

INSPECTION REPORT

Worsley Bridge Junior School

Beckenham

LEA area: Bromley

Unique Reference Number: 101596

Headteacher: Mr Michael Shepherd MA

Reporting inspector: Mr Keith Edwards

Dates of inspection: 18 - 21 October 1999

Under OFSTED contract number: 708526

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
Type of control:	Local education authority
Age range of pupils:	7-11
Gender of pupils:	Mixed
School address:	Brackley Road Beckenham Kent BR3 1RF
Telephone number:	0181 650 2977
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr Robin McNab Jones
Date of previous inspection:	5 - 8 February 1996

INFORMATION ABOUT THE INSPECTION TEAM

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Keith Edwards, Registered Inspector	Mathematics	Attainment and progress
	Art	Teaching
		Leadership and management
Gail Ellisdon , Lay Inspector		Attendance
		Support, guidance and pupils' welfare
		Partnership with parents and the community
		Staffing, accommodation and learning resources
Christina Kadir, Team Inspector	Information technology	Curriculum and assessment
	Music	Special educational needs
	Physical education	
Barbara Lambert, Team Inspector	Science	Spiritual, moral, social and cultural development
	Design and technology	Efficiency
	Geography	
Abul Maula, Team Inspector	English	Attitudes, behaviour and personal development
	Religious education	Equal opportunities
	History	

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MAIN FINDINGS

What the school does well

- Pupils achieve standards in English, mathematics and science which are above average.
- The ethos of the school is purposeful and it promotes high standards of attainment
- The quality of the relationships in the school is very good.
- Provision for the pupils' moral development is very good.
- The standard of behaviour is very good and the school is an orderly community.
- The staff have a strong commitment to pupils' welfare.
- The pupils achieve high standards in musical performance.
- The school provides a good range of extra-curricular activities.

Where the school has weaknesses

- I. Pupils have too few opportunities to develop their skills in writing.
- II. Assessment procedures are not used effectively: there are weaknesses in the school's marking, recording and reporting systems.
- III. Support for pupils with special educational needs lacks coherence.
- IV. There are weaknesses in the school's procedures for monitoring and evaluating the curriculum.
- V. Information technology is not used sufficiently to support learning in different subjects.
- VI. There are weaknesses in the management structures as the roles and responsibilities of teachers are not clearly defined. The role of the curriculum co-ordinator is under-developed.
- VII. The school lacks clear communication systems.
- VIII. There is insufficient emphasis placed on pupils' understanding of other cultures.

Although the school has many strengths, there are weaknesses in important areas of school life. The weaknesses identified in the inspection will form the basis of the governors' action plan, which will be sent to all parents or guardians of pupils at Worsley Bridge Junior School.

How the school has improved since the last inspection

Since the last inspection, the school has successfully raised standards of attainment in English, mathematics and science. A much greater percentage of the teaching is now satisfactory or better. The school has also been successful in meeting some of the recommendations of the last inspection report. For example, issues regarding information technology have been satisfactorily addressed, as all pupils are taught skills systematically in the recently established computer suite. However, little use is made of the computers in classrooms to support learning across the curriculum. The quality of pupils' artwork, demonstrating a range of techniques and styles, has improved. Pupils now make satisfactory progress in design and technology. Teachers' lesson plans show an awareness of different ability groups within each class and the staff plan work co-operatively across each year group. The school now complies with the recommended teaching time. Overall, the school has made satisfactory progress since the last inspection and is satisfactorily placed to continue to improve.

Issues regarding the quality of teaching and learning have not been fully addressed. For example, teachers still do not draw on a full range of teaching strategies and too many lessons are didactic with insufficient opportunities presented to pupils for them to conduct their own research. Furthermore, although the school has put a lot of work into considering their assessment procedures, there is a lack of consistency between classes of the use made of assessment information to inform the work which is set for individuals and groups of pupils of different abilities. There is little connection between the support provided for pupils with special educational needs and the detail of their individual education plans.

Standards in subjects

This table shows the standards achieved by 11 year olds in 1999 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools	Key	
English	B	A	<i>well above average</i>	A
Mathematics	B	A	<i>above average</i>	B
Science	B	A	<i>Average</i>	C
			<i>below average</i>	D
			<i>well below average</i>	E

Standards of attainment in the core subjects are above average in comparison to all schools nationally and well above average in comparison to similar schools. Standards of attainment in information technology have improved. Pupils attain standards in religious education which are close to the recommendations of the locally agreed syllabus. In history, pupils make good progress and in all other subjects their progress is satisfactory. Pupils make satisfactory progress overall in the school.

Quality of teaching

Teaching in	7 – 11 years
English	Satisfactory
Mathematics	Satisfactory
Science	Satisfactory
Information technology	Satisfactory
Religious education	Satisfactory
Other subjects	Satisfactory

In eighty-nine per cent of lessons observed the teaching was satisfactory or better. In twenty-two per cent of lessons, the teaching was good and very occasionally better. This is a substantial improvement on the last inspection when 30 per cent of lessons were judged to be less than satisfactory. The teaching of history is consistently good and enables pupils to make good progress. Eleven per cent of lessons were unsatisfactory or weak and most of these were found in one class covered by a temporary teacher.

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

Other aspects of the school

Aspect	Comment
Behaviour	The pupils' behaviour is very good. They enjoy very good relationships, and this a particular strength of the school.
Attendance	Attendance rates are better than the national average and the standard of punctuality is very good.
Ethos*	The ethos of the school, which is strong on the pastoral aspects of the curriculum, is good.
Leadership and management	The school benefits from sound leadership from the headteacher and his senior management team, assisted by a supportive governing body.

Curriculum	The curriculum is balanced and broadly based. It fulfils the requirements of the National Curriculum and prepares the pupils appropriately for the next stage of their education.
Pupils with special educational needs	Pupils with special educational needs make satisfactory progress, although there are shortcomings in the provision.
Spiritual, moral, social & cultural development	Satisfactory overall. The provision for the pupils' moral development is very good, but there is insufficient emphasis on the development of the pupils' understanding of other cultures.
Staffing, resources and accommodation	These aspects are satisfactory and make a positive contribution to the work of the school.
Value for money	The school provides satisfactory value for money.

**Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

The parents' views of the school

What most parents like about the school	What some parents are not happy about
IX. Their children like school.	XIV. They feel unwelcome in the school.
X. The standard of pupils' behaviour.	XV. The school does not handle complaints well.
XI. The values and attitudes which the school promotes.	XVI. They lack a clear understanding of what is
XII. The high standards of pupils' work.	XVII. There are too few opportunities for pupils to
XIII. They find the school approachable.	

Only 11 per cent of parents completed the questionnaire issued prior to the inspection and the meeting for parents was attended by 35 people. There was a strong feeling that complaints were not handled well by the school and that the parents felt they were kept at arm's length. Inspectors agree that there are weaknesses in the school's communication systems and thus parents might well feel that their complaints are not well handled. Whilst some parents are pleased with the verbalised rating scale type of pupil report employed by the school, others find them insufficiently informative. Scrutiny of reports during the inspection confirmed they are too general. However, almost all parents commented that their children liked school and that their behaviour is good. They are pleased with the standards of their children's work. Inspectors support the view that the behaviour of the pupils is commendable and that standards in the core subjects are above average. Inspectors found the provision for extra-curricular activities to be good and do not support the parental view that there are too few opportunities for pupils to become involved in more than their daily lessons.

