.

138. By Year 6 the most able pupils understand how to plan a fair test, taking account of variables and predicting what might happen. For example, one pupil thought that 'Paper will fall slower when it is flat than when it is screwed up, because of air resistance'. They can record what they have found out in written reports, diagrams and graphs. Almost all pupils can name the parts of a plant, identify a range of light sources and design and use a classification key. Most pupils have significant gaps in their scientific knowledge, but demonstrate sound and improving skills in scientific enquiry. By Year 2 most pupils can identify the properties of a range of common materials and describe these in everyday terms. More-able pupils can describe how some materials are changed by heating or cooling. Most know about the dangers associated with electricity and can use simple classification to sort living things. They can carry out simple investigations and record results; for example, finding the warmest part of the classroom by observing melting ice cubes.
139. All teaching seen during the inspection was satisfactory or better. Most was good or very good, with one excellent lesson in Year 2. Because the teaching of science is now very good overall, there has been a very rapid improvement in the standards that pupils achieve. Teachers have good subject knowledge and plan lessons carefully. In all lessons there are very clear objectives for learning and the questioning of pupils helps them to clarify their own thinking and explain their ideas more clearly. This gives very good support to pupils whose first language is not English and enables them to learn very well. For example, in a Year 5 lesson the teacher worked with the whole class to explain how and why shadows change through the day and then asked groups of pupils to explain this again to the class.
140. Throughout the school there is a strong emphasis on the teaching of scientific skills and processes and all pupils are making very good progress in this aspect of the subject. Teachers help pupils to show what they have learnt in a variety of ways; for example, through verbal reports, role-play, diagrams, charts and group planning sheets. This enables pupils to succeed in science despite very weak writing skills. Teachers assess the outcomes of each lesson carefully and use this information when they plan the next lesson. Work is usually marked in a way which helps pupils to understand what they have done well and what they need to do next to improve. Teachers use resources well to ensure that lessons are varied, interesting and exciting for pupils. In the few lessons where the pace and interest were less good, pupils soon became restless and achieved less well.
141. Teaching assistants give good support to less able pupils and those with special educational needs. This results in good achievement in science for all pupils.
142. Although there are pupils with challenging behaviour in most classes, pupils' attitudes and behaviour in science are good overall. They are excited by new knowledge and thoroughly enjoy investigative work. They work well in pairs and in groups. This is due to the very good management of pupils by staff and the very good relationships they have built up with pupils. The strongly inclusive culture in the school is reflected in the way pupils are learning to respect the opinions of others and to celebrate the achievements of classmates.
143. The nationally developed scheme of work is used to ensure coverage of the science curriculum and teachers are beginning to adapt this well to more closely meet the needs of their pupils. For example, planning often identifies 'thinking skills' in addition to the science objective. The curriculum is enhanced through visitors and links with the local community; for example, involvement in the 'Grounds for Growing' project. There are some links with literacy and numeracy

in science lessons; for example a Years 3 and 4 class recorded readings from force meters using decimals. However, this is an area which is not yet fully developed.

144. The subject manager has only recently taken on the role. Consequently, the management of science is at an early stage of development. The manager uses samples of pupils' work when talking to teachers about standards. The focus for the autumn term will be on the monitoring of pupils' work and this is appropriate. The school has a very good data analysis for science, which is being used well to inform teaching and therefore raise standards. There has been very good improvement in this subject since the last inspection.

