

INSPECTION REPORT

ROXETH NURSERY, FIRST AND MIDDLE SCHOOL

Harrow, London

LEA area: Harrow

Unique reference number: 102185

Headteacher: Ms H. Yeomans

Lead inspector: Mr G. R. Logan

Dates of inspection: 2 – 5 November 2004

Inspection number: 267599

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Middle deemed primary school
School category:	Community
Age range of pupils:	3 – 12
Gender of pupils:	Mixed
Number on roll:	413
School address:	Brickfields Byron Hill Road Harrow Middlesex
Postcode:	HA2 0JA
Telephone number:	02084221344
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs N. Knight
Date of previous inspection:	May 1999

CHARACTERISTICS OF THE SCHOOL

Roxeth Nursery, First and Middle School is located in a residential area between South Harrow and Harrow on the Hill. It serves an ethnically and socially diverse community. Although most housing in the immediate area is privately-owned, pupils come from a much wider area, with a significant proportion who live in social housing. This is a larger primary school than most. There are 397 pupils in the main school and 31 children in the Nursery who attend part-time. Just under one-third of pupils in the main school are from White European backgrounds, with a similar proportion of Asian heritage. The remaining pupils are of mixed-race or other family background. Fifteen pupils are at an early stage of learning to speak English. There are 15 refugees on roll. An above-average proportion of pupils (27 per cent) have special educational needs, mainly for moderate learning difficulties. Eleven of these have statements of special educational need. The school experiences a significant level of pupil mobility, with around 16 per cent of pupils leaving or joining the school at other than the expected points. The proportion of pupils receiving free school meals, four per cent at present, is well below the national average (18 per cent) and in decline. However, this is unlikely to reflect family circumstances accurately, as the lack of a cooked meals service in the authority means that not all families entitled to free school meals apply for them. When they enter the Nursery, most children have social and language skills that are below average. On entry to Reception, these skills are closer to the average. The Nursery class is located in the Hillview Centre, a local authority Early Excellence Centre in South Harrow. The school gained a Healthy Schools Award in 2001.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
11810	Mr G. Logan	Lead inspector	Mathematics Information and communication technology Physical education English as an additional language
32667	Mrs E. Coleman	Lay inspector	
18370	Mr K. Johnson	Team inspector	English Art and design Design and technology Religious education Citizenship Special educational needs
11901	Dr P. Lowe	Team inspector	Science Geography History Modern languages – French Music Personal, social and health education The Foundation Stage

The inspection contractor was:

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is an increasingly effective school. It has a supportive, caring ethos and very successfully includes all pupils. Older pupils in particular benefit from very effective teaching and achievement is improving. Standards are rising rapidly. The leadership of the school is excellent. The school provides good value for money.

The school's main strengths and weaknesses are:

- The leadership provided by the headteacher and senior management team is excellent. Governors are very effective.
- Provision for pupils in the Nursery class is very good.
- Pupils have very good attitudes and behave very well. The provision for pupils' personal, social and health education is good. Spiritual, moral, social and cultural development is very good.
- Pupils with special educational needs and those who do not speak English as their first language are supported well overall.
- Though not yet high enough, standards in English, mathematics and science are improving rapidly as a result of the increasing rigour in the teaching.
- The use of assessment information is not sufficiently effective to ensure that work is always well-matched to pupils' needs.
- The school is under-resourced for teaching information and communication technology (ICT); ICT is little used to support learning across the curriculum.

The school has made good progress since the last inspection. For several years after the 1999 inspection, the school experienced considerable turbulence, with unstable leadership and high staff mobility. This was reflected in falling standards and a declining roll. Under the very successful current management team, with new, committed staff, the decline has been arrested and the school is making rapid progress. The issues raised in 1999 have, overall, been tackled successfully, though some aspects, such as assessment and standards in science, have only been a focus for attention more recently and there is still further work to do. However, the high quality of teaching, particularly in the middle school, is having a significant effect on standards and the benefits are already coming through in rising national test results. Pupils' attitudes and behaviour have improved, the curriculum has been revised and enriched and there has been considerable input to the school environment. The public perception of the school has improved significantly.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	C	E	B	D
mathematics	A	D	C	E
Science	B	D	D	E

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average
Similar schools are those whose pupils attained similarly at the end of Year 2.*

Although achievement has, in recent years, been a weakness, there is clear evidence that this is improving, as a result of the rigorous teaching of the older pupils. **Pupils are now achieving well.** Most children enter Nursery with below average social and language skills. On entry to Reception these are closer to the average. Almost all children in Reception are likely to reach the goals set for the end of the Reception Year, with a few exceeding the expected level. Standards in Year 2 have, over time, been much higher in mathematics than in reading or writing. However, there was a significant improvement in all areas, other than in science, in 2004. Standards in Year 6 also improved in 2004, other than in science. Standards in Year 2 currently are above average in

English and mathematics and average in science. Standards in Years 6 and 7 are average in all three subjects. Current input to science is having a very positive effect on the quality of pupils' work. Pupils' literacy skills are used satisfactorily across the curriculum. Standards in information and communication technology are below average overall and ICT is little used to support learning in other subjects. Standards in most subjects other than English, mathematics and science are similar to those normally found but are well above average in history for Year 6 and above average for Year 7 pupils. The school is actively developing programmes to provide for higher-attaining pupils.

Pupils with special educational needs achieve well because of the good support they receive. Pupils with English as an additional language achieve well overall.

Pupils' attitudes, values and other personal qualities are very good. These factors contribute significantly to their learning. **Their spiritual, moral, social and cultural development is very good.** Relationships and behaviour are very good. Attendance and punctuality are satisfactory.

QUALITY OF EDUCATION

The quality of education is good. Teaching and learning are good. Pupils are now making better progress than in the past. Teachers have very good relationships with their pupils. Assessment procedures are satisfactory and are used with increasing effectiveness. Pupils are increasingly encouraged to evaluate their work. They have a mature approach and work well, both independently and with others. Planning to meet the needs of pupils with special educational needs, and those with English as an additional language, is generally effective. Learning support staff are generally effective. The curriculum is good. Pupils have a good range of opportunities for learning, with a good extra-curricular programme. Pupils receive good care and support. Good induction procedures help new children to settle quickly. Child protection procedures are good. Provision for pupils' personal, social and health education is good. The school has a good partnership with parents and good links with other schools and the community.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are excellent. The headteacher provides very high quality leadership and, together with her senior management team, has created an effective staff team. Subject co-ordinators are knowledgeable and effective, though several are new to the school. The school evaluates its work diligently and makes very good use of available data. The governing body is very effective and governors manage the school efficiently. Financial management is very good. Statutory requirements are met. School administration is very efficient.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are happy with the school. They are happy with the standards achieved. They feel that the school is well led and moving forward once again. The level of parental involvement is good. Pupils enjoy school. They work hard, enjoy their friends and participate enthusiastically in the opportunities the school provides. They relate well to their teachers and appreciate the care they receive.

IMPROVEMENTS NEEDED

The most important things the school should do to improve are:

- Build further on the progress already made in raising standards in all subjects, but particularly in English, mathematics and science.
- Make more effective use of assessment information to ensure that work is well-matched to pupils' needs.
- Develop further the resources for ICT and the use of ICT in subjects across the curriculum.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils' achievement is good overall. Standards are rising rapidly, although still average in English, mathematics and science by the end of Year 6 and Year 7.

Main strengths and weaknesses

- Standards in Year 2 and Year 6 improved significantly in 2004. However, there is scope for further improvement in Year 6, to reflect the dynamic teaching and the good achievement now evident among the older pupils.
- Foundation Stage provision is good. Children achieve well.
- Pupils with special educational needs achieve well.
- Standards in information and communication technology (ICT) are too low. Too little use is made of ICT to support learning in other subjects.

Commentary

1. Children's attainment on entry to the Nursery is below average for their age, particularly in language and social development. As a result of the high quality experience in the Nursery, children are well prepared for entry to the Reception class. Not all Nursery children transfer to Roxeth, while a number of children enter Reception from elsewhere. Overall, attainment on entry to Reception is closer to the average. By the time they leave Reception, most children have achieved standards that match those expected for their age.
2. The school has experienced an extended period of turbulence, reflecting unstable leadership in the recent past and high levels of staff mobility. This has only begun to stabilize in the last year as the current headteacher has established herself and put in place a strong management team. This is, in turn, leading to increased stability of staffing and a better focus on standards. The school's performance in national tests in recent years has been erratic, particularly at the end of Year 6, and there has been significant underachievement among the older pupils. The management team has recognised this and put in place various strategies which, implemented by a significant number of new and committed staff, are leading to rising standards across the school.
3. In the national tests in 2004, standards in Year 2 were well above average in writing and mathematics and above average in reading in relation to standards in all schools nationally. Standards were well above average in writing and mathematics and average in reading in relation to standards in similar schools. Although mathematics has been a consistent strength in Year 2, there have been weaknesses in reading and writing in most years and standards have often been below average. New strategies to raise standards in the basic skills of reading and writing in the last school year have had a very positive effect on standards. The proportion of pupils achieving the higher Level 3 in all subjects in 2004 was also the highest of the last six years.
4. In three of the last four years, standards in Year 6 have been below average in all subjects, and occasionally well below average. The year 2004 saw a significant improvement, other than in science. Standards in English were above average. In mathematics they were average and in science below average, in relation to schools nationally. Standards were below average in English and science and well below average in mathematics in relation to schools with a similar level of free school meals, indicating that there is still some way to go. The rate of improvement made between the end of Year 2 and Year 6 was still below average overall in 2004. However, able pupils in Year 6 did well, with an above average proportion of the year group achieving the challenging Level 5 in English and mathematics, but still too few

in science. It has taken a significant amount of work to restore standards in Year 6 to their present position, which is broadly similar to where they were in 1999, the year of the previous inspection. Nonetheless, this is a steadily improving picture. Standards are rising, with the likelihood of improved outcomes in the current year.