KEY ISSUES FOR ACTION

XVIII. Improve standards in writing throughout the school by:

- providing more opportunities for extended writing across the curriculum and reducing the reliance on worksheets. (paragraph 94)
- Develop the monitoring role of the senior management team and curriculum co-ordinators to ensure consistency of classroom practice. This process should include the following:
 - an evaluation of the job descriptions of all members of staff to ensure they clearly define roles and responsibilities; (paragraph 71)

- . the establishment of a stable staffing model which enables co-ordinators to contribute to the raising of standards through the monitoring and evaluation of their areas of responsibility, (paragraph 71)
 - . establishing clear channels of communication between all staff to ensure consistency of practice; (paragraph 67)
 - . setting clear goals for each area of the curriculum and ensuring that progress towards them is rigorously monitored. (paragraph 67)
- . Develop assessment procedures to further improve standards across the curriculum. This process should include the following:
 - . making greater use of assessment information to plan the content of lessons and to identify the needs of pupils of different prior attainment, particularly the most able; (paragraph 36)
 - . introducing a consistent marking and record keeping policy; (paragraph 36)
 - . improving the quality of reports to parents. (paragraph 57)
 - . Improve the support for those pupils with special educational needs by:
 - . a reassessment of the school's criteria for including pupils on the register; (paragraph 37)
 - . providing more in-class support which closely reflects the pupils' individual education plans: (paragraph 37)

In addition to the key issues above, the following less important weaknesses should be considered for inclusion in the action plan:

- . little use is made of computers to support learning across the curriculum; (paragraph 117)
- . the use of the library as a computer suite inhibits its use for independent study; (paragraph 87)
- . there is insufficient emphasis on the development of pupils' understanding of other cultures; (paragraph 43)
- . the school's child protection arrangements do not fully comply with national recommendations; (paragraph 52)
- . limitations on pupils' entitlement to the full curriculum are imposed by the programme of individual instrumental tuition. (paragraph 68)

INTRODUCTION

· Characteristics of the school

1. Worsley Bridge Junior is a three-form entry school in the London borough of Beckenham. Its pupils are drawn from a wide range of backgrounds, a minority living in housing association or municipal accommodation whilst most households are owner-occupied. There are currently 384 boys and girls on roll. At the present time almost a fifth of the pupils are eligible for free school meals. A small but increasing proportion of the school population is drawn from minority ethnic communities and five pupils are currently being supported for English as an additional language.
2. The range of ability in each class is broad. The attainment of pupils on entry to the school is above average. However, almost a third of the pupils in the school is included on the register for special educational needs. This is well above average. Eleven pupils have a formal statement of special educational need which is higher than at the time of the last inspection.
3. The pupils are taught in 12 classes in discrete year groups. There are 17 teachers employed in the school

on either a full-time or part-time basis. The main building is on two floors and there are four additional classrooms in two separate blocks. The school is situated in attractive, extensive grounds which have both hard and grassy recreational areas.

4. The aims of the school are expressed in the prospectus for parents and are summarised in the opening statement:

“Worsley Bridge Junior School aims to fit our children for a place in society where they will feel valued, having skills, knowledge, positive attitudes, self-confidence and a joy for living.”

5. The current priorities as expressed in the school development plan are as follows:

- the improvement in the provision for those pupils with special educational needs;
- the improvement in standards in information technology;
- the improvement in standards in art and design and technology;
- the improvement of the overall quality of teaching;
- the improvement of strategic management and the role of the co-ordinator;
- the improvement in assessment procedures.

Key indicators

1. Attainment at Key Stage 2¹

Number of registered pupils in final year of Key Stage 2

For latest reporting year:

Year	Boys	Girls	Total
1999	45	53	98

6. National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or Above	Boys	33	39	37
	Girls	43	45	43
	Total	76	84	80
Percentage at NC Level 4 or above	School	78 (70)	86 (65)	82 (75)
	National	65 (63)	59 (62)	69 (69)

6. Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	35	40	39
	Girls	46	47	47
	Total	81	87	86
Percentage at NC Level 4 or above	School	83	89	88
	National	65 (63)	65 (64)	72 (69)

7. Attendance

Percentage of half days (sessions) missed

through absence for the latest complete

	Authorised	School	%
			5.4

reporting year:

Absence	National comparative data	5.7
Unauthorised	School	0
Absence	National comparative data	0.5

7.

8. **Exclusions**

Number of exclusions of pupils (of statutory school age) during the previous year:

	Number
Fixed period	2
Permanent	0

9. **Quality of teaching**

Percentage of teaching observed which is:

	%
Very good or better	1
Satisfactory or better	89
Less than satisfactory	11

9.

.....

1

Percentages in parentheses refer to the year before the latest reporting year

9. PART A: ASPECTS OF THE SCHOOL

9. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

9. Attainment and progress

2. Whilst the school caters for a wide range of abilities, the pupils' attainment on entry is above average. Pupils make satisfactory progress in relation to their prior levels of attainment and achieve standards which are above average in the core subjects. The National Curriculum tests for 1998 indicate that pupils' attainments were above the national average in English, mathematics and science, and the test results improved in 1999. Inspection evidence supports the judgement that pupils have above average attainments in English, mathematics and science by the time they leave school. An analysis of the school's 1999 performance data compared with pupils from similar schools, as opposed to all schools nationally, indicates that the performance of the pupils was well above in all of these subjects. Pupils with special educational needs are enabled to make satisfactory progress.
3. An analysis of results for the school shows that standards in English have improved over the past three years. Pupils attain standards which are above average in speaking and listening, reading and spelling. When reading, pupils are able to adopt appropriate strategies according to their purpose; this includes skimming to gain an overall impression and scanning to locate information. When reading aloud, they use expression and are sensitive to the finer nuances of the text. They use their reference skills confidently and accurately when seeking information from books. Their skills in writing are average. Not all pupils have developed a fluent handwriting style by the age of eleven and they are presented with too few opportunities to record their findings in different subjects in narrative form. Their literacy standards enable them to work readily in subjects where they need to use their reading skills. They have a good command of subject specific vocabulary which they use with confidence and to good effect. The school lacks a literacy co-ordinator to monitor the introduction of the National Literacy Strategy and to assess its impact. When this appointment is made, the school will have a good capacity to continue to improve.
4. Pupils' levels of attainment in mathematics by the age of eleven are above average. Results in the 1998 Key Stage 2 National Curriculum tests were well above those achieved by pupils attending similar schools and above the national average. In those tests, 26 per cent of pupils attained the higher grades. This performance was bettered in 1999 when 38 per cent attained the higher level. Inspection evidence supports the view that the national tests provide a fair reflection of the pupils' achievements. The satisfactory standards reported in the last inspection have been improved, and the school is well placed to sustain this progress. Pupils respond well to the teaching and make satisfactory progress overall, and good progress in acquiring and using a mathematical vocabulary. Pupils are responding well to the emphasis on mental mathematics and are making good progress in calculations involving tables and fractions. They apply their skills in data handling effectively in other subjects such as science and geography.
5. Inspection evidence indicates that pupils make satisfactory progress in science and that standards of attainment are above average by the time they leave school. In the 1998 National Curriculum tests at the end of Key Stage 2, 75 per cent of pupils achieved the national standard; over a third of these pupils achieved a higher level. Their performance was above the national average and well above that of pupils attending similar schools. An analysis of the school's 1999 national test results indicates that standards of attainment in science are steadily rising. Younger pupils know about the appropriate conditions for plant growth and can explain what constitutes a balanced meal for humans. Older pupils check the validity of their predictions and know how to apply the concept of a fair test. By the end of Key Stage 2, pupils engage in elaborate investigations into the workings of the human body and apply sound scientific methods to ensure secure conclusions.
6. By the time most pupils leave school, they have a knowledge and understanding of information technology which is satisfactory. They develop a broad range of skills including the ability to combine

text with graphics when preparing party invitations and they can present data in a variety of forms. Most pupils respond well to the systematic teaching of information technology skills in the computer suite and this has had a significant impact on raising standards and has contributed to the pupils' satisfactory progress. However, they lack the opportunity of applying their skills across a broad range of subjects and this impairs their progress. Information technology is not yet securely integrated into the school's curriculum.