ART AND DESIGN

145. Standards are in line with national expectations in Years 2 and 6 as a result of at least satisfactory teaching overall. Judgements are based on:
- one lesson observed in the lower school;
 - a collaborative lesson, involving two teachers and their classes, observed in the upper school;
 - discussion with Year 6 pupils;
 - a scrutiny of work in classrooms and around the school; and
 - a discussion with the recently appointed subject manager.
146. Pupils of all abilities make satisfactory progress in their learning. Pupils, including those with special educational needs and those from different ethnic groups, are included well in all activities and receive good support to help them learn. Looking at past work shows that pupils throughout the school are able to use a variety of media and are involved in an appropriate range of activities including painting, printing, drawing, collage, sculpture and clay work.
147. Teachers' knowledge and understanding are developing and they are making very good use of their growing confidence in teaching other areas of the curriculum to help them to develop their skills as teachers of art and design. This was evident in the double Year 5 lesson observed where pupils were designing a composition based on a sense of place, using photographs and sketches, following a recent visit to study the local environment. In this very-well-taught lesson both teachers participated fully and the artistic skills of the learning-support assistant were used effectively to show pupils how their compositions could be developed. Pupils showed good recall of their earlier learning and were ably helped to understand the complexities of perspective through discussion and the skilful use of resources and exemplars.
148. Planned teaching of specific skills which builds on pupils' prior learning has not yet been developed beyond basic levels. For example, pupils in Year 1 are making appropriate progress with their clay models in the style of Henry Moore, following a recent school trip. However, there is currently insufficient direct teaching of the skills needed to work successfully with clay, so that pupils are developing their knowledge and understanding over time. Teaching of the basic skills in painting is satisfactory so that, for example, Year 1 pupils are learning how to mix colours effectively in their delightful paintings of amaryllis or when painting portraits in the style of Van Gogh. Standards of sketching throughout the school do not meet national expectations. Although pupils are given opportunities for sketching and drawing, these skills are not yet being taught systematically with specific emphasis on careful observation and the use of shading and a range of different pencils. Some classes have sketchbooks, but these are not yet used consistently, so that pupils are not learning how to experiment or plan work, record ideas as they develop, or produce written evaluations of their artwork or that of others. This also prevents teachers and pupils from seeing how progress is developing in their work over time. Teachers' use of assessment is basic and is an area for development so that pupils receive specific comments about how they can improve their work.
149. Discussion with pupils in and out of lessons demonstrates clearly that they like art and enjoy all the activities due to teachers' positive attitudes towards the subject. In lessons observed, teachers used their management skills effectively, which meant that pupils generally behaved well and worked well together. Good opportunities for social development include group and paired activities

and pupils are given good opportunities for reflection and spiritual development when the teachers ask them to say what they think is good in their own work and that of others. Cultural development is given good attention through opportunities to study the work of famous artists; for example, work in the style of Kandinsky using pen and ink, based on an underwater theme, which shows the relationship between shape, colour and pattern. Pupils also make collages in the style of Piet Mondrian, based on patterns using primary colours.

150. Links with other subjects are developing; for example, the Year 2 ladybird paintings using symmetry, which support their learning in mathematics and also designs for Joseph's coat which link with their learning in religious education. Numeracy skills are occasionally used effectively; for example, when pupils measure and produce a grid for enlarging areas of drawings. Pupils throughout the school are able to use information and communication technology to help them with designs and research, but this is an underdeveloped area which the school has already identified as a priority.
151. Leadership and management of art and design are still at the developmental stage. Although the subject manager is very new to the post and the teaching profession, she has some expertise in art, is very keen to learn the skills of subject management and has already attended a course on textiles. The school has made satisfactory progress since the previous inspection in that the art-and-design curriculum now follows national guidance appropriately and the school enriches it well with a range of visits for specific purposes and developing links with other subjects. Basic assessment activities are undertaken at the end of the year. However, the school is intending to extend assessment further to include end-of-unit and other more-specific assessment to show how well pupils progress. The monitoring of the quality of teaching in lessons has yet to be undertaken. Resources are satisfactory and are used well by teachers.