5. Achievement over time has, in recent years, been unsatisfactory and pupils have made too little progress between Year 2 and Year 6. This was largely a reflection of weak teaching in the middle school. The current picture is very different. The arrival of several motivated, experienced staff has had a significant effect on the progress pupils are making. Overall, pupils are achieving well in lessons; in time, this is likely to show through in test results. In general, the consistency of achievement is best for older pupils in Years 3 to 7. The teaching is strongest and most motivating for these pupils, whereas the level of pace and challenge in the lower school is less consistent. This is an area where the school could seek improvement. There was no evidence during the inspection of any significant difference between the performance of girls and boys.
6. Pupils with special educational needs achieve well, particularly in Years 3 to 6. They make good progress and achieve well in relation to targets set for them. A significant proportion of the 2004 Year 6 cohort who had identified special educational needs, for example, achieved Level 4 in the national tests. Pupils work hard at personal development targets and often manage to improve their work rate and boost achievement.
7. Pupils from minority ethnic groups achieve well, overall. Minority ethnic pupils tend, in most years, to be among the highest achievers in the school. Pupils with English as an additional language also make good progress. However, while pupils with limited English are supported well through daily language sessions, the school does not yet have a clear plan of action for meeting the needs of the very small number of pupils who enter the school at short notice, with minimal or no English.
8. The school does not yet formally register pupils considered to be gifted or talented, other than in Years 6 and 7. However, the recent appointment of a co-ordinator with specialist knowledge of provision for these pupils underlines the school's commitment to meeting their needs. The school is now well placed to make progress.
9. Foundation Stage provision is good. Children benefit from good induction procedures and settle well into school routines. They have a very good start in the Nursery. Good teaching, very good planning and good assessment procedures ensure that children make good progress and achieve well. Almost all children in the current Reception class are likely to achieve the Early Learning Goals in all areas. Provision in all areas of learning is good. By the end of Reception, children are well prepared for the work of the main school.
10. Current standards in Year 2 are well above average in writing, above average in reading and mathematics, and average in science. Underlying literacy skills are good and are used regularly in subjects across the curriculum. Pupils' speaking skills are developed effectively. Pupils have limited, though improving, skills in ICT by the end of Year 2. Standards are similar to those normally found in other subjects.

Standards in national tests at the end of Year 2 – average point scores in 2004

Standards in:	School results	National results
reading	16.8 (15.3)	15.8 (15.7)
writing	16.9 (14.4)	14.6 (14.6)
mathematics	17.9 (15.8)	16.2 (16.3)

There were 52 pupils in the year group. Figures in brackets are for the previous year.

11. Currently, attainment in Year 6 is average in English, mathematics and science. Standards are similar to those normally found in most of the other subjects, but well above average in history. Skills in ICT are similar to those normally found because of the access pupils have to computers outside school. ICT skills are little used across the curriculum. Pupils achieve well across the curriculum as a result of the very good teaching, particularly in Years 5 and 6. The school exceeded its target in mathematics, but did not quite achieve its appropriately challenging target in English in 2004.

Standards in national tests at the end of Year 6 – average point scores in 2004

Standards in:	School results	National results
English	27.7 (25.5)	26.9 (26.8)
mathematics	27.2 (25.6)	27.0 (26.8)
science	28.0 (27.6)	28.6 (28.6)

There were 55 pupils in the year group. Figures in brackets are for the previous year.

12. Pupils in Year 7 achieve average standards in English, mathematics and science and in the majority of the remaining subjects, other than in history, where standards are above those expected, and in ICT, where they are below.
13. Pupils’ literacy skills are promoted satisfactorily across the curriculum. There are some opportunities to record, write and communicate in subjects such as history and citizenship. Speaking skills are developed well and many pupils are articulate and confident in their speaking. The application of numeracy skills is satisfactory. There is an increasing emphasis on practical and investigative activities in science. Pupils’ skills in ICT are limited, but improving. However, the cross-curricular use of ICT is very limited and this is an area for further development.

Pupils’ attitudes, values and other personal qualities

Pupils have very good attitudes to learning and behaviour is very good. Pupils’ social, moral and cultural development is very good and their spiritual development good. Attendance and punctuality are satisfactory.

Main strengths and weaknesses

- With few exceptions pupils behave very well both in the classroom and around the school.
- Provision for social, moral and cultural, especially multicultural, development is very good.

Commentary

14. As a result of the introduction of systematic monitoring and a good range of strategies to reinforce awareness of the importance of regular attendance, attendance levels are now satisfactory. The number of families who take holidays during the school term, some of which extend beyond the two week maximum, continues to depress overall attendance figures and has a negative effect on pupils’ learning. Punctuality is satisfactory among the majority of pupils but a few are persistently late. The school has good procedures to monitor punctuality and follow up pupils who give cause for concern. Lessons usually start on time.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	5.3
National data	5.1

Unauthorised absence	
School data	0.0
National data	0.4

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

15. Pupils show very positive attitudes to school and the challenges they are given. They are enthusiastic, open and friendly, work very well in groups or individually and are confident to offer their own ideas or listen to others. They are eager to take responsibility for classroom duties or to support other pupils. Older pupils are thoughtful, mature and articulate and, although there have been considerable changes in staff during their school careers, have adapted admirably to new regimes and remained proud of their school.

16. The school has worked hard to improve standards of behaviour. It has introduced a framework of rules, which are clearly displayed in each classroom. These are consistently enforced and, as a result, all pupils are aware of the school's high expectations of good conduct. There are many positive rewards for good behaviour and sanctions for pupils whose behaviour does not meet expectations. As a result, classrooms are generally calm and orderly and there is a very good environment for learning. Standards of behaviour decline only where there is lack of pace or challenge in teaching. During the inspection pupils of all ages were polite and thoughtful. Where behaviour among a few pupils has been a cause for concern, the school has responded appropriately, involving outside agencies where necessary. In the last year there have been three fixed term exclusions.

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	115	1	0
White – any other White background	12	0	0
Mixed – White and Black Caribbean	16	1	0
Mixed – White and Black African	4	1	0
Mixed – White and Asian	9	0	0
Mixed – any other mixed background	15	0	0
Asian or Asian British – Indian	67	0	0
Asian or Asian British – Pakistani	19	0	0
Asian or Asian British – Bangladeshi	1	0	0
Asian or Asian British – any other Asian background	42	0	0
Black or Black British – Caribbean	23	0	0
Black or Black British – African	9	0	0
Black or Black British – any other Black background	4	0	0

Chinese	2	0	0
Any other ethnic group	5	0	0
No ethnic group recorded	14	0	0

The table gives the number of exclusions, which may be different from the number of pupils excluded.

17. Although playtimes are lively, pupils are generally friendly and co-operative, playing constructively and organising their own games. Some parents expressed concerns about bullying but this was not seen during the inspection and pupils reported that such incidents had decreased in the last year following the introduction of peer mediators, who are trained specifically to resolve conflict. Assemblies and class discussion sessions have been used effectively to challenge bullying attitudes and pupils were confident that any serious problem would be dealt with by a member of staff. The very inclusive nature of the school means that, despite the high proportion of pupils from ethnic minority backgrounds, there is virtually no racial harassment and the overwhelming majority of pupils interact harmoniously.
18. The school promotes social and moral development very well. In the Nursery there is particularly good provision to enable children to learn and work together. In the first and middle schools these foundations are built on through high quality PSHE and class discussion sessions, a nurture group and good use of local resources. The school has very beneficial links with the Salvation Army, who organise some assemblies in school. Older pupils value the opportunity to be responsible for the care of the younger ones and this contributes to their confidence and self-esteem. Members of the school council were eager to discuss issues that affect their day-to-day school routines sensibly and constructively.
19. Valuing the traditions and cultures of all pupils, whatever their ethnic background, is woven into the fabric of school life. In a very good example of this, the parents' association organised an International Evening where different ethnic groups displayed examples of food, costumes and traditional artefacts, and demonstrated dancing and other activities. Pupils are taught about all the main religions and various cultures within the curriculum. A class of younger pupils was preparing to celebrate Diwali, making traditional sweets and lights. Wall displays give colourful illustrations of diverse traditions. The school prepares pupils very well for life in a multicultural society.
20. The school also gives pupils valuable opportunities to appreciate the arts. Older pupils were studying the work of Matisse and all pupils were invited to the performance of a visiting theatre. Musicians have the opportunity to play in assemblies and at the school Christmas concert.
21. The school promotes spiritual values well. In lessons and in some assemblies pupils are given appropriate opportunities for reflection, and they are encouraged to draw on personal experiences to share their thoughts with others. They produce sensitive thoughts and poems about issues such as war, and paintings exploring links between self image, colour and mood.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is good. Teaching and learning are good. The curriculum is good, with good extra-curricular provision. Pupils are cared for well. The partnership with parents is good.