7. By the age of eleven, the pupils' attainment in religious education is in line with the expectations of the locally agreed syllabus and they make satisfactory progress throughout the school. They become familiar with the bible and learn about different places of worship associated with different faiths. In history, pupils respond well to the good teaching and a range of first-hand experiences, and make good progress in the development of their skills and understanding. In geography and design and technology, pupils make satisfactory progress. In art, there has been an improvement since the last inspection; pupils are now presented with an enriched curriculum which enables them to make satisfactory progress throughout the school. The school's displays of high quality pupils' work are a testament to the pupils' attainments.
8. In music, pupils respond well to the stimulating curriculum, enhanced by the range of tuition available for pupils to learn to play a musical instrument. Pupils achieve high standards in performance and develop a good understanding of musical form and composition. In physical education, pupils make good progress in team sports; they become very competent swimmers and are very successful in competitive sporting events. However, little attention is paid to dance and the pupils' progress overall is satisfactory.
9. Pupils make satisfactory progress overall throughout the key stage. There is no distinction in the attainment and progress of pupils in terms of ethnicity or social background. At the age of eleven, the performance of girls is above the national average in the core subjects and the performance of the boys is well above. The overall trend in national test results indicates that girls' attainment is slightly better than that of boys' in English and the performance of the boys is better than the girls in mathematics and science.
10. Pupils with special needs make sound progress in relation to their prior attainment. In class lessons, their progress is occasionally good when they receive good quality support within the class and the work set is well matched to their abilities. Their progress is no better than sound when pupils are withdrawn for special needs support as the teaching does not match the needs identified in individual education plans.

18. Attitudes, behaviour and personal development

11. This aspect of the school is a strength, with the pupils having a very positive attitude towards their learning, towards each other and to the adults who care for them. They identify strongly with the notion of "their school" which instills in them a feeling of security, confidence and self-value. The pupils' attitudes to learning are positive, and the standard of their behaviour is very good. They enjoy very good relationships, and this a particular strength of the school.
12. The majority of pupils demonstrate positive attitudes to school, applying themselves well to their work. They demonstrate a great deal of enthusiasm about their learning and often sustain high levels of concentration while showing their willingness to persevere. This is reflected in the high standard of the presentation of their work. Given the opportunity, many are able to work both individually and collaboratively, sometimes taking initiative for their learning.
13. The pupils' behaviour in and around the school is very good. Many show care for one another and respect for their school environment and learning resources. Good behaviour is reinforced well through rewards and there are sanctions to deter any unacceptable behaviour. The school places a great deal of

emphasis on self-discipline and pupils' positive response to rules and expectations enables the school to become an orderly community. Pupils respond well to adults providing good role models, and most are courteous and contribute to the wider community by getting involved in activities relating to the elderly and charities.

14. Relationships are very good. Most pupils are supportive and helpful towards one another and show a strong sense of fairness. This has a positive impact on the pupils' personal development and academic achievement. There is no evidence of bullying or discrimination. Boys and girls from diverse socio-cultural and religious backgrounds work and play together happily. In 'Circle Time' sessions which are part of the personal and social education, pupils reflect sensitively on their personal experiences and make supportive comments about others. Most parents are happy with the values that the school promotes.
15. Some curricular and extra-curricular activities, such as role-play and educational visits provide opportunities for pupils' personal development. Pupils assist in the library, with the school magazine and some as monitors. Others involved in school teams compete successfully in the region, showing strong team spirit. The lack of opportunities for independent research skills and absence of residential visits limit the scope for pupils' personal development. Pupils with special educational needs, and those for whom English is an additional language, respond well to extra support and appreciate the added attention they receive. The pupils' personal development is satisfactory, overall.

23.

23.

Attendance

16. Overall attendance is better than the national average and there are few unauthorised absences. The pupils' punctuality is impressive with the vast majority always arriving on time in the morning and for lessons throughout the day.

24.

24.

QUALITY OF EDUCATION PROVIDED

24. Teaching

17. Throughout the inspection, there was a high percentage of temporary members of staff employed at the school. On the last day of the inspection half of the classes were taught by temporary teachers.
18. In eighty-nine per cent of lessons observed the teaching was satisfactory or better. In twenty-two per cent of lessons, the teaching was good or better. This is a substantial improvement on the last inspection when 30 per cent of lessons were judged to be less than satisfactory. The teaching of history is consistently good and enables pupils to make good progress. Eleven per cent of lessons were unsatisfactory or weak and most of these were found in one class covered by a temporary teacher.
19. The overall quality of the teaching throughout the key stage is satisfactory and it enables pupils to make satisfactory progress in most subjects. In most lessons, teachers recap on previous work and set clear learning objectives to deepen the pupils' knowledge and understanding. Teachers value the work of their pupils and in each classroom there are interesting displays which stimulate the pupils' interest and incorporate their work. Teachers are effective in managing the behaviour of pupils and have forged good relationships with them. Although there are areas of weakness, teachers have a good knowledge of National Curriculum requirements and plan well to provide a range of activities which effectively link different subjects to enhance the relevance for pupils. For example, pupils are encouraged to use the leaves they have collected as part of a science project for a mathematical exercise on data handling. In another lesson, artwork is effectively linked to a history project on the Tudors. There are, however, weaknesses in subject knowledge in areas such as information technology, where many teachers recognise their need for further training. Although there are computers in every classroom, they are

seldom used to support learning. Homework is used satisfactorily to support the work in class. Many parents expressed the view that they were pleased about the expectation of what was required from each child, although there was concern that there was no consistency between classes in the homework set.

20. There are further weaknesses in the teaching. Although teachers plan well together across each year group, there is no consistency in teachers' individual lesson plans. In many instances, learning objectives are not set out clearly. On occasions, teachers have low expectations of the pupils, particularly those capable of higher attainment; this was identified as a weakness in the previous inspection report. For example, there is an overuse of worksheets which place little demand on pupils, and pupils are given too few opportunities to write their own accounts and record their own findings. Much of the teaching is didactic and too few opportunities are made for pupils to conduct their own research or follow their own lines of enquiry. Too little use is made of the pupils' own work to act as exemplars to boost esteem and to encourage other groups of pupils. In other lessons, marking lacks focus and consistency and does not help pupils to improve. A significant minority of lessons lacks pace. There is often a lack of balance between the length of time taken by the teacher to introduce the lesson and the time remaining for the pupils to conduct the task. In numeracy lessons in particular, there is a lack of rigour in the use of time as a resource; concluding sessions to discuss what has been learned are often omitted through poor time management.
21. Teachers are well prepared in the literacy hour sessions and are coping well with the organisation and management of each session. For example, in the best lessons such as one observed in Year 6, teachers challenge pupils with interesting work on characterisation in Shakespeare's "Macbeth" and stimulate thoughtful discussions through the effective use of questions. The teachers have introduced the daily numeracy hour, although there is still uncertainty over how it should be conducted. Nevertheless, they have been successful in raising pupils' standards in mental calculations and speed of recall.
22. Pupils with special educational needs are sensitively managed within the class and non-teaching members of staff are well deployed. However, when pupils are withdrawn for additional support in literacy, the quality of the teaching is variable as there is too little effective communication between the class teachers, support staff and the special educational needs co-ordinator. The individual education plans are of sound quality and generally matched to individual needs but are largely ignored by the support teachers employed by the school. Pupils for whom English is an additional language receive appropriate support.