DESIGN AND TECHNOLOGY

152. Only two lessons were observed in design and technology during the inspection. Judgements are based on these lessons, discussions with pupils and staff and a scrutiny of pupils' work, including displays. Standards in design and technology are sound and meet expectations. There are no significant differences between the achievements of pupils of different abilities. Pupils in Year 6 can research designs for shields and head-dresses, based on the ancient Aztec civilization. They use a range of tools and materials appropriately and work at a productive pace. Younger pupils design playground equipment and make and evaluate working models. The level of improvement since the last inspection cannot be judged, as no overall judgement of the standards achieved in design and technology was made in that report.
153. The teaching of design and technology is good overall, although as yet the impact on standards is limited. This is because older pupils lack the skills normally expected. However, all pupils achieve well. Lessons are well planned and teachers have a good level of knowledge of design and technology. Pupils enjoy this subject and work carefully and sensibly in small groups. They can evaluate and improve their designs; for example, when designing and making a survival shelter. There are some good cross-curricular links; for example, making musical instruments.
154. Arrangements for assessment are satisfactory in lessons, but the monitoring and assessment of achievements across the school are not yet in place. The subject manager is new to the post but is clear about how she needs to develop her role. Resources for the subject are adequate, although the subject manager is about to audit needs for next year, in order to raise standards.

GEOGRAPHY

155. Two geography lessons were seen during the inspection in mixed classes for Years 3 and 4. Other evidence was gained from the scrutiny of pupils' books and work displayed in classrooms and corridors. Discussions were held with teachers and the headteacher, who is the manager of the subject. Standards by the end of Year 2 are in line with those expected nationally. The standards for the Year 6 pupils are below expectations. However, they are improving for other pupils in the school. This is because the subject is currently a high priority for development. In the lessons observed, pupils achieved well and their overall progress is improving. Pupils with special

educational needs and those who speak English as an additional language make good progress which is similar to that of other pupils.

156. By the end of Year 2, pupils identify features such as different types of houses and streets in their locality. They can map their route to school, identify landmarks and carry out a survey of transport. Pupils suggest simple ways in which their school environment might be improved. They are aware of different localities such as the countryside and the seaside. Pupils in Year 2, in relation to their study of Ghana, learn about the countries on the African continent and people's professions and discuss some physical features of the country.
157. By the end of Year 6, pupils recall many facts about the river studies that they have undertaken. However, the work in pupils' books is of insufficient detail because their literacy skills are less developed and the study of geography was not given a high priority in the past. The school is appropriately focusing on the development of the subject and as a result standards are improving for pupils in Years 3 and 4. These pupils understand how maps are drawn and the symbols that are used for landmarks.
158. The overall quality of teaching and learning was good in the lessons seen. Strengths in teaching include very-well-planned lessons, positive relationships and good management of behaviour. Pupils of all abilities meet appropriate challenges in their activities. Pupils who have special needs and those who speak English as an additional language are supported through the use of more visual content such as maps and pictures and charts displaying vocabulary and symbols. Pupils' skills in finding places on the maps and drawing their own route from home to school are good. Teachers emphasise the correct use of geographical vocabulary and this has a positive impact on pupils' learning.
159. The curriculum makes a good contribution to pupils' cultural development through work carried out on local studies and the study of a distant place. Opportunities to work in pairs and groups support pupils' social development well. Pupils research from books and use the Internet to access relevant information; this improves their literacy and computer skills. However, written work is less developed than oral discussion. There are some links with numeracy when pupils collect and present information in graph or in table form.
160. Geography has recently become a focus for development. Currently the headteacher is providing good leadership and management pending the appointment of a co-ordinator. The teaching and learning are well monitored and as a result pupils' standards are improving. There are sufficient resources to meet the needs of the National Curriculum. Visits to places and visitors to the school are used well to extend pupils' learning. The school has made satisfactory improvement since the last inspection and is continuing to do so.

HISTORY

161. The standards that pupils reach in history are in line with the national expectations for Year 2 pupils but below for Year 6 pupils. Pupils, including those with special educational needs or English as an additional language, make good progress. Boys and girls of all abilities and ethnic backgrounds achieve well. They enjoy the subject and show enthusiasm for the work.
162. Year 2 pupils have a good knowledge and understanding of the Fire of London in 1666 and understand the importance of famous people from the past such as Samuel Pepys. They know that he was a diarist and are learning about the need to use evidence to draw conclusions. They are confident in using historical terminology such as 'past' and 'present' and identify changes that have taken place over time; for example, in the structure of houses and the materials that are used now.
163. Most Year 6 pupils are developing their knowledge and understanding of the Aztec civilisation. They are developing their understanding of the importance of evidence for learning about past societies and the effects of different events such as the attack by Cortes on the lives of Aztecs. Pupils have access to a range of sources such as information sheets and the Internet. However, as history has not yet been a focus subject, pupils' knowledge of a range of periods and understanding of the interpretation of history are not yet well developed. Standards for pupils in Years 3 to 5 are