Teaching and learning

Teaching is good overall. In most lessons, particularly in the middle school, pupils are challenged and learn well. Assessment procedures are satisfactory, but information could be used more effectively.

Main strengths and weaknesses

- Teaching is good overall, although there are variations in quality across the school.
- Teaching assistants support pupils with special educational needs well.
- Pupils are increasingly encouraged to evaluate their own work and act as independent learners.
- ICT skills are insufficiently used across the curriculum.
- Assessment procedures are satisfactory overall, but information is not always used effectively in planning appropriately challenging work for pupils.

Commentary

22. At the 1999 inspection, teaching was satisfactory overall, with around half of the teaching being good or better and nine per cent unsatisfactory. The quality of teaching at present represents a considerable improvement.

Summary of teaching observed during the inspection in 55 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2 (3%)	18 (33%)	22 (40%)	12 (22%)	1 (2%)	0 (0%)	0 (0%)

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

23. In the Foundation Stage, teaching and learning are good. Staff have a good understanding of the areas of learning and work well in partnership with parents to support children's learning. Planning is very good, taking good account of individual needs. The support for pupils' personal, social and emotional development is particularly good. The very good ratio of adults to children in the Nursery is a particular strength. There is a good balance between child-initiated learning and activities planned by staff. Assessment systems are thorough.
24. Teaching is good across the main school, though with some variations by phase. Overall, teaching in over three-quarters of lessons was good or better, leading to good achievement. Teaching in Years 1 and 2 is satisfactory overall, although the teaching of basic skills is good. In Years 3 to 6 teaching is very good and in Year 7 it is good. The strength in Years 3 to 6 largely reflects the deployment to that phase of particularly able staff, some recently appointed. The rigour of approach and high expectations of these staff are promoting pupils' learning very effectively, particularly in Years 5 and 6 where teaching is best. The lowest proportion of good or better teaching is in Year 1, where objectives are often unclear, lessons sometimes lack pace and pupil management is less effective than in most other year groups.
25. Pupils currently in Year 6 are challenged well – and respond positively. The teaching is brisk and motivates pupils well. Older pupils show an increasing capacity to work independently or collaboratively. This encourages them to be more self-sufficient in their learning. Teachers plan satisfactorily for the development of pupils' literacy skills across the curriculum. However, insufficient use is made of ICT to support learning across subjects. This largely reflects the low level of resourcing and lack of access to computers. Teachers question pupils well and in the best lessons encourage them to think strategically. Planning is very good and well-focused, in the core subjects, on individual needs. Clear objectives are set for learning.
26. Teachers' methods are chosen well to assist pupils in gaining knowledge and developing understanding. There is, for example, improved access to first-hand learning in science – a weakness in the recent past. The use of homework to support pupils' achievement is good. It is set consistently and makes a good contribution to learning.
27. The teaching of pupils with special educational needs is good. Pupils are usually taught in classes as part of a group. Teachers are aware of pupils' specific needs. These are discussed with parents and provided for through individual learning plans. Sometimes pupils

are in smaller groups where the work is more focused. This provides a good boost to their basic skills. For example, the 'catch-up' programmes for some pupils in Years 2 and 4 has a significant impact on reading skills. There are 'booster' sessions in literacy and numeracy for different targeted groups throughout the year. The skilled team of teaching assistants makes a good contribution to pupils' learning. They know pupils well and are sensitive to their individual needs. However, teachers and assistants do not always record pupils' daily progress sufficiently to review targets as soon as they are achieved in order to quicken the pace of learning.

28. Although the school has a significant number of pupils from minority ethnic groups, the proportion of pupils with English as an additional language is much lower and only a few of these are at an early stage of learning English. The school provides regular support for these pupils through sessions with a support assistant specially trained in EAL issues. Here, well-focused activities and opportunities to develop their language skills enable pupils to make steady progress. The very small number of pupils who enter school with no prior knowledge of English are a greater challenge and the school needs to develop strategies to ensure that such pupils can be supported quickly and effectively so that they are able to advance their knowledge of English quickly.
29. Assessment procedures are satisfactory overall, particularly in the core subjects. However, the use made of information to support planning of work which is appropriately matched to pupils' needs is less consistent. This continues to have an effect on standards. The school recognises that further work is needed, particularly in the non-core subjects. Teachers make generally good use of data to track pupils' progress and identify areas of weakness, though this is relatively new. Progress is tracked in writing and numeracy every term. The quality of marking of pupils' work is generally good and consistent across the school. The school has made good progress in encouraging pupils to become perceptive analysts of their own work – self-evaluation strategies were used in several lessons observed, including numeracy, ICT and physical education.

The curriculum

The overall quality of the curriculum is good and is enriched by additional activities. The accommodation is satisfactory and resources are good overall.

Main strengths and weaknesses

- The school provides equality of access and opportunity for all pupils.
- The good range of extra-curricular activities enhances pupils' learning.
- There are limited opportunities for pupils to use their computer skills to support learning in the classroom and across the curriculum. Resources for ICT are limited.

Commentary

30. The school meets statutory requirements for the teaching of all subjects of the National Curriculum and religious education. The curriculum is broad, balanced and enriched, and is relevant to pupils' abilities and needs. In striving to raise standards in English, mathematics and science, the school does not neglect other areas of the curriculum. The quality and range of opportunities provided are good. Expertise within and outside the school is used to enrich the curriculum and promote personal development. Regular reviews of the curriculum, modifications of accommodation and well-managed innovation help the school to meet changing requirements.
31. The school makes good provision for personal, social and health education and citizenship including, where appropriate, sex and relationships education and drugs awareness. The school council provides pupils with valuable opportunities for taking responsibility and for experiencing democracy in action. The strong, positive ethos of the school promotes self-

esteem and respect for others. Staff work together with a common purpose to create a happy community in which all pupils have good access to the opportunities that it provides and can achieve their full potential. The school is increasingly effective in recognising and providing for able pupils. Pupils from all ethnic backgrounds are included well. The recent arrival of a few children who are in the early stages of learning English raises the question of how they can best be supported. Pupils participate in a range of valuable learning experiences in the community and take part in many enrichment activities that support learning in lessons. The school regularly holds events to raise money for charity. Pupils are encouraged to think of others and to understand their role and place as citizens in society.

32. Preparation for pupils' entry to the Nursery and transfer from the Nursery to the Reception and from one year group to another is good. The transfer of pupils in Year 7 to local secondary schools is accomplished well. The effective programme of visits and bridging activities enables pupils to transfer seamlessly and confidently.
33. Provision for the enhancement of the curriculum is good. The school achieved the Healthy Schools Award in 2001. The wide range of visits to places of educational interest, residential visits and the contribution of experts from outside agencies, linked to pupils' learning needs, enhance the breadth and quality of their experiences. The curriculum is enriched through opportunities for pupils to participate in sport, the arts and other activities outside the school day. There is a well-attended breakfast club and after-school club at the Hillview Centre.
34. The match of teachers to the curriculum is very good. Teachers have a broad range of knowledge and experience, enabling all areas of the curriculum to be covered securely. Teaching assistants play a valuable part, particularly in the Nursery and Reception classes, in helping pupils who experience difficulties to access the curriculum. The accommodation is satisfactory, overall. Although it has some good features, such as a spacious hall, a music room, and very good Nursery facilities on a different site, the main site is cramped and on various levels. The original building is currently being refurbished by means of a grant and will provide a new music room, group rooms and office accommodation, but aspects of the other buildings require refurbishment. Good resources are used imaginatively to support the curriculum. There is a computer suite, which, together with the training of staff, has contributed to improved standards in ICT, but it is difficult for older pupils to work comfortably in it. The school recognises the need to increase computer facilities in each classroom, in order that pupils may use them independently as a resource for learning. The school intends to re-consider timetabling arrangements, to achieve greater flexibility in the morning and in the use of school facilities.

Care, guidance and support

Pupils are well cared for and work in a healthy and safe environment. The school provides good support and guidance based on effective monitoring of their needs. It is effective in involving pupils in its work.

Main strengths and weaknesses

- Pupils have very good and trusting relationships with the adults in the school.
- Pupils receive very good care in the Nursery.
- The school provides good support based on effective monitoring of pupils' personal development.
- The school takes good care of pupils and provides a safe environment for learning.

Commentary

35. The school has developed strong support systems to ensure that pupils, whatever their needs, are able to thrive. Pupils are very aware of teachers' expectations and they are confident that when problems arise they can look to a member of staff for the appropriate and fair solution.

Staff are friendly and approachable and pupils are happy to confide in them. They know individual children very well. A full-time welfare worker is available to any pupil who feels ill or has an accident in the playground. Senior staff are always on hand to give their full attention to issues as they arise. Pupils know that they can ask teachers when they have difficulties with their work and are confident that they will receive the help that they need. This contributes significantly to their positive attitudes to school and to their learning.