30.

The curriculum and assessment

23. The curriculum currently provided is broad and relevant to the age and prior attainment of the pupils. It supports and encourages pupils' positive response and attainment in most areas. The aims of the school are reflected through the curriculum, which covers the full range of the National Curriculum, sex education, religious education and it now complies with the recommended length of the school week. A drugs policy is in place and drugs education is planned for within the science curriculum. Account is taken of the National Literacy Strategy and aspects of the National Numeracy Project are provided for. However, aspects of some subjects are insufficiently well defined; for example the use of information and communication technology to support classroom work in other subjects, and the lack of creative opportunity in physical education, through expression in movement and dance. The provision for personal social and health education is satisfactory; aspects of it are taught through other subjects such as science and English.
24. Pupils on the special educational needs register have good attitudes to learning and make satisfactory progress. However, the provision for pupils with special educational needs is unsatisfactory. The curriculum does not provide for equality of access and opportunity for lower-attaining pupils with special educational needs. These pupils are given support mostly outside the classroom by a team of support teachers, classroom assistants and local education authority specialist teachers. The work pupils do outside the classroom bears little relation to their classroom work; special needs pupils are missing whole literacy and numeracy hours several times per week. Pupils on the special needs register have

individual education plans, which need further improvement to ensure targets are specific, achievable and measurable.

25. The provision for extra-curricular activities is good and enhances pupils' learning. A number of after-school and lunchtime clubs, including competitive sports, art and craft, chess, country dancing and music is available to pupils. As a whole, the curriculum promotes pupils' intellectual, physical and personal development; it also prepares them successfully for their transition from Key Stage 2 to the secondary school.
26. The school aims to provide equal access to all pupils irrespective of their gender, ability, ethnicity and background. This is evident in documentation and special educational needs provision. Girls are involved in the full range of school activities. The school conducts a gender analysis of national test results, though there is little evidence to suggest that the analysis includes the dimension of pupils' ethnicity. The school provides relevant role models for all pupils. The equal opportunities practice is, however, still at the early stages of development. The school's curriculum meets statutory requirements, but the practice of withdrawing pupils from lessons for some activities, such as instrumental tuition and special educational needs support, denies some pupils' full curriculum entitlement.
27. There is generally a suitable balance between the subjects provided and the curriculum is sound overall. There is insufficient monitoring of the curriculum by the senior management team and subject co-ordinators to ensure consistency of teaching and continuity between years. There are policies for all subjects except for design and technology and schemes of work for most subjects, although these are limited in range and do not always provide for adequate continuity and progression across the year groups. Curriculum planning is undertaken by teachers in the in the same year group working together to produce medium and short term plans. Teachers are usually clear about their learning objectives but the activities planned do not always take into account the needs of the lower or higher attaining pupils. Some aspects of curriculum delivery place an over-emphasis on the imparting of knowledge rather than practical application of skills in a real life context. A strong emphasis is given throughout the school to development of pupils' skills in literacy and numeracy. The systematic teaching of reading and number skills is already beginning to have an impact on pupils' attainment.
28. The school's provision for assessment is unsatisfactory overall; there is no assessment co-ordinator and there is no policy. The procedures for assessing pupils' attainment are mostly unsatisfactory. There is an over-emphasis on recording the results of standardised tests without clearly linking this to planning specific programmes of work for individuals or groups of pupils. Assessment of pupils' attainment and progress against schemes of work is limited and does not occur at all in subjects such as design and technology. There is no marking policy. The school has begun the process of compiling assessment portfolios, with examples of pupils' work in writing, and is planning to extend this to other subjects in the near future. Procedures for assessing, recording and reporting pupils' progress were a key issue in the last inspection report; there has been little improvement in this area. However, the school recognises the shortcomings in this area and has identified assessment as a priority area for development
29. Ninety percent of pupils enter the junior school with attainment at Level 2 or above in English and similarly in mathematics, yet the school placed twenty-nine percent of Year 3 pupils on the special needs register. These figures suggest that judgements about pupils' special educational needs are not secure. There is a need for effective liaison and communication between special needs support teachers, classroom assistants, the special needs co-ordinator and class teachers. Classroom teachers are not always aware of the targets contained in individual education plans; they do not use these plans as a basis for planning special needs pupils' work in the classroom.
30. Although there are only a small number of pupils for whom English is an additional language, there are satisfactory arrangements in place for their academic and social support. Staff generally make equal demands on boys and girls and pupils from different ethnic groups and all participate with enthusiasm in the life of the school.

38.

Pupils' spiritual, moral, social and cultural development

31. The atmosphere throughout the school is calm and purposeful and pupils are very well supported by the teaching and non-teaching staff.

32. The spiritual development of the pupils is satisfactory and acts of worship ensure opportunities for moments of reflection and prayer. Assemblies focus on the absorption of values and beliefs through stories and discussion mainly on a broadly Christian theme and the curriculum allows opportunities for the study of world religions. Moments of awe and wonder, the complexity of the natural world and the achievements of man are planned and promoted within the curriculum.

33. The teaching of moral issues is very good and this is reflected in the themes and stories covered in assemblies and in the ethos prevalent in the school. School rules are well established and these are reinforced by all staff and Year 6 pupils who monitor behaviour in the corridors and during assemblies. Class rules are decided by the pupils themselves and these are often the focus during “circle time” and class discussions. The school fosters the values of respect and honesty through these rules and pupils are well aware of the differences between right and wrong. There are well-developed systems for rewarding positive behaviour and good work with house points and certificates being awarded regularly. House captains are elected annually by the pupils in Year 6 with a trophy being awarded to the house with most points at the end of the school year.
34. The provision for social development is satisfactory, with relationships between both staff and pupils and pupils themselves being positive. The adults provide good role models and individuals are valued for themselves and the contribution they make to the life of the school. Pupils work well together in pairs but there is little opportunity for larger group or collaborative working. Pupils are not encouraged to develop independence by taking responsibility for younger pupils, for example, or break time games, although some Year 6 pupils help to run the library. The school regularly takes part in competitive sports and has a well-established tradition for this with teams and individuals gaining success at inter-school and county level events. There is good provision for extra-curricular activities, particularly sports and music; pupils have the opportunity to share their skills and talents in music on a regular basis in assemblies and concerts.
35. There are opportunities for pupils to further their cultural development, with theatre visits, peripatetic music provision and concert productions at Christmas time. School assemblies focus on differing composers and a variety of music is played for the pupils to listen to. Pupils learn a variety of songs to sing communally and the headteacher regularly accompanies the singing with the guitar. The residential visit to the Isle of Wight has been discontinued due to pressure of time and although there is a ‘Wider Curriculum’ document, this focuses on science, religious education and all other non-core subjects throughout the school, and pupils are given insufficient opportunities to learn about other peoples lives or cultures. There is little evidence of the study of other cultures in the school and ethnic/cultural minority pupils are given few opportunities to show how their experiences can enrich the cultural life of the school. Resources for this aspect are very limited.