improving. Pupils' verbal skills in discussions are better than their writing skills due to less-well-developed literacy skills. They are keen and interested in the subject and work co-operatively in pairs and groups; for example, when discussing the reasons for Cortes' attack on the Aztecs.

164. The overall quality of teaching and learning is good for pupils of all ages. Teachers have good knowledge and understanding of the subject and high expectations of pupils' rate of progress and behaviour. Pupils respond positively to this. Two excellent lessons were seen in Year 2 and Year 6. Teachers planned these lessons very well, and presented work in a lively and imaginative way to pupils, so ensuring that their learning about past events and important figures from history is effective. The very good use of questioning, and time given to pupils to think before answering, helped them to improve their understanding. Teachers used resources very effectively to improve pupils' understanding of chronology and the use of evidence to find information about the past. Good use of visits and visitors supports all pupils, particularly those who have special educational needs and those learning English as an additional language. Pupils are given many opportunities to discuss work in pairs and groups and this supports their social development. The subject contributes well towards pupils' cultural, moral and spiritual development. However, teaching does not always emphasise that the past can be represented and interpreted in different ways, for example, our view looking back compared to the views of the people involved at the time and the restrictions of their society.
165. The deputy headteacher is providing good leadership and manages the subject well pending the appointment of a permanent subject manager. Book resources and artefacts are sufficient and, when and if needed, are borrowed from the local library. A start is made to using information and communication technology through the Internet and CD Roms for gathering information. Literacy and numeracy skills are used, but due to less-developed literacy skills the work in pupils' books is insufficient to demonstrate fully their knowledge and understanding of the topics learned. The assessment and recording procedures are not yet developed. Consequently, the progress that pupils' make cannot be clearly identified. Teaching and learning are monitored to identify and rectify weaknesses and this contributes well to the ways in which pupils' learn.

INFORMATION AND COMMUNICATION TECHNOLOGY

166. By the end of Year 2, standards are in line with the national average and pupils' achievement is satisfactory. They use the mouse with confidence to select from an on-screen menu, drag and drop screen icons and print their work. They are able satisfactorily to find letters and numbers on the keyboard. They know that information can be obtained from television, radio, compact discs, videotape, audio-tape and CD-ROMs. Evidence was seen of pupils using the school's digital cameras and tape recorders in their work.
167. By Year 6, standards are in line with national expectations and pupils' achievement is satisfactory. They confidently log-on and close down the computer, manipulate screen icons using the mouse, select items from an on-screen menu, use the 'drag and drop' features of a program and print their work. They write simple stories and poems and use the paint packages. They can change the size, style and colour of fonts. Pupils save their work on to the server. Good use is made of learning-support assistants to help pupils in small groups. Word-processing skills are satisfactory and past work indicates that most pupils know how to incorporate 'clip art' images into pieces of text. Examples of multimedia presentations on the scientific topic of "Light" are also displayed. Pupils have had experience of spreadsheets and are able to build a database by entering previously researched information on dinosaurs into the correct pre-historic period. Pupils are then able to interrogate the database. Pupils in Years 3 and 4 conclude their ICT lessons by sending and receiving e-mails. This enables them to develop a life skill and reinforces the practical application of ICT.
168. The school has made good progress since the last inspection. At that time pupils' standards of attainment were below national expectations. All pupils now have basic skills that are at least satisfactory and sometimes good. This has been achieved by providing greater access to computers and more direct teaching of skills to the whole class. Schemes of work identify opportunities for the progressive development of ICT skills and are planned to support further

progress in the future. Improvements to the management and resourcing of the subject are beginning to have an impact on pupils' learning and the standards that they reach.