36. The comprehensive and modern purpose-built facilities of the Nursery, together with its very high staffing levels, resources, high quality provision and outreach facilities for parents, ensure that all children, whatever their needs, flourish and develop all the skills they need to thrive in the Foundation Stage. Pupils' individual care, welfare and progress are of paramount importance. The Centre in which the Nursery is situated also provides a breakfast club and after school facilities for Roxeth pupils, ensuring a productive start and end to the day for those who make use of it. Induction for Nursery and Reception children is well managed and parents are provided with good information to ensure a smooth start to school.
37. The headteacher ensures that members of staff systematically and regularly monitor and report the personal development of each pupil for whom they are responsible, and draw any concerns to her attention. She makes good use of welfare services to support pupils with special needs and senior members of staff work with small groups to improve any challenging behaviour. The school keeps systematic records and these are matched with the developing system of progress tracking. This enables teachers to target support for particular groups of pupils and ensure that good progress is maintained.
38. The school provides a safe environment despite the difficulties of the compact hilly site and the ongoing building works. The governing body is alert to health and safety issues and has contracted the local education authority to undertake regular checks. There has been a comprehensive risk assessment of the school buildings and fire drills and equipment checks are carried out regularly, although not systematically logged. Some parents' concerns about the control of unauthorised access to and from the school site are to be dealt with on completion of the building works. Many members of staff have first aid training and there is good provision for medical care. The school stresses healthy eating with the provision of fruit for pupils during the day.
39. The school has a well-established school council made up from representatives from all the year groups from Year 2 and above. They have formalised procedures and initiate topics for discussion based on suggestions from their classmates. This makes a good contribution to their citizenship and social skills. A number of practical initiatives suggested by pupils have been acted upon and have resulted in, for example, enhanced playground and sports facilities.

Partnership with parents, other schools and the community

The school's partnerships with parents, other schools and the community are good and make a good contribution to the school provision and pupils' learning.

Main strengths and weaknesses

- The school provides good information to parents to enable them to support their children's learning.
- Good partnerships with other schools enrich provision and ensure that children transfer smoothly across the phases.
- The school makes good use of community resources to enhance provision.

Commentary

40. The school publishes a weekly informative newsletter, which not only provides vital information about dates, visits and other school notices, but also gives parents curriculum and homework information and updates on attendance and behaviour. It also functions as a community noticeboard, giving information on a wide range of issues including, for example, parenting classes and helplines. The school makes good use of this regular point of contact with parents to ensure they are made aware of every opportunity to support their children's development and well-being.
41. Written reports to parents are clear, concise and individualised with achievable targets set for each pupil in core subjects. They contain useful comments on progress in personal development but pupils are not invited to add their own observations. Parents would benefit from an annual written indication of the levels at which their children are currently working so that they can monitor the progress they have made. Parents are offered additional advice at parents' meetings each term and most feel that they have access to all the information they need to understand their children's progress.
42. Teachers invite parents to share many activities and, as a result, there are relaxed, constructive relationships between them. Members of staff and senior management make every effort to be available as soon as possible to parents who have concerns and there are good systems to deal with complaints. A number of parents come into school to support reading and other activities and willingly provide whatever the school needs from home to illustrate lessons and assemblies. There is an active parents' support group, who are tireless in raising funds and organising social events, but parents also act together effectively in other ways to lobby the local Council in support of the school. The school regularly canvasses parents' and pupils' opinions through its newsletter.
43. The school is building on its good links with local secondary schools and effectively-managed partnership with the Early Excellence Centre to provide enhanced opportunities for both pupils and parents. It has developed sports links with local private schools and the local High School offers a number of clubs and activities in which pupils can participate. The Early Excellence Centre offers many services to parents and pupils and supports the learning of pupils with special needs and at the early stages of learning English.
44. A large majority of the pupils transfer to the local High School and procedures are well-established and thorough. Pupils with special needs are given good support and all pupils receive the help they need to ensure a smooth start to their new school. Special arrangements are made for the minority of pupils who transfer to other schools.
45. The school has been active in using community resources to support provision and the care of pupils. There are good links with local police, who provide road safety and drugs information, and support from many local religious organisations.

LEADERSHIP AND MANAGEMENT

Leadership and management of the school are excellent. The leadership of the headteacher is excellent. Management and governance are very good.

Main strengths and weaknesses

- Governance is very good. Financial management is very good.
- Leaders provide excellent role models for staff and pupils.
- The management and recruitment of the staff are highly effective in raising standards.
- The roles of some subject leaders need to be developed further.

Commentary

46. The headteacher's vision for the school and her single-minded determination to bring success for pupils, staff and parents are outstanding. These qualities are very clearly transmitted to the senior management team, who, with the headteacher, contribute fully to the excellent leadership of the school.
47. Following a period of decline during which there were many changes of headship the current head has vigorously set about the task of building confidence and raising expectations. New appointments have brought much needed stability to the school and the progress in 're-building' is evident in the improving standards and quality of provision overall. The deputy headteacher and senior teacher have clear and specific roles within the leadership and management structure. Their contribution to the monitoring of standards and their support for the professional development of teachers are highly effective. As a result of newly structured planning procedures and the support and time given to teachers for planning, their confidence and aspirations have been raised. Pupils enjoy school and respond very well to the challenges and responsibilities it brings and there is rapidly growing appreciation of what the school offers amongst parents.
48. The governors are a driving force in shaping the direction of the school. Whilst watchful and at times challenging over decisions, they show considerable astuteness in their appointment of staff and are fully supportive of the school. They share the headteacher's vision for the school, which is clearly translated by staff and governors into a very concise and relevant development plan. Governors fully understand the school's strengths and know where development needs to continue.
49. The rapidly improving standards are testimony to the very strong leadership of English, mathematics and science, resulting from careful appointment of staff to those posts. Leadership of some other subjects is new, due to changes in staff and teachers' responsibilities. The need to develop leadership skills therefore means that there has been less impact in some areas of the curriculum.
50. Leadership is fully committed to the promotion of equality. There is a proper concern for the well-being of all who work in the school. Pupils are encouraged to take care of one another in the playground. Care is provided before the school day begins and leaders have implemented and enabled staff preparation time ahead of requirements. Provision for special educational needs is led and managed well. All that is possible in the short term is provided for pupils whose first language is not English, though a small number of pupils new to the school require some more specialist help.
51. Rigorous monitoring of standards and evaluation of the school's performance have guided the headteacher and governors towards setting the right priorities. Positive action such as whole-school planning reviews, focused support by senior teachers and appointment of well qualified key staff are having a very positive effect on the whole school. Induction of new staff is excellent. All are welcomed into the school for a day to meet mentors and pupils and to find out about daily routines. Performance management is linked closely to professional development and identified needs of the school and is managed very well. The school is now establishing itself as a centre for professional training through links with universities and colleges in the area.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	1,224,153	Balance from previous year	24,105
Total expenditure	1,198,644	Balance carried forward to the next	49,614
Expenditure per pupil	2,827		

52. Day-to-day financial management and administration are very good. Routine procedures run very smoothly and the finance officer and office staff provide very good support for staff and pupils. The school was last audited in June 2003, shortly after the current headteacher took up her post. A number of procedural matters were raised and these have been dealt with. Funding is targeted effectively to secure the best provision for pupils. The school has achieved a more stable financial position in the last year, with an appropriate contingency available. The governing body has a very rigorous approach to financial management and its procedures are in good order. The school applies the principles of best value thoroughly in its approach to all spending. Resources are used very effectively to support pupils' learning. Although levels of funding are slightly above-average, standards are rising and the school is increasingly effective. It provides good value for money.

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in the Nursery and Reception classes (Foundation Stage) is **good** overall. Children make a very good start to their learning in the Nursery, in a stimulating and supportive learning environment. They enter the Nursery with standards that are below expectations for their age, particularly in language and social development. The very good ratio of adults to children is instrumental in the good development of children's language and personal skills. Some children speak little or no English and bi-lingual members of staff play a significant role in their language development. Children with special educational needs receive good support. All children are well prepared for entry to the Reception class. Teaching in the Nursery and Reception classes is good and leads to good learning. Strengths of teaching are teachers' very good planning, their engagement of children, insistence on high standards of behaviour and the encouragement of independent learning. Teachers and support staff plan a range of stimulating activities based on children's individual needs. This contributes to their good achievement. Good systems are in place to monitor and record their progress and achievement. Thorough and frequent assessment of children's learning enables their individual needs to be identified and provided for. Leadership and management are very good, leading to very effective teamwork, a well-planned curriculum and a high level of care, guidance and support for children. The outdoor area in the Nursery is used very well to help children to learn and there are plans to develop further the Reception class outdoor area to extend opportunities for learning. Children leave the Foundation Stage with standards that match those expected for their age, particularly in communication and language. Improvement since the last inspection has been good.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is **good**.

Main strengths and weaknesses

- Staff work together well to ensure that the learning needs of each individual child are met.
- Children grow in confidence and settle quickly into the routines.

Commentary

53. Many children enter the Nursery with restricted skills in personal and social development. Sensitive and well-planned induction procedures, in partnership with parents, enable children to make a good start to their learning. They make good progress and achieve well, due to good teaching. Carefully planned activities engage their interest and match their learning needs. They are encouraged to initiate ideas and develop independence when learning through a variety of challenging tasks. Most children respond positively and make good progress in becoming independent users of the classroom and the outdoor area, and in learning to work and play together. Space is used imaginatively to create a stimulating learning environment, in which good resources are accessible. Children develop confidence in the calm environment of the sensory room. For example, one reticent child responded to the question, 'Down in the jungle what can you see?' by enacting and singing, 'I see a monkey climbing a tree.'
54. Children in Reception are encouraged to initiate ideas and explain what they are doing. They learn to manage their own time and to use resources independently. Their good response to the high expectations of behaviour and the high level of support and encouragement that they receive, lead to good achievement. Standards by the end of the Reception year match those expected for children of this age. Most children understand the difference between right and

wrong and gradually accept the need for class rules and a common code of behaviour. Adults take every opportunity to encourage responsibility; for example, children are expected to clear up after activities.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **very good**.