43. Support, guidance and pupils’ welfare

36. The effective provision for these aspects reported in the previous inspection has generally been maintained. Most staff provide pupils with good pastoral support. They know the children well, respect them as individuals and are sensitive to their needs. This ensures the majority of children feel happy and secure at the school and are confident to approach teachers. The school’s concern for its pupils is further manifest by all teachers having recently undertaken a bereavement counselling course.
37. Parents applaud the school’s well-considered and effective procedures for the admission of pupils to Year 3. These ensure children settle readily into the rigours and routines of Key Stage 2. Arrangements for the transfer of pupils to the secondary phase are also very sound.
38. Some improvements have been made in monitoring pupils’ progress since the last inspection. Many teachers now regularly assess pupils and file samples of work. However little use is made of test results to inform planning. Pupils’ files do not at present contain information relating to personal development which is recorded more informally.
39. The school’s support for pupils with special educational needs is satisfactory overall. Pupils are helped to meet the learning objectives set in their individual education plans through additional teaching support for mathematics and literacy. However, equal opportunities for learning are hampered due to a lack of effective communication; for example temporary teachers are not consistently being informed about the specific needs of statemented pupils. Parents of pupils on the special educational needs register

are invited to attend review meetings. The school is fortunate in having the services of an English as additional language teacher and a learning support teacher provided by the local education authority.

40. Procedures for promoting attendance are good. The school's ethos ensures that pupils want to attend. Since the last inspection the school has reviewed its registration procedures. Registers are now taken promptly at the start of the morning session and again in the afternoon. They are well maintained and, apart from a few inconsistencies, are marked in accordance with local authority guidelines. The vast majority of parents confirms that their children enjoy school. Unexplained absences are always investigated although not always immediately. When a pupil's attendance gives cause for concern parents are contacted. If necessary the education social worker, who visits the school regularly, is involved.
41. Clear details of attendance are given in the pupils' written reports. However, the school does not comply with the statutory requirement to include full details of absences in the governors' annual report to parents and the prospectus.
42. The school is successful in promoting good behaviour. Pupils know what is expected of them. They learn about respect for others and their feelings through assemblies and religious education. Most staff consistently praise good work and behaviour and apply discipline firmly but fairly. A few parents assert that one or two teachers and some ancillary staff chastise pupils too readily. Observation during the inspection confirmed this to be the case. Poor behaviour is dealt with speedily and sanctions such as writing a letter of apology are often positive.
43. The school has appropriate procedures for bullying. The school provides a bullying counsellor with whom pupils can discuss difficulties, and all bullying incidents are dealt with promptly by involving the pupils concerned and parents when necessary. The midday assistants keep a record of all lunchtime incidents, which are logged and dealt with by the headteacher or his deputy.
44. The school's child protection arrangements do not fully comply with national recommendations. The designated person responsible for child protection has not received training. Staff are not kept well informed of signs of child abuse and procedures.
45. Overall provision for ensuring pupils' well being, health and safety is satisfactory. There are many good features. There is first aid cover throughout the school day and a medical room where sick or injured children can be quiet. Fire extinguishers and electrical and physical education equipment are checked regularly. Fire doors are clearly marked and unobstructed. Classrooms are well ventilated and children can work in natural light for much of the time. There are shady areas for outdoor work and play. However, a few concerns were noted during the inspection. These included pupils' bags left lying around on floors, lack of clear 'fire action' notice in some classrooms, heavy and unstable football goal posts, the use of the medical room for one to one music lessons and the irregular logging of fire drills.

Partnership with parents and the community

46. The last inspection reported sound partnerships with parents and the local community which were used effectively to enhance the pupils' quality of learning and their personal development. These beneficial links have largely been maintained though some parents express concern regarding the quality of communications from the school.
47. Parents are satisfied with the general information they receive about the school via the governors' annual report, the prospectus and the headteacher's monthly newsletters. However, the prospectus and governors' report omit some details specified in recent government legislation. The school is developing a homework policy and a home/school agreement. Parents are provided with a brief list of curriculum topics to be covered in some subjects at the beginning of the year. Teachers do provide homework books or folders although there is a lack of consistency across the year groups and the work is of limited range and quality.

48. The school provides useful information about the curriculum. For instance, the sex education policy clearly details content and approaches. Parents are invited to view the videos used. Despite this not all parents feel sufficiently informed about what is taught, to effectively support their children's learning at home. For example, they find the wider curriculum document superficial and would welcome more regular topic sheets together with suggestions for appropriate home activities especially in core subjects.
49. The school holds two formal meetings each year for parents to discuss their children's progress. Most parents feel able to approach teachers at any other time to share concerns about their child's education. Whilst some parents are pleased with the verbalised rating scale type of pupil report used by the school, others find them insufficiently informative. Scrutiny of reports during the inspection confirmed they are too general. The individual pupil's attainment in terms of the National Curriculum, their progress and how they might improve are not clear.
50. Parents of pupils with special educational needs are informed if a pupil is considered to be in need of additional support. Parents of statemented children are invited to contribute to their children's education through reviews of individual education plans. Informal lines of communication between parents of pupils with special educational needs, teachers and support staff do exist; these would benefit from being formalised in order to achieve a consistent approach for all pupils with special needs.
51. Most parents are supportive of the school and wish to play an active role in its life. Several give valuable classroom support on a regular basis by helping with reading or information technology under the guidance of teachers. Some help on visits, whilst others give useful talks on topics such as Hinduism and healthy eating.
52. An enthusiastic group of parents and two members of staff run the parent teachers' association. They regularly organise fund raising events such as quiz evenings, bonfire parties and summer fairs. Money raised by the association is judiciously used to purchase books, computers and other equipment and to support sports coaching, for the benefit of all pupils. PTA members also make a valuable contribution to the life of the school by helping with and providing refreshments for special events, such as sports day and the leavers' disco, and by running the Saturday football club.
53. The school makes sound use of community links for the pupils' personal development and to support the curriculum. The pupils' social awareness and a concern for others are fostered effectively through fund raising for charity, collecting for the elderly at harvest time and by participating in events such as the Beckenham Festival. Fund raising activities are always put into context by a representative from the receiving organisation visiting the school to explain their work. The pupils' moral understanding is enhanced by local clergy taking assemblies and by the use of the local churches for harvest and Christmas services. Presentations by local police, fire and road safety officers and the school nurse are effective for the development of the pupils' personal safety awareness.
54. The school enjoys good and beneficial relationships with the other schools. Pupils participate, often very successfully, in a wide range of inter schools sports events. An information technology project between Year 5 girls and a local secondary school resulted in the production of a school internet feature and ultimately in the school's acquisition of its own internet link. There is good liaison with the main feeder infant school and a range of secondary schools.

THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

Leadership and management

55. The quality of leadership and management at Worsley Bridge is satisfactory overall. The school benefits from sound leadership from the headteacher and his senior management team, assisted by a supportive

- governing body. The headteacher has established an effective working environment for all the pupils and has been successful in maintaining the tone of the school that was reported in the previous inspection. This is based on high expectations of pupils' behaviour, courteousness and high overall achievement. He has initiated many improvements, but has not yet been unsuccessful at establishing rigorous monitoring and evaluating procedures to ensure that initiatives are fully implemented and are achieving the desired effect.
56. The school is successful in meeting its aims which focus on the personal development of each child. The ethos of the school, which is strong on the pastoral aspects of the curriculum, is good. Pupils of all abilities and backgrounds are happy in school and share its values; this is reflected in the pupils' behaviour and in the positive relationships which prevail. The school has also been successful in raising standards in the core subjects of English, mathematics and science which have seen an improvement in results as measured in the national test results over recent years.
57. The headteacher, who has been in post for two years, provides a good exemplar for the ethos of the school. He knows the school and pupils well and is supportive of the staff. The school has been successful in meeting some of the recommendations of the previous inspection report. In particular, issues regarding information technology have been satisfactorily addressed, although the current location of the library does not lend itself to regular independent access by a significant number of pupils. Artwork, demonstrating a range of techniques and styles and of a reasonable standard, is used effectively to enhance the school environment. Lesson plans show an awareness of different ability groups within each class and the staff plan work co-operatively across each year group. The school now complies with the recommended teaching time suggested by central government. Overall, the school has made satisfactory progress since the last inspection and is satisfactorily placed to continue to improve. There is a shared sense of determination to move forward and to succeed within specific year groups but this attitude does not permeate the entire school.
58. Issues regarding the quality of teaching and learning have not been fully addressed. For example, teachers still do not draw on a full range of teaching strategies and too many lessons are didactic with few opportunities presented for pupils to pursue their own investigations. Furthermore, although the school has put a lot of work into considering their assessment procedures, there is a lack of consistency between classes of the use made of assessment information to inform the work which is set for individuals and small groups of pupils. There is little connection between the support provided for pupils with special educational needs and the detail of their individual education plans.
59. There are still weaknesses in the strategic management of the school. A number of key posts of responsibility, such as the co-ordinating roles for literacy and religious education have not been filled and most of the staff job descriptions are out-of-date. The role of the deputy headteacher, for example, is not clearly defined and this leads to a weakness in the management structure. Curriculum co-ordinators have not been sufficiently empowered to evaluate the teaching and learning in their subject or to develop their area of responsibility in a planned and systematic way. Lines of communication are weak. Furthermore, although the school development plan sets out clear goals for the future, there remains a lack of strategic planning in terms of allocation of funds and staff development.
60. The last inspection commented favourably on the provision to ensure equal opportunities for all pupils, and this standard has been maintained. Staff have a high regard for equality of opportunity with regard to gender, ethnicity and social background; the policy is well implemented throughout the school. However, the school is not successful in ensuring all pupils' full entitlement to the curriculum with the frequent withdrawal of pupils for individual music lessons and additional literacy work.
61. The governing body meets almost all statutory requirements and has streamlined its structure of sub-committees to provide more focused support. The governors' annual report for parents provides very clear and useful information about the life of the school. Individual governors take an active interest in particular areas of the curriculum and some take an active part in supporting classroom provision. The roles of literacy and numeracy governors have been allocated and they have undertaken appropriate training.

Staffing, accommodation and learning resources

62. Overall these aspects are sound and make a positive contribution to the work of the school. There are sufficient appropriately qualified staff to teach the curriculum with a balance between experienced and more recently qualified teachers. Gender and ethnic mixes amongst the staff reflect the pupil population and provide good role models. All teaching staff, except those newly qualified, have areas of responsibility for which they are well qualified.
63. Few staff have an up-to-date, detailed and specific job description. This lack of clarity is hampering the efficiency and effectiveness of the school. Science and English co-ordinators are currently not in post. This, together with other staff absences, has necessitated the extensive use of supply teachers. The parents' concern that this is adversely affecting the quality of their children's education is justified.
64. Teaching staff receive regular training appropriate to the needs identified in the school development plan. For example, weaknesses in staff expertise in information technology and art noted in the last inspection report have been improved by whole staff training. This has resulted in improved teaching enabling pupils to make better progress in these subjects. Although the focus of training is on teaching staff; administrative and other ancillary staff have opportunities for professional development. For example, all midday staff have received emergency aid training. However, the lack of a system for evaluating the impact of training and for the dissemination of individual training to other staff noted in the last inspection still largely applies.
65. There are several non-teaching assistants. The information technology assistant now makes a valuable contribution in support of the children's learning. However, the special educational needs assistants are not utilised or guided well. Sufficient midday assistants are employed to provide a satisfactory level of supervision at lunch times. There is good provision for administrative and clerical support. This contributes to the smooth running of the school, as does the attention of the caretaker and cleaning staff.
66. Newly qualified teachers are satisfactorily supported. They are released to attend relevant local authority courses and each has a mentor in school. Staff appraisal has been suspended pending results of the performance-related pay discussions.
67. The school's accommodation generally provides a pleasant and stimulating working environment for the pupils and allows the curriculum to be taught effectively. Classrooms are of an adequate size. The music rooms, special educational needs areas and fiction library, serve pupils withdrawn for individual or small group work well. The hall provides just sufficient space for whole school assemblies and other activities such as concerts. It is well equipped for indoor physical education. Outdoor games are well provided for through a large playing field and a hard surface area. The attractive wild life garden is suitable for science studies. Cloakroom spaces and washroom facilities are just sufficient for the number of pupils. However, pupils from mobile classrooms have to cross the playground to reach the lavatories.
68. Apart from unsightly piles of old furniture and shelving at the edge of the field and behind the huts, the grounds are very attractive. Through the governors' rolling programme of maintenance the buildings are kept in a reasonable state of repair though many areas need redecorating.
69. Information technology resources have been greatly improved since the last inspection and all subjects are now adequately resourced. Many defunct and outmoded resources have been retained by the school, detracting from the effective use of the ample storage spaces available.
70. Classroom library areas and the fiction library are open to pupils throughout the school day. They are well organised enabling pupils to make effective use of the books, although use of the non-fiction library as an information technology teaching area is limiting the pupils' opportunities to develop their

research skills.

71. Local and national facilities such as museums and theatres are used well to support the curriculum in English and history. A recently incepted programme of visits to places of worship is beginning to have a positive effect on the pupils' understanding of various faiths.

79. The efficiency of the school

72. Bearing in mind the unit cost for a school of this type, the quality of education provided, the good attitudes and behaviour of the pupils and their satisfactory progress in most subjects, Worsley Bridge Junior School offers satisfactory value for money.
73. The administration of the school's finances is satisfactory with delegated spending powers and procedures to ensure an appropriate separation of duties. The governing body has a finance committee which meets regularly to oversee the budget and receive up to date financial information on which to base its decisions. The finance committee is not directly involved in setting amounts for budget headings and is guided by the headteacher and school financial administrator in this respect. However, there is liaison with the premises committee to ensure that initiatives are prioritised and costings realistic. Financial returns are only required by the borough on an annual basis at this time and they retain the responsibility for auditing the accounts at the end of the financial year. All of the recommendations made in recent audit reports have been dealt with by the governing body.
74. The governors are not fully consulted during the formulation of the school development plan which is still presented as a long list of curricular and whole school initiatives without any indication of financial costings. Subject co-ordinators prepare a list of required resources for their area and submit this for the headteacher's and management team's approval who then decides whether or not to allocate funds and the amount to be allocated. Spending by co-ordinators is monitored by the headteacher and the school's financial administrator.
75. A financial statement is included in the annual report to parents. Some income is earned by the school from lettings with each new 'let' being considered by the governing body before it can be agreed. A substantial surplus has enabled the school to equip a computer suite in the reference library and this in conjunction with computers received via the National Grid for Learning initiative, has had a significant impact on the teaching and learning of information technology within the school. However, the positioning of the computer suite has affected pupil access to the reference library and this has had a negative affect on the use of this valuable resource.
76. The considerable resources allocated to supporting pupils with special needs are not managed effectively. Staff thus deployed are not involved in the overall curriculum planning process and consequently time is wasted whilst they wait, unoccupied, during class teachers' explanation time to their pupils. Some pupils miss out on elements of class activities by being withdrawn to the special needs room. This issue was highlighted on the last inspection report and remains unresolved, still constituting an inefficient use of staff and pupil resources. In spite of this, pupils with lower ability make satisfactory progress.
77. Although the deployment of teaching staff is satisfactory, up-to-date job descriptions defining co-ordinator roles and responsibilities are not in place for all staff. There has been a lack of stability in the teaching staff which has led to some inconsistency in the allocation of curriculum responsibilities. Literacy, part of the core English curriculum, remains unallocated which is a major omission and not conducive to the development of this important area.
78. The day to day financial control in the school is efficiently undertaken by the financial administrator who regularly liaises with the headteacher and the finance committee. The parent-teachers association makes a valuable contribution to the school especially in financial and resourcing terms.
79. Resource levels are adequate in most curricular areas but there is little evidence of new books in the fiction and non-fiction libraries whilst the science and design technology resources need reorganising to become accessible to staff and pupils. The use of the library as the computer suite limits the pupils' access to reference material for individual research.