169. Inspection evidence indicates that teachers' have a good knowledge of the requirements of ICT. The sessions of direct teaching observed during the inspection were good and the overall quality of teaching and its impact on pupils' progress are satisfactory. The teaching was clear and precise and pupils listened intently. All pupils observed working on computers were enjoying the activity. However, most of the curriculum delivery was by whole-school teaching in the computer suite and very little was seen of pupils using the computers in their classrooms. There was only limited evidence of ICT supporting work in other subjects. Opportunities to extend pupils' enthusiasm and for further practice are therefore being missed, which is limiting progress.
170. Resources for ICT have improved since the last inspection and there are plans to develop them further. Each class has two multimedia computers of good quality and there is a suite of 16 machines which supports the direct teaching of ICT skills. All classes use the suite on a weekly basis and make use of the smartboard, which focuses pupils' attention and enables them to understand clearly the requirements of the lesson. A range of pre-installed computer programs which cover the full range of the ICT strands are used. For example, in a Year 4 lesson pupils used a music program to develop their skills in determining the pitch and duration of musical notes by adapting a version of "Three Blind Mice". In another good lesson observed in Year 2, pupils were learning to program the Roamer. Through practical application, pupils were able to see the result of incorrect sequencing. However, there are periods during the day when the computer suite is not used and at the moment teachers are unable to develop activities started in the computer suite when they return to the classroom. The good ambience in the room initially helps pupils to remain focused and sustain their concentration, but the ventilation is poor and the room quickly becomes very warm, causing pupils to feel lethargic.
171. Teacher assessment is, in general, satisfactory but does not inform planning for individuals or groups of pupils. It is not to a common format for the whole school. Higher- and lower-attaining pupils are often set the same task, which does not consider the needs of different ability groups or skills that many pupils bring from home. There is an increasing disparity between pupils who have home access to a computer and those who do not. There is also a limited amount of recorded evidence of work done by pupils, which limits the assessment of pupils' progress. Although some use is made of the Internet, pupils currently have insufficient opportunities to use computers to support their learning. They have too few opportunities to use and apply their literacy and numeracy skills and this hampers the progress that they are able to make. Although there is evidence that pupils are now using computers successfully to support some of the data-handling aspect of mathematics, their experience and confidence in choosing and operating specific applications unaided are limited. The needs of pupils with special educational needs are met appropriately and they achieve as well as their peers when the targets in their individual education plans are taken into account.
172. The subject is effectively managed. There are two subject managers, one for hardware and software development and the other for curriculum. Both are knowledgeable and enthusiastic about the subject and have identified the strengths and areas for development. However, there is not enough monitoring taking place of the use of the school's ICT resources, especially in classrooms. Consequently, although computers in classrooms are often turned on, too many opportunities are missed to use them during lessons in other subjects. Although leadership of the subject is generally satisfactory, no opportunity has yet been given for the subject co-ordinator to monitor teaching and learning or to work alongside colleagues. The school is aware that the use of assessment to inform planning and to track pupils' progress requires further development.
173. The school has its own web-site with links to school information, parent information, the curriculum and visits to the classes. Although many of the areas have still to be completed, the site has many photographs and provides useful information for interested parties whilst effectively promoting the school.