Main strengths and weaknesses

- There are carefully planned opportunities to develop children's language.
- Speaking, listening, reading and writing skills are taught well.

Commentary

55. The quality of teaching is good and children achieve well in this area of learning. In the Nursery, there are many opportunities for children to improve their language skills. Staff initiate conversations to encourage children to use language in a wide range of contexts. Children are encouraged to talk about their own experiences and they develop a widening range of words to express their ideas. They talk confidently about the differences between tropical fruits when making a fruit salad. Their language skills are developed well through role-play and stories. Children develop their reading skills through exploring books individually and with adults.
56. By the end of Reception, most children achieve the Early Learning Goals. Elements of the Literacy Framework are used successfully in the Reception class. Children extend their vocabulary and gain confidence in speaking within a group. They develop their reading skills through listening to traditional stories and reading individually to adults. They comment on events and recall them in sequence. There are many opportunities for children to write. A joint poem about fireworks includes sentences such as 'The fireworks are making rainbow colours', suggested by individual children. Staff encourage children to think of themselves as readers and writers whatever their stage of development.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Practical activities are used well to support learning.

Commentary

57. Children in the Nursery develop mathematical language well through focused play. They enjoy counting and recognise and order numbers from one to five. Most children show an interest in number activities. Oral work is reinforced well through practical activities and programs on the computer. Good teaching engages and sustains children's interest in counting, sorting, matching and ordering a variety of objects and enables them to achieve well. They learn the sequence of numbers through number games and songs, such as 'Five currant buns'. Through sand and water play, they develop an understanding of quantity and measurement. There is a strong emphasis on the use of mathematical vocabulary.
58. Most Reception children count in order up to ten or more, and learn to write numbers. They recite and use number names to twenty. Oral work is reinforced through practical activities. Children learn the days of the week and begin to understand the meaning of 'yesterday' and 'tomorrow'. Through sand and water play, they have a developing understanding of capacity and weight, and begin to use words such as 'full', 'empty', 'heavier' and 'lighter'. A few higher-

attaining children use their developing mathematical ideas and methods well to solve simple oral problems. Most children are able to make a repeating pattern, using squares, triangles and circles. Children achieve well and standards by the end of Reception match those expected for their age.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **good**.

Main strengths and weaknesses

- Children's understanding is developed well through practical activities

Commentary

59. Children enter the Nursery with a basic general knowledge. The quality of teaching is good, enabling children to achieve well. Carefully planned activities increase their knowledge of the place where they live and what has happened to them since they were babies. They can recognise and name a variety of tropical fruits, such as guavas, bananas, oranges, pineapples and mangoes, through the practical experience of listening to the story of 'Handa's Surprise' and cutting up fruit for a fruit salad. They learn about the properties of materials and how materials change as a result of heating, when they make bread. When investigating living things, they make broad observations and simple predictions about their growth. Adults encourage children to find out things for themselves.
60. Children in Reception have a good understanding of where they live. They can talk about themselves as babies, toddlers and school children. When making models of fireworks, they showed skill in selecting resources, and using tools safely. They have a good sense of how to join things together. They learn to describe a route and identify landmarks and natural features. Computer skills are developed progressively and children use a range of software to support the development of phonics, reading, writing, number, sorting, matching, and word processing skills. Most children make good gains in their knowledge of the cultures, values, traditions and beliefs of others. Their understanding of being part of a community develops well through a range of visits and visitors. Children receive an appropriate introduction to religious education in line with the locally agreed syllabus. Most children achieve the Early Learning Goals.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Good opportunities are provided for children to respond to rhythm and music.

Commentary

61. The quality of teaching is good. The imaginative development of the outdoor play area of the Nursery has played a major role in helping children to develop their physical skills. Each day, they have opportunities to run, jump, balance, climb and travel around, under, over and through equipment. They are taught to show awareness of the needs of others in the space around them. As a result of good teaching and insistence on high standards of behaviour, children achieve well and their physical development improves rapidly.
62. Children in Reception follow instructions regarding different ways of moving around the hall and the playground. They make good progress and achieve well. They are taught to develop an awareness of space through a range of activities. Most children learn to move with

confidence, imagination, control, co-ordination and an awareness of others. They respond well to rhythm, music and stories through movement, and understand the need to stop and start on request. Children's ability to negotiate space successfully, adjusting speed and changing direction to avoid obstacles, gradually improves. They use climbing equipment safely, and use a range of body parts as they travel along, over and under equipment. They are developing the ability to control a ball and recognise changes that happen to their bodies when they are active. Physical skills in the classroom are taught well. Most children demonstrate increasing control in handling tools, objects and construction materials safely. Standards match those expected for their age.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Teachers plan a range of activities to enable children to develop creative skills.

Commentary

63. Standards in creative development are limited when children enter the Nursery. However, as a result of good teaching, they achieve well in the Nursery class. They develop their creativity within stimulating, well-resourced learning areas. They experiment with colours to see how they can be mixed and changed. Adults help them to create interesting pictures using a wide range of resources and also encourage them to express themselves freely. With guidance and support, they develop the ability to cut and join a variety of materials. Adults talk with children as they work alongside them; this helps to improve children's language skills and widens their vocabulary. Children respond imaginatively to music, songs and rhymes with simple body movements and use instruments to accompany songs.
64. Children in Reception achieve the Early Learning Goals. They explore texture, shape and form in two and three dimensions. Very good planning ensures that all activities have well-defined learning objectives. Reception children sequence ideas as they create their own repeated patterns and print them. They show developing skills in drawing, painting, threading and joining materials. Most children communicate their ideas imaginatively through music, dance and role-play, and accompany music with their bodies, voices and percussion instruments. They recognise sound patterns and loud and quiet sounds, and sing simple songs from memory.

SUBJECTS IN KEY STAGES 1, 2 AND 3

ENGLISH AND MODERN FOREIGN LANGUAGE

English

Provision in English is **good**.

Main strengths and weaknesses

- Standards in English are improving.
- The quality of teaching has improved.
- Leadership and management are very good.
- Standards in reading throughout the school are above expectations.
- The use of assessment to improve writing standards is not firmly established.
- Other subjects are not used sufficiently to develop literacy skills.

Commentary

65. Standards attained by pupils at the end of Year 2 and Year 6 in the 2004 national tests show a significant improvement over previous years. Following a period of declining standards and low achievement the strategies put into place by the recently appointed headteacher and English co-ordinator have had a significant impact. Standards in reading by the age of seven are above average and writing is well above expectations both nationally and in relation to standards in similar schools. This is a result of the focused work done to promote writing and reading following whole staff training and consultancy. Improved planning has also led to more consistency in teachers' approach to literacy. Although pupils in Years 1 and 2 have benefited more directly from the focused support, the new strategies have influenced teaching and standards in Years 3 to 7. The very strong input into higher order reading skills, whereby pupils are encouraged to discuss and give reasons for their views about literature, has effectively improved speaking and listening skills. Consequently, pupils are articulate, express ideas very clearly and read well. As a result, reading and speaking and listening are above average at the end of Year 6 and continue to thrive in Year 7. This has led to more confident writing so that by the end of Year 6 and Year 7 most achieve the standards expected nationally for their age. In the 2004 national tests there was an increase in the number of pupils who reached a higher than expected level in writing at the end of Year 6. The indications are that pupils are now beginning to achieve well and that this is likely to be sustained.
66. The quality of teaching has improved. Overall, teaching is good. It is stronger in Years 3 to 7, where most lessons have better pace and challenge. There is a small amount of unsatisfactory teaching in the infant stage. Lessons are planned very well with clear objectives and strategies for achieving them. Consequently, teachers are confident. They know their subject well and lessons proceed at a lively pace. Expectations are maintained because they are shared with pupils, who respond well to the challenges. In a highly effective lesson in Year 5, for example, pupils worked with remarkable intensity and sense of purpose when setting down detailed explicit instructions for a partner to follow. Although challenging for those particular pupils, the teacher's skills made the task manageable because of the way the process was explained and supported by practical work to consolidate understanding and stimulate writing. Characteristic of most lessons is the very good quality of teachers' questioning. Open questions probe pupils' understanding of topics and pupils are challenged to expand the answers they give. Pupils in Year 6, for example, used a good range of precise language when discussing some of the inferences in the novel 'Carrie's War'. Pupils' good learning and achievement are underpinned by the very good quality of relationships. Teachers value the contribution pupils make, providing an excellent role model for pupils. This was evident in the way some Year 2 pupils were applauded by their peers for their achievements in the lesson. Pupils are confident and willing to work hard. They know what is expected of them and generally behave very well. Pupils who have additional learning needs are supported well in lessons. Suitable work is planned for them so they achieve well usually under the skilful guidance of teaching assistants. Pupils who learn English as an additional language make good progress and those at later stages of development achieve as well as others. The school manages the few pupils at an early stage of competence in English as well as possible but sometimes progress is hindered through lack of more specialist help. Although there are many strengths evident in the teaching of English, occasionally lesson objectives are not precise enough so there is a lack of clarity about what pupils will know or be better at as a result of the teaching they receive. As a result, work is not always matched to pupils' different abilities so there is underachievement in the lessons. Some marking is good but the picture is not yet consistent throughout the school. The use of ongoing assessments to guide planning is an area for action.
67. The improving picture in English is directly linked to the very good quality of leadership and management. The co-ordinator has built very effectively on the stability brought about by the headteacher in appointing new staff. Monitoring of English teaching has been rigorous, though there is potential for closer monitoring of practice in some infant classes. Evaluations and resulting action have set the school firmly on an upward path. The extra continuous

support provided by senior managers and development linked to performance management have contributed to this rapid improvement. Resources for English are plentiful, though at present the library is in 'transition' pending the completion of the current building programme. There is a very clear vision for further development supported by a realistic and manageable action plan. Improvement since the last inspection has been good.