87. PART B: CURRICULUM AREAS AND SUBJECTS

87. ENGLISH, MATHEMATICS AND SCIENCE

87. English

80. In the 1999 National Curriculum tests at the end of Key Stage 2, pupils' performance was above the national average and well above the average of similar schools. Pupils enter the school with above average attainment and maintain satisfactory progress throughout the four years. Standards in the present Year 6 are above average. Over the last four years the school has maintained standards above the national average. Pupils' attainment in speaking and listening, and reading is relatively better than in writing which is in line with the national average. No significant gender difference was noted in pupils' attainment, though the overall trend based on national tests indicates that girls' attainment is slightly higher.
81. Well-developed oral skills enable pupils at the end of key stage to express their views, demonstrating a high level of concentration and confidence as was observed in a discussion based on Macbeth. High-attainers summarise events leading to Macbeth's murder, giving detailed and well-reasoned explanations. They use appropriate vocabulary.
82. The majority of pupils throughout school pay attention, are prepared to persevere and contribute to classroom discussion with enthusiasm. They respond positively to strategies employed by most teachers such as question and answer, sharing of work and circle time. Such opportunities are not, however, part of a structured whole school approach to promoting pupils' oral skills. No particular role play or drama activities were observed during the inspection, though the school has a strong tradition in this respect. There are no whole school procedures for objective assessment, or recording of progress, in pupils' listening and speaking skills. The school's policy in this respect, which is fairly strong, is not fully or consistently implemented.
83. By the time pupils are eleven, most can read accurately and fluently, showing well developed skimming and scanning skills. They read a wide range of texts focused on literature and poetry with understanding and enjoyment. Some older pupils were observed making well thought out predictions about the story of Macbeth, indicating that the school's literacy strategies such as silent group and home reading have started paying dividends. Many younger pupils show well-developed decoding skills, including the use of phonics. Comments made by some older pupils on the books they have read are thoughtful and detailed, reflecting their understanding of characters, how stories are structured and the writers' use of language.
84. There is, however, a significant minority of pupils throughout school, including those on the special educational needs register whose reading strategies are not fully developed. They can read familiar texts but with a limited degree of fluency, expression and understanding. Pupils' independent reading and research skills are under-developed throughout the school, showing slow improvement since the last inspection. The library is currently under-used, as it is housing the new information technology suite. The practice of teachers hearing pupils read and commenting on their reading diaries is also inconsistent.
85. Higher attainers at the end of key stage can develop their ideas fairly coherently, paying attention to basic grammar, punctuation and spelling. Many can write for different purposes such as autobiography in Year 6 and acrostic poems on the theme of autumn in Year 5. Some have started producing complex sentences in an attempt to make their writing more interesting by using adjectives and adverbs appropriately. Younger pupils demonstrate a developing awareness of the difference between rhyming and spelling patterns, as was observed in a Year 3 lesson. Pupils' dictionary skills are generally well developed throughout school.

86. A significant number of pupils, including those with special educational needs and some learning English as an additional language, are unsure of punctuation and show limited ability in drafting and creative writing. Pupils' extended writing is under-developed, though it is currently a priority, as is writing across the curriculum. Some younger pupils are sometimes involved in unproductive copying from worksheets. There is some inconsistency in handwriting, presentation and spelling. Spelling difficulties persist for some pupils throughout school in spite of the fact that they engage in spelling activities fairly regularly. Some examples of word processing on display were noted, but the use of information technology to promote the learning and teaching of English is not consistently or sufficiently developed.
87. Pupils' progress is judged to be sound overall both in lessons and over time taking into account their high attainment on entry. Their progress is particularly noticeable in speaking and listening and reading throughout school. Pupils make relatively slower progress in writing. No significant difference was noted in the progress of boys and girls in the lessons observed. Most pupils for whom English is an additional language make sound progress. The rate of progress for pupils, including those having special educational needs, was seen to accelerate when they received adequate and appropriate individual support. Year 3 pupils make sound, and sometimes good progress, in learning rhyming as opposed to spelling patterns, as was observed in a lesson. Sound progress is generally sustained in some Year 4 and all Year 5 classes before it accelerates, particularly for higher attainers, in response to the good teaching in Year 6 in almost all aspects of English. Year 4 pupils learn about verb tenses, while Year 5 pupils consolidate and extend their knowledge of poetry with particular reference to rhythm, mood and style. Year 6 pupils often make good progress in their knowledge about language in that they are learning the appropriate use of different parts of speech notably nouns, verbs and adjectives. They have started identifying and using rhyming couplets to make up poems like one on spells based on the study of Macbeth, which was observed in one class. Pupils make particular progress in the enjoyment and appreciation of poetry.
88. Pupils' attitudes to learning in English lessons are often good. In a lesson where pupils responded positively, they were well motivated, co-operative, prepared to persevere and engaged in activities with enthusiasm. In a lesson where they were less positive, they took time to settle and were unable to concentrate and complete their tasks successfully. Weaknesses in pupils' response in some lessons included insecure learning.
89. The overall quality of teaching is satisfactory, with good features particularly at the end of key stage. Teachers demonstrate sound, and sometimes, good subject knowledge. In the lessons where teaching is good, teachers have appropriate expectations, guide pupils sensitively and use questions well to ensure their understanding of relevant learning points such as rhyming/ spelling patterns and the meaning of a particular text. In a lesson where teaching was less effective, the objectives were unclear and the teacher lost focus and control when behaviour deteriorated. Weaknesses seen in a few lessons include inconsistency in short term planning, a lack of focus, a lack of rigour in organisation and management and inconsistency in assessment. The quality of marking is inconsistent, although oral feedback to pupils is generally positive and encouraging. Homework is used satisfactorily to support learning.
90. The curriculum is broad and balanced. It has been enriched by the literacy hour, though literacy skills across the curriculum are under-developed. The curriculum is supported by broadly sound long and medium term planning, though its short term planning is not sufficiently informed by pupils' specific needs. It is adequately resourced. Procedures are in place for assessment, recording and reporting of pupils' attainment and progress, but there is little evidence to suggest that assessment informs planning or teaching in a consistent way. The absence of a co-ordinator means that at present no monitoring and evaluation of the subject takes place.
91. Overall improvements since the last inspection have been satisfactory in that the school has been able to sustain pupils high attainment in the subject.