MUSIC

174. In Year 2 and Year 6, pupils' attainment in music matches the national expectation. The quality of their singing is above that normally found. Pupils with learning difficulties or English as an additional language are very well supported and take an active part in lessons. Pupils make satisfactory progress in all aspects of the music curriculum. Many pupils make good progress in performing music. All pupils achieve all that could reasonably be expected of them. Music is an essential and notable part of the school's culture and makes a significant contribution to pupils' personal development.
175. In all year groups, performance is the strongest element of the music curriculum. Pupils sing well, in tune and with good expression in the classroom and in assembly. They learn new songs, often with actions, quickly. They perform them with compelling enthusiasm. Pupils perform regularly in public and large numbers take part in ambitious productions that command a good audience of parents and bring pleasure to everyone concerned. As pupils assemble, they listen to recorded music from different parts of the world and so become familiar with the idea that music creates a mood and an atmosphere. Pupils give solo and ensemble performances in assembly and their efforts bring spontaneous and sustained applause. The Year 6 'Soul Singers' performance of *'What my Heart wants to say'* was excellent and will linger for a long time in the memory of anyone fortunate enough to hear it.
176. By Year 2 pupils know that music is made up of long and short sounds and silences. They learn how to make different sounds with their voices and instruments. Pupils are familiar with the pulse of music and recognise the steady beat in songs such as *My Grandfather's Clock*. The teacher says, 'Have you brought your singing voice?' and, in unison, the pupils respond, 'We have!' Pupils sing with a good awareness of tempo and pitch and sing a round in two parts to demonstrate what they know.
177. By Year 6, pupils have become confident and knowledgeable singers. In Year 4, pupils march and sing *Walk Daniel*, emphasise the beats in the bar correctly and maintain a good rhythm. In Year 5, pupils listen to each other sing a round and then sympathetically comment on others' performances. Pupils sing in tune and with very good expression. Pupils in Year 6 show all that they have learnt when they sing and play *'We've got the Blues'* and there are several solo performances of distinction by the Soul Singers in rehearsal. All pupils take a full and joyful part as they learn that music tells a story and that the beat and rhythm create the mood. This lesson provided an excellent showcase for raw talent that was rehearsed and refined as the lesson progressed.
178. Teaching is always good and often very good. Teachers find the right balance between creativity and control and this leaves pupils free to experiment with sounds. This they do, but they respond well to the teachers' call for order. 'Watch the conductor' is the cry. Pupils are aware of the need for teamwork in music. Classes are managed well. Relationships are good and based on mutual respect. Pupils commit too little to paper and compositions are not retained. This is a relative weakness as there is so much that is memorable. Lesson planning is satisfactory but is not guided by a record of pupils' progress. Consequently, progression is led by simply following the steps laid out in the music curriculum.
179. The music co-ordinator has been in post a short time only and the priorities are to build up the quantity and quality of classroom instruments and to establish a clear scheme of work and assess pupils' progress to ensure good progression through the music curriculum. During the inspection, music was seen to contribute substantially to the strong community spirit of the school.

PHYSICAL EDUCATION

180. Physical education has a firm place in the curriculum and is well supported by a very good range of extra-curricular activities including a dance club, five soccer clubs, one of which is held on Saturday, basketball and a cricket club in partnership with Southwark local education authority and Surrey County Cricket Club. All these clubs are very well attended and are well supported by parents and carers. Years 3 and 4 are given swimming instruction and standards in all areas of physical education are broadly in line with expectations by the time pupils leave the school. Some

pupils attain higher standards than this according their particular abilities. All pupils enjoy their physical education lessons and have equal access to all that the school provides in this subject.

181. The great majority of children leave the Foundation Stage with levels of physical development which are in line with expectations for their age. At the end of Year 2 and Year 6 pupils reach standards which are in line with national expectations. Throughout the school all pupils, including those whose mother tongue is not English and those who have special educational needs, make sound progress in physical education. The school is careful to identify any pupil who has a particular talent and to promote this appropriately. This raises the self-esteem and self-confidence of these pupils, which in turn has a positive effect on their learning in other subjects.
182. As with other subjects physical education is often used to teach other subjects. For example, in a well-presented display of digital photographs pupils in the infants are seen establishing their understanding of position in mathematics by placing themselves under, on top of, to the right/left, in front of or behind large-scale equipment. In both infant and junior classes pupils cover the full range of gymnastics, games and dance activities and standards are in line with national expectations across the school. The school is part of both the Top Sport and Top Play initiatives and the resources for both of these schemes are well organised, easily accessible and well stored.
183. The quality of teaching throughout the school is never less than sound and often very good. Teachers set high standards of work and behaviour and are rarely disappointed. Their planning is good and pupils are enthusiastic and responsive. They want to do well and are pleased when they can see their own progress. Teachers manage pupils well and within the boundaries of safety encourage them to experiment and innovate. This provides appropriate challenge for all pupils.
184. The co-ordinator is relatively new to the role. She is extremely well qualified, particularly in gymnastics and has already begun to raise the profile of the subject within the school. She has begun to work with a local secondary school to raise the quality of gymnastics in both schools by sharing her coaching expertise in response to assistance with improving the level of resources for teaching and learning at Keyworth. She has already reviewed and renewed many resources and these are now well stored within the school. Teaching and learning resources are satisfactory in number and planning is in place to improve them further.