Literacy across the curriculum

68. Literacy skills are developed satisfactorily across the curriculum. In Year 2, for example, there is some good writing stimulated by history, through which pupils wrote about hospitals in the Crimea from the point of view of Florence Nightingale. During lessons in citizenship, Year 7 pupils practise formal styles of writing in their letters of concern to Harrow Council. In a physical education lesson, speaking and listening skills were promoted very well when pupils had to evaluate their own work and that of others. However, such planning is not fully consistent throughout the school and across all subjects. There is some evidence of pupils using ICT in literacy lessons, but this is limited.

French

69. No teaching was seen at Year 7 and only a limited amount in Year 6 and so it is not possible to make a judgement on standards, teaching or overall provision. At the last inspection, standards and progress were good in Year 6. However, the current subject leader has only been in post since September and, on the basis of a 30 minute lesson per week in Year 6, he has not yet had the opportunity to raise standards in a school which has been through an extended period of decline.
70. Subject leadership is very good. The experienced teacher is very well qualified to lead the subject. He has introduced a new scheme of work which provides opportunities for self-assessment by pupils and an end-of-year test, enabling pupils to have a better understanding of their own learning. He demonstrates a strong commitment to providing pupils with the opportunity to study French. He is keen to promote European awareness, as well as an opportunity to develop pupils' speaking and listening skills. In Year 6, the emphasis is on the acquisition of basic key vocabulary and language functions. Through a variety of activities, pupils develop their confidence in speaking in French. Lessons include elements that support visual learners (pictures, flashcards, videos), auditory learners (songs, rhymes, word games) and kinaesthetic learners (movements, actions and games).
71. There is a strong emphasis on conversational French and pupils acquire a good accent because they are taught to listen carefully to the speech patterns of the teacher. In Year 7, writing is used well to reinforce learning. Pupils develop a good understanding of French culture and the subject leader plans to build on this by introducing a 'French Day' with French food and customs, a 'Bastille Day' linked to pupils' studies in history and e-mail links to a school in France. The capacity for improvement is strong.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Teaching and learning have improved and are now very good. Expectations are particularly high towards the top of the school. Standards are rising.
- The leadership of mathematics is good.
- The school is working effectively to support pupils with a particular talent for mathematics.
- Pupils make limited use of ICT to support their learning in mathematics.

Commentary

72. Standards in mathematics are above average in Year 2 and average in Year 6 and Year 7. Standards have, in most recent years, been well above average at Year 2, but below average at Year 6, indicating a significant level of underachievement among the older pupils. The significant number of new staff in the upper part of the school, higher expectations generally and more rigorous systems for monitoring are helping to drive standards forward. At Year 2 in 2004, more than half the pupils achieved the challenging Level 3 in their national tests, while around one third of pupils achieved the demanding Level 5 at the end of Year 6. Although standards are not yet as high as they could be, the trend of improvement at Year 6 is impressive and pupils are now building more effectively on the good start they have received in the lower school. The school is now building well on the average standards found at the last inspection.
73. A strong feature at present is the good provision for the higher-attaining pupils. This is supported by the setting of pupils in Years 3 and 5 according to their prior attainment, and also, in Year 7, by the deployment of an additional member of staff, with expertise in the support of gifted and talented pupils, to provide enrichment activities, with a view to improving pupils' progress further.
74. Pupils' achievement, as seen in lessons, is now good. Pupils currently in Year 2 are achieving well and are already well advanced, even though the overall quality of teaching in Years 1 and 2 is not as good as in the rest of the school. A significant number of pupils were confidently and accurately ordering randomly selected four-digit numbers. Achievement in the upper part of the school is improving rapidly, mainly because of the dynamic teaching in that phase. This is enabling pupils to build rapidly upon their previous learning, although it will take a little longer for this to show through in significantly improved test results. Teachers' expectations are high. This was evident in a challenging lesson in Year 4, where pupils were learning about measurement and the categorization of triangles. The careful planning of the lesson and the effective deployment of additional staff to support the different ability groups, including the highest attainers, ensured that almost all pupils were achieving very well. In general, the achievement of pupils with special educational needs is similar to that of the others, particularly when they are receiving good support. This was evident in a lower set lesson in Year 6 where some very effective support for the least confident group was enabling these pupils to move forward in their understanding of angles on a straight line. Overall, pupils from minority ethnic groups make good progress. However, there was some evidence, from a Year 5 lesson, that the school was not, at the time of the inspection, in a position to implement a clear strategy for supporting the learning of pupils at a very early stage of speaking English.
75. There is a good focus on reinforcing basic numeracy skills throughout the school. Pupils experience a broad range of work. There are reasonable opportunities for independent recording from an early stage, though the overall quantity of recorded work is not always as extensive as it might be in the upper years of the school. Expectations of the presentation of work are secure overall, but best in Year 5, where the quality of work is high. The school is making good use of practical and investigative work to secure pupils' understanding of key mathematical concepts. This has been a recent focus. Pupils make good use of practical resources, such as whiteboards, during the taught elements of their numeracy sessions, to help work out their answers.
76. Teaching and learning are very good in Years 3 to 7 and good in Years 1 and 2. In the best lessons, teachers challenge pupils to think and to develop strategies to enable them to deal with mathematical problems. This was seen in a Year 6 session where pupils were developing strategies for measuring angles and lengths. Teachers question pupils carefully to ensure that their learning is secure and there is a good deal of informal assessment of this type going on. Good examples of the skilled use of questioning were noted in Years 2, 6 and 7. The use of computers by pupils to support learning in mathematics is not, at present, a strong feature and there is much more to do here. However, staff are now making good use of the ICT available

to them, such as the interactive whiteboards. Across the school, pupils' learning is supported well by the commitment and positive attitudes which they bring to their work.

77. Teachers use assessment well to guide their planning of future work. Pupils are said to have individual targets in mathematics, although these were not seen actively used or referred to during the inspection and it was unclear how effective the strategy is. Pupils are increasingly encouraged to evaluate their own understanding. For example, they were asked to evaluate how they had done in their lesson in Year 6 and there was effective use of discussion between pupils in the Year 7 lesson. Discussion sessions at the beginning and end of lessons are used very well by teachers to evaluate pupils' learning and their understanding. Marking is good overall, with most teachers providing guidance as to how pupils can improve their performance. Homework arrangements are consistent and satisfactory.
78. Leadership and management are good. The co-ordinators have had good opportunities to analyse where the subject is at present, have monitored teaching and standards and have a clear understanding of what needs to be done to move things forward. The availability of committed and able new staff has given them the opportunity to make brisk progress in moving the subject forward.

Mathematics across the curriculum

79. Pupils make limited use of mathematics to support their work in other subjects, though there was some evidence in science, geography and design and technology. They use graphs and tables to record data in science and practise their skills in measuring when they undertake practical tasks in design and technology. Good links with mathematics were seen in a Year 6 physical education lesson where pupils demonstrated angles in some of their movements.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Increased emphasis on investigative skills and a more consistent approach to recording results are having a positive effect on standards.
- Pupils' knowledge of their own learning is limited and they are not aware of how to raise their achievement to expected levels.

Commentary

80. Standards match those found nationally in Year 2. They also match the national average in Years 6 and 7. This represents an improvement since the national tests in May 2004, when standards were below expectations in Year 2 and Year 6. Standards continue to rise, particularly in Years 6 and 7, because of consistently very good teaching in Year 6 and good teaching in Year 7. There are strong indications that standards will exceed national expectations in Year 6 in the tests in 2005. There is no significant difference between the attainment of boys and girls. Pupils' achievement in Year 2 is satisfactory, due to the satisfactory teaching in Years 1 and 2. Achievement in Year 6 is very good in response to very good teaching. In Year 7, achievement is good. Pupils with special educational needs and those for whom English is an additional language achieve as well as their peers, overall. Improvement since the last inspection has been good. The key issue has been tackled successfully. Attainment in science in Years 6 and 7 has improved due to the greater emphasis on scientific investigations, improved teaching and strong leadership and management.
81. Teaching is good. It varies from satisfactory in Years 1 and 2 to good in Year 7 and very good in Year 6. Strengths common to good and better teaching are teachers' subject knowledge, lesson planning and their ability to encourage and engage pupils. They use a range of

effective teaching methods to ensure that all pupils are fully included. Their insistence on high standards of behaviour establishes a very positive climate for learning. Strengths of learning are pupils' very good attitudes, behaviour and relationships and their enthusiasm and motivation. They apply themselves very well to their work and work well both independently and in groups. Assessment is satisfactory. At present, pupils are not sufficiently involved in target setting or self-assessment and are not always clear as to what they should do to improve their work.