RELIGIOUS EDUCATION

185. The standards that pupils reach are above the expectations of the locally agreed syllabus in both Year 2 and Year 6. Pupils make very good progress throughout the school, particularly in the Foundation Stage and in early infant classes. These pupils do not have highly developed skills of writing and consequently do not record much of their work. However, as in other subjects, the school has very well developed strategies for enabling them to learn in spite of this. In Year 2 and throughout the junior classes pupils do record their work and, although their skills of presentation, including handwriting, are not as well developed as they should be, they undertake a good amount of written work and make good progress. All pupils, including those with English as an additional language and those with special educational needs, are fully involved in all lessons and make the same progress as their classmates.
186. The locally agreed syllabus, which provides for a comparative study of world religions, has been adopted by the school as its scheme of work. Thus the school fully meets the requirements of the locally agreed syllabus and pupils' progression in their knowledge and understanding of the subject is well maintained, because all teachers follow the syllabus closely. This has a very positive effect on pupils' learning.
187. Inspection evidence was gathered from observing lessons, talking to pupils, looking at their past written work where this was available and from talking to pupils and the subject manager. The quality of teaching in religious education is very good overall. Four lessons were observed during the inspection. In two of these the quality of teaching was excellent and in the other two it was good. Teachers' planning is very good and closely matches the scheme of work. The subject is regularly taught in all classes and where pupils have low-level skills in recording, their teachers promote discussion to a high level. This maturity of discussion is a feature of pupils' learning throughout the school. For example, in an excellent lesson in Year 2, pupils studied a good range

of religious artefacts. When inspectors talked to pupils during the lesson pupils made mature observations such as "These artefacts are special to people who are Christians". When pointing out a crucifix, one pupil observed "To Christians this reminds them that Jesus is always with them". In another excellent lesson in Year 6, pupils were developing a list of the most important principles in their lives. During the lesson a group of boys were heard discussing the difference between respect and honour. One pupil said, "I think that you can respect older people and their opinions, but you honour your parents and the laws of your country". In another group a girl reflected that she would place respect for her teacher at the top of her list, because without your teacher you would not get a good education or a good job. A boy in the same group reflected that he had thought of the teacher as the "Guru", who teaches religious beliefs and skills for life.

188. This level of thoughtfulness, maturity of reflection and sincerity of belief that all people have a right to have their religious beliefs respected, are powerful aspects of the development of pupils' knowledge and understanding of religion throughout the school. This depth and maturity of reflection also develop pupils' spirituality very well.
189. There are regular studies of Judaism, Islam, Buddhism, Sikhism, Hinduism and Christianity. Each of these studies stretches over a period of six to eight weeks and enables pupils to develop a very good understanding of the similarities and differences between the major world religions.
190. Visits and visitors to the school are used well to promote pupils' learning. For example, the local Imam visits the school to teach pupils how Muslims pray. Members of a Chinese family visit to help celebrate Chinese New Year and at various times of the year pupils visit China Town and St Agnes' Church. Local clergy regularly visit the school. This has the effect of teaching pupils to treat the beliefs of others with great respect.
191. The subject manager is very knowledgeable and sincere in her belief that religious education is a major tool in teaching pupils life skills. She is supportive of all staff in the teaching of religious education and has developed a very good range of religious artefacts which is constantly upgraded. These are very well used in lessons and have a significant impact on pupils' learning.