82. There is a strong emphasis on scientific enquiry skills. Pupils are encouraged to predict possible outcomes, carry out experiments, and present their findings based upon their analysis of evidence. During the inspection, pupils in Year 3 investigated the properties of rocks. Pupils in Year 4 gained an understanding of how to measure friction. Year 5 pupils planned their own investigations to test the properties of air. Pupils in Year 6 revised how to construct switches and circuits where bulbs can be lit.
83. The curriculum is enriched through visits to science museums and education centres and science theatre visits. Good opportunities are provided for the reinforcement of pupils' literacy skills through the recording of investigation results and the correct use of scientific terms. Their mathematical skills are developed satisfactorily through recording results in tables, charts and graphs. Opportunities for pupils to use their computer skills, for example, to enter and store information on a database, are under-used.
84. The leadership and management of science are very good. The subject leader has played a key role in subject improvement. She provides strong leadership of the curriculum and teaching and has created a very effective team. She has clear and achievable targets for the future development of the subject. New assessment procedures, with a greater emphasis on self-assessment and tracking, are being introduced, giving pupils greater responsibility for their own learning.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **unsatisfactory**.

Main strengths and weaknesses

- Although pupils are now achieving satisfactorily, their experience over time has been fragmented and skills have not been developed systematically. Standards are below average for a significant proportion of the pupils.
- The school is inadequately resourced for ICT.
- Systems for assessing pupils' progress are under developed.
- Little use is made of ICT across the curriculum.
- The recently appointed co-ordinator is knowledgeable and has a clear view of what needs to be done.

Commentary

85. Standards are below those normally found at the end of Year 2 and Year 7. They are broadly average by the end of Year 6. Skills there are better because a significant proportion of Year 6 pupils have good access to ICT outside school and have developed their skills elsewhere. Standards have suffered generally because the school has been under-resourced for the teaching of ICT for some time and opportunities for pupils to develop their skills have been fragmented. Keyboard skills are weak in Year 2 because many pupils have not had regular access to computers and have, in consequence, had too little time to develop basic skills.
86. In recent years, there has been insufficient investment in ICT. The school has only sufficient computers to resource one suite, with a small number of laptops. The suite is operating in a temporary configuration until major refurbishment work is completed. At present, working

conditions are cramped, there is little space for pupils to work and there are no facilities for staff to demonstrate skills or to control individual machines. When work is completed, the provision will be significantly enhanced, although considerable additional investment is needed if the school is to reach the minimum recommended level of resourcing in relation to the number of pupils. The lack of access to ICT outside the suite means that pupils have few opportunities to do research or to use ICT to enhance work in other subjects. There is, in consequence, almost no evidence of ICT being used to support learning across the curriculum.

87. Although achievement has been unsatisfactory, pupils are, at present, achieving satisfactorily in lessons, particularly in Years 4 to 6, because of the good quality teaching in those years. The high quality input, teachers' high expectations and the rigour of approach are helping to move pupils' learning forward, in spite of the limited opportunities available. The most capable pupils are proficient at logging on, accessing the Internet and locating illustrations for use in their presentations. Pupils in Year 7 have prepared multimedia presentations and were observed editing and evaluating their work, deciding its fitness for the planned purpose. Word-processing skills, however, are not strongly developed across the school.
88. The quality of teaching and learning is good overall. Teachers are sufficiently confident to give opportunities to pupils to take responsibility and extend themselves. Good training has contributed towards the increasing confidence of staff. Effective support from the knowledgeable co-ordinator enables staff to improve their knowledge and skills. However, new staff in particular have inherited classes where they have little knowledge of pupils' prior attainment. This is because assessment structures are weak and there is no reliable record of the skill level of individual pupils.
89. Teachers begin their lessons by revising previous work. They explain which new skills pupils will learn, thereby providing a clear focus for the lesson. There is good support for those experiencing difficulties and for pupils with special educational needs. Classroom assistants, where available, are well deployed. All pupils have opportunities to consolidate and extend their knowledge and skills. Recent investment in interactive whiteboards means that staff are now beginning to employ ICT in their daily teaching. However, it will take time to equip the large number of classes and to ensure that staff training is effective.
90. Progress since the last inspection has been unsatisfactory and the school appears to have lost ground during the extended period of unstable management. However, the current co-ordinator, appointed at the beginning of this term, has a clear view of the situation and is providing good leadership. With significant investment imminent, she is well placed to move the subject forward briskly.

Information and communication technology across the curriculum

91. There is little use of ICT across the curriculum and this is an unsatisfactory feature. When pupils can access computers more easily, opportunities need to be developed in other subjects to enable pupils to apply their skills and enhance their learning.

HUMANITIES

92. It is not possible to form an overall judgement about provision, standards, achievement or teaching in **geography**, as no lessons were observed. Displays suggest that standards are broadly in line with those generally found, but there is insufficient work in pupils' notebooks to verify this. Of particular interest are displays which demonstrate the ongoing development of pupils' understanding of the local area through detailed local studies. Annual residential visits to the Isle of Wight or Dorset, and visits to local field centres, enable pupils to develop an understanding of contrasting areas and the impact of physical and human factors on the environment.

93. The quality and range of curriculum opportunities are good and good resources support learning well. Links are made with literacy through interviews with local shopkeepers, discussion, research and writing. Pupils use their mathematical skills when working on plans, map co-ordinates and direction. Their cultural development is enhanced by the study of a village in India and an ongoing study of world news. Leadership and management are good. The current subject leader has raised the profile of geography and has plans to use ICT more widely to support learning and develop pupils' geographical enquiry skills.

History

Provision in history is **good**.

Main strengths and weaknesses

- The emphasis on historical enquiry skills promotes independent learning well.
- Pupils have insufficient opportunities to evaluate their own learning.

Commentary

94. Standards are similar to those normally found in Year 2 and are well above those expected in Year 6. They are above expectations in Year 7. All pupils, including those with special educational needs and those for whom English is an additional language, achieve satisfactorily in Year 2, due to satisfactory teaching in Years 1 and 2, and very well in Year 6, as a result of very good teaching. They achieve well in Year 7, where teaching is good overall and, sometimes, very good. Analysis of pupils' work shows very good progress in Year 6 in the knowledge and understanding of major events in the past and their effect on the present, and good progress in Year 7. Portfolios of pupils' work and displays demonstrate the value that is placed on pupils' work.
95. Pupils in Year 2 are beginning to ask relevant questions to find out what they want to know - for example, about the Great Fire of London. Year 5 pupils use a range of historical resources to research life in Victorian times. Year 6 pupils extend their knowledge of the constraints of wartime Britain through the use of visual stimuli and independent research. Following a visit to Mountfichet Castle, pupils in Year 7 explore how William the Conqueror used the Feudal System and his castles to control his estates, the poor, barons, knights and enemies. Pupils use their literacy skills well in report writing, diaries and eye-witness accounts. Mathematical skills are developed through the use of time lines and the presentation of information in graphical form. The subject contributes to pupils' cultural development. Good resources, including interactive technology, are used well to bring history alive for pupils.
96. Teaching is satisfactory in Years 1 and 2 and very good overall in Years 3 to 6. It is good overall in Year 7 and, sometimes, very good. Strengths of good and very good teaching are teachers' very good subject knowledge and planning, encouragement of independent research, and effective teaching methods that engage pupils' interest. Insistence on high standards of behaviour creates a very positive climate for learning in which pupils use their research skills well to explore historical questions.
97. Leadership and management are good. The subject leader is knowledgeable and enthusiastic and has a clear vision for future development. The curriculum is enriched through historical role-play and drama, Tudor workshops, visits to St. Albans Hatfield House, Hitchin Museum and the Imperial War Museum, exploration of the local area and visitors who talk about life in the past. Ongoing assessment is used to plan for individual pupils' needs. However, pupils have few opportunities to evaluate the quality of their work or to develop an awareness of their attainment in relation to what they should be achieving. Improvement since the last inspection has been good, particularly with regard to teaching and the progress made by pupils.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Most lessons are taught well.
- Pupils' attitudes are very good.
- The monitoring role of the subject leader is not yet fully established.

Commentary

98. Standards in religious education throughout the school are broadly in line with those expected in the Harrow Agreed Syllabus. Pupils' achievement across the school is satisfactory. By the end of Year 2 they have satisfactory knowledge and understanding of life in Christian, Jewish and Hindu families. They learn about the major festivals of those religions and reflect the feelings and values of others. Pupils in Years 3 to 6 study faith cultures more deeply. They learn about the sacred books, religious symbols and important ceremonies in different places of worship. By the end of Year 7, pupils focus on the significance of religious groups within their community and begin to understand the meaning of commitment by learning about people's lives and values.
99. The quality of teaching is good overall. It is never less than satisfactory and at times it is very good. The most effective lessons are planned very clearly with a good range of resources used to help bring the lesson to life. For example, in Year 6, a Shabbat table was set so that pupils could see the artefacts used for the Jewish Shabbat meal. Learning was supported also by video and multimedia presentations to ensure that pupils fully understood the significance of the Shabbat ceremony. Pupils from different faith cultures in the class were acknowledged and invited to talk about symbolism in their own religions, so that comparisons could be made. Pupils were very well motivated by the discussion and keen to find answers to their questions. Pupils were similarly motivated in a Year 3 lesson where a teacher's skilful questioning about stories from the New Testament brought some very good responses.
100. Pupils are encouraged to reflect on the way religious beliefs guide people's daily lives. In Year 5, for example, there is some very thoughtful writing based on the statement 'the poor shall inherit the land'.
101. The subject leader is new to the post. Although it is too soon to judge the effect of the new leadership, there has already been some positive action to ensure that resources are adequate to support the planned curriculum. Some visits to enrich pupils' learning – for example, to a synagogue and to Neasden temple – already take place. An element of the new action plan is to extend such opportunities to every year group. Currently the subject leader's role in the monitoring of standards and quality requires further development in order to build on pupils' interests and on the more positive aspects of teaching. Improvement since the last inspection has been satisfactory.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

102. Not enough teaching was seen in art and design or in design and technology to enable an overall judgement on provision in those subjects. The indications are, from the limited evidence available and from discussion with staff, that standards in **art and design** throughout the school are broadly similar to those normally found. Work displayed shows that pupils in Year 1 learn to apply paint confidently and are developing their observational skills and control satisfactorily. Art is used to add dimension to pupils' learning in history. There are some good examples in Year 4 of Tudor portraits and, in Year 5, of Victorian street scenes. Work reflecting Picasso and the cubist style demonstrated good understanding by Year 6 pupils.

Their pen and ink portraits are impressive and some imaginative collage work was done after pupils studied the techniques and forms of cubism. There was some similar success in Year 7 where pupils captured the style of Matisse well in their collages of people in action.

103. There is little work displayed in **design and technology**, largely because of difficulties over storage space. The curriculum follows national guidance, ensuring that pupils have a satisfactory range of experiences as they progress through the school. During the inspection, pupils in Year 2 added the finishing touches to their 'coat of many colours'. Some of their designs were computer generated. There was also some good design work in Year 3 when pupils discovered which design features gave objects stability. This was in preparation for their own designs for photo frames. The teacher who co-ordinates both subjects has a clear overview of standards and of the aspects which can be developed further to move standards on.

Music

Provision in music is **satisfactory**.

Main strengths and weaknesses

- Extra-curricular music and opportunities to perform contribute well to pupils' overall musical experience.
- Teaching does not engage pupils' interest and co-operation sufficiently to raise standards above a satisfactory level.

Commentary

104. Standards match those normally found in Year 2 and Year 6. The achievement of all pupils, including pupils with special educational needs and those for whom English is an additional language, is satisfactory. It is not possible to comment on standards and achievement in Year 7, as no lessons were observed. Improvement since the last inspection is satisfactory.
105. Teaching is satisfactory, overall. It was good in a lesson observed in Year 2 because the teacher successfully engaged pupils' interest in using their voices and instruments to create firework sound-effects. They made an active contribution to the lesson and showed a good understanding of the difference between long and short sounds and loud and quiet sounds. In a lesson in Year 6, the teacher made good links with history, for example, World War II. Pupils learnt about lyrics and how they reflect the period in which they were composed. The fact that two classes were being taught together militated against the attainment of good standards. A significant number of pupils were not able to sustain interest. However, when pupils were asked to analyse the lyrics, they arrived at some valid conclusions and began to appreciate how writers communicate their emotions through lyrics. They reflected quietly on the effects of war.
106. Leadership and management are satisfactory. The subject leader is new to the role. She has produced a curriculum plan for each year and, together with the local authority music adviser, has conducted training for teachers. She has introduced a new scheme of work, which teachers and pupils enjoy. The curriculum is enriched by a range of additional opportunities. Over fifty pupils are taught to play instruments, including drums, violins, violas and guitars, by visiting specialist music teachers. All pupils participate in annual concerts and productions. Pupils in Year 4 benefit from recorder tuition by a group of parents. The school participates in local band concerts and choirs. Resources are good and include a range of multicultural instruments. The music room is a valuable resource.

Physical education

Provision in physical education is **satisfactory**.

Main strengths and weaknesses

- For the older pupils in particular, teaching and learning are good, enabling these pupils to achieve well.
- Pace is a weaker feature in some lessons, particularly for younger pupils; too many stoppages affect pupils' learning.
- Good links are being developed with other schools.
- Not enough pupils achieve the expected standard in swimming.
- More opportunities for extra-curricular sporting activities could be developed.

Commentary

107. Physical education is a satisfactory element of the curriculum, though with room for further development. Improvement since the last inspection has been satisfactory. The school plans for a good breadth of provision, although only games and gymnastics activities were observed. Standards in these elements of the curriculum are felt to be improving and to be similar to those normally found at the end of Year 6 and Year 7. Insufficient evidence was available to judge standards or achievement by the end of Year 2. In Years 3 to 7, pupils achieve satisfactorily over time, though in the best lessons observed, pupils were achieving well, and occasionally very well. However, there is limited additional benefit through the restricted range of extra-curricular activities. Standards in swimming, on the evidence provided, are too low. Not enough pupils achieve the expected standard (25 metres unaided) by the end of Year 6.
108. The best lessons observed were in the upper part of the school, where the overall quality of teaching is strongest. Here, pupils were expected to respond promptly to instructions during games. The pace of teaching was brisk and engaging and pupils generally achieved well. In a particularly good session in Year 6, pupils were considering different ways of spinning and turning. Although a relatively slender focus for a lengthy lesson, this proved to be very successful. Pupils were very responsive and generated a wide range of ideas, which were then tested. They produced sequences of spins individually, in pairs and in small groups, gradually building up the complexity and quality of their programme. This was a very good session, largely because of the high quality of the teaching, the high expectations set and the very brisk pace. Very good use was made of pupils' ideas. One pupil demonstrated how he could achieve an 'extra boost' to his movement through a hand thrust. Links with other subjects were particularly well developed, with clear links to science and mathematics, and very effective development of pupils' speaking and listening skills. A number of pupils who were not participating actively because of the Ramadan festival, were fully engaged in taking notes and evaluating the work of the groups. Overall, very good opportunities for all pupils to evaluate their work were created and these were used well. As in most other lessons, there was an appropriate focus on health and safety issues and on the effects of exercise on health. However, this is a less strong feature lower in the school.
109. Standards in Years 3 to 7 are, however, no higher than would normally be expected. The activities planned for Year 7, on the evidence seen, are not always as engaging as they might be, if pupils are really to move their learning forward. Pupils with special educational needs are supported well where necessary. Good examples of this were seen in some lessons.
110. Teaching and learning are good overall, with some very good teaching observed in Years 5 and 6. Several staff have specialist subject knowledge and this gives some consistency to the teaching across the school. However, staff generally need to be judicious in their interventions, since, on several occasions, they tended to impede the flow of learning rather than support it. Planning is detailed and provides well for the range of needs in each class. Overall, teachers manage pupils well. Relationships are good and teachers have high

expectations of pupils' behaviour. Occasionally, where low level distractions are likely to arise, as in a Year 4 lesson, the situation is managed briskly and effectively, usually with the additional support of experienced staff. The pace of the best lessons, as in a Year 5 games lesson observed, is a key strength. Pupils are challenged throughout and respond very positively. The subject contributes effectively to their social development. Assessment procedures continue to evolve and are satisfactory overall, with an increasing emphasis on pupil self-evaluation.

111. The programme of additional sporting activities and clubs enriches the curriculum satisfactorily. However, some parents feel, with some justification, that this could be more extensive. The school is beginning to pick up on opportunities available through the school's work with partner schools and this is having some positive benefits on the range and quality of what the school can provide. There has been recent staff training in games. The annual residential visit for Year 7 pupils provides opportunities for outdoor and adventurous activities.
112. The co-ordinator is relatively new to her post. She has a good overview of the subject, supports colleagues well and has a clear understanding of what needs to be done to move the subject on. Leadership is good, while management is satisfactory. The school has limited outdoor space for physical education and no access to grass, although the hall is spacious and meets pupils' needs adequately. There is further work to do in developing assessment systems in the subject.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

113. The arrangements for PSHCE are good. They contribute significantly to the sense of common purpose in the school, in which each person feels valued and has the opportunity to achieve his/her full potential. The very good relationships between staff and pupils contribute to a harmonious community in which all pupils have equal status. They are taught to show tolerance and respect for each other and for views different from their own. A comprehensive scheme of work is in place and weekly lessons are timetabled for each class. Children have opportunities to express their feelings and opinions about a range of issues and concerns. The school successfully promotes health awareness and the importance of exercise and healthy eating. Pupils work together well in pairs or in groups of different sizes, ability or gender. They are keen to abide by the school's 'Golden Rules'. Whole-class discussions are very productive and pupils are supportive of each other when difficulties arise. PSHCE, including citizenship, is promoted well through the annual visit of the Life Education Bus, which promotes knowledge and attitudes towards keeping safe and healthy and forms the basis for future work in connection with sex and drugs education. The school aims to prepare pupils for self-learning and citizenship development. Pupils are listened to, and feel that they have a voice. Older pupils have responsibilities as monitors, and pupils in each class carry out regular duties.
114. The teaching of citizenship is being established as part of the PSHCE programme. There is a scheme of work through which pupils learn about roles and responsibilities within the community. They find out how 'government' works and about the conventions of debate when discussing and negotiating. Some of the skills are applied as part of pupils' work on the school council. Some pupils are involved in the 'Hopes' project, which focuses on promoting pupils' well-being. This is having a very positive effect in the playground through peer mediation. External speakers, such as local magistrates, also contribute to pupils' understanding of responsibility, and a visit to the Houses of Parliament is planned for later in the year.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	4
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	4
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
The leadership and management of the school	1
The governance of the school	2
The leadership of the headteacher	1
The leadership of other key staff	1
The effectiveness of management	2

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).