Mathematics

92. Pupils' levels of attainment in mathematics by the end of Key Stage 2 are above the national average. Results in the 1998 Key Stage 2 National Curriculum tests were above average when compared to all schools nationally, as 65 per cent of pupils achieved the expected grade and 27 per cent of pupils attained a higher level. Results in the 1999 national tests showed a further improvement. In comparison with results achieved by pupils in similar schools in 1998, the pupils' level of attainment is well above average. Pupils enter the school with above average attainments at the age of seven and they respond very well to the sound teaching to make satisfactory progress throughout Key Stage 2. Boys and girls make satisfactory progress and consistently achieve above average attainments in national tests. The standards reported in the last inspection have been maintained and improved in areas such as data handling, and the school is well placed to sustain this progress.
93. In lower Key Stage 2, pupils work competently in numbers involving thousands, hundreds, tens and units. Year 4 pupils apply their arithmetical skills effectively when rounding figures to the nearest ten and the nearest hundred, and show above average levels of ability in mental calculations. Most pupils have a good recall of multiplication facts which helps their accuracy and speed of working. They learn about shapes and most pupils can successfully identify two- and three-dimensional forms, although they have difficulty in determining appropriate criteria for classifying shapes. They understand the relationship between two-dimensional nets and three-dimensional forms. Pupils show clear understanding of place value when expressing amounts of money in a variety of forms. Pupils' skills in mathematics are satisfactorily used in other subjects such as history, science, art and geography. In art, pupils successfully use their knowledge of shape and symmetry when creating elaborate patterns. Work is well matched to the abilities of the pupils to ensure that potential high-attainers reach an appropriate level. Pupils with special educational needs are given satisfactory support to enable them to reach their potential
94. In upper Key Stage 2, pupils are skilled in a full range of number operations, multiplying, dividing, adding and subtracting large numbers including decimals with confidence and accuracy. Pupils have a good understanding of fractions and encounter little difficulty when calculating their decimal equivalents. They demonstrate their ability to handle data competently but seldom use information technology to collate information. Pupils can tally when collecting data from a traffic survey and can explain confidently how to construct a graph to clearly display the information. Their understanding of shape is well advanced; pupils can accurately describe the features of different triangles and use protractors to measure angles. They use their calculators to find square roots and to further develop their understanding of place value.
95. Pupils make satisfactory progress overall in mathematics. Pupils of all abilities make good progress in developing a mathematical vocabulary. Younger pupils make good progress in the use of the four rules of number, and this provides a secure basis for more elaborate calculations as they progress through the school. However, although teachers organise their pupils into different ability groups, the work set is not consistently matched to their different abilities and does not take sufficient credence of what the pupils already understand. Pupils with special educational needs make satisfactory progress on those occasions when supported by carefully structured individual education plans. Pupils' skills in mathematics are satisfactorily used in other subjects such as geography, where pupils use their expertise in working with co-ordinates and angles to work out bearings. However, there are too few opportunities for pupils to use their developing mathematical skills across the curriculum or to engage in open-ended investigations and this impairs their overall progress.
96. The responses shown by pupils to their teachers are consistently good and they have positive attitudes to their learning. Pupils show interest in their work and behave very well in lessons. They listen attentively and respond well to questions; they readily participate in mental exercises and enjoy being challenged. Pupils enjoy mathematical activities and are keen to demonstrate their knowledge and understanding. They display a mature attitude to their work when working independently and concentrate on their tasks and collaborate well when required. For example, when working in pairs on fractions, pupils in Year 6 were particularly enthusiastic and applied themselves diligently. Pupils respond very well to guidance from their class teachers and other adults and work hard to overcome any difficulties. Pupils take pride in the presentation of their work and this supports the high degree of accuracy that the pupils achieve in

their calculations.

97. The quality of teaching is satisfactory and, in a significant number of lessons which are characterised by pace and challenge, it is good. Throughout the school teachers have good subject knowledge and their high expectations of pupils is demonstrated through probing questions. Lessons are well planned across year groups but often lack clear and precise learning objectives. Work is appropriately matched to the middle ability group in each class, but only in the best lessons is the full range of ability taken into consideration. Pupils are encouraged to carry out accurate mental calculations and there is a strong emphasis given to recognising patterns and mathematical relationships. All teachers maintain good standards of discipline and almost all have forged good relationships with their pupils. Although the marking in pupils' books lacks consistency, teachers provide good oral feedback to pupils during lessons which enables pupils to overcome difficulties and to make good progress. Satisfactory records are maintained on pupils' attainments and in the best lessons, teachers place great emphasis on sharing learning targets with their pupils. Information technology is underused to support learning and there is insufficient emphasis on investigative work.
98. The co-ordinator, who is enthusiastic, works hard to support her colleagues and to raise standards in mathematics. Test results have been analysed to identify strengths and weaknesses in the pupils' performance, to organise different ability groupings and to set targets for further improvement. The school has made a satisfactory start to the implementation of the Numeracy Strategy, but the co-ordinator recognises that further training is required to bring about consistency of practice and full compliance with the structure. Resources to support learning are well organised and well maintained, although there is a need for further materials to support the Numeracy Strategy to replace a surfeit of redundant textbooks which are well out of date.

Science

99. In the 1999 National Curriculum tests at the end of Key Stage 2, pupils' performance was above the national average and well above the average of similar schools. Pupils enter the school with above average attainment and maintain satisfactory progress throughout the four years. Pupils with special needs make satisfactory progress. Standards in the present Year 6 are above average. Over the last four years the school has maintained standards above the national average.
100. In Year 3 pupils know which foods support a healthy lifestyle and the basic principles of nutrition in humans and plants. They accurately classify foods into the different categories of carbohydrates, fats and proteins and keep an informative food diary of their daily food intake. Pupils know the different types of teeth found in the human mouth and discuss the role of each type examining their own teeth in a mirror to confirm. They describe how to care for their teeth effectively. Pupils can keep a timeline of their own life marking events in their own development, such as when they first started to walk and when they lost their first tooth. Pupils know that the skeleton supports the body and can name the main bones. They label a diagram and make a simple model with jointed moving limbs from card and paper fasteners.
101. In Year 4 pupils know what conditions are needed to sustain seed germination and plant growth. They interpret the results of a simple experiment to grow cress and confirm and record their findings pictorially and on a chart. They draw a plant diagram and label it correctly. Pupils group plants and leaves with similar features and understand how a simple key works. Pupils are developing their understanding of differing habitats and how animals adapt to suit their environment. Pupils follow a food chain and are developing an appropriate scientific vocabulary which includes terms such as 'ecosystem'.
102. Older pupils carry out simple experiments using sound and know that sound travels through vibrations which are seen when grains of rice are placed on a tight membrane over a sound source. They know that magnets attract certain materials and experiment to find out which ones. By the age of eleven, pupils are familiar with the workings of the heart and can draw and label a diagram to demonstrate this

knowledge. They know that the heart is a pump responsible for pushing the blood around the body and discuss the process of oxygenation. They plot the increase in heart rate due to exercise and locate several pulse sites. Pupils understand the process of pollination and how plants disperse their seeds to ensure survival of the species.

103. The response of the pupils is good. They listen well and are very keen to answer questions. Pupils work hard and concentrate in order to finish tasks. They demonstrate good relationships with each other and their teachers.
104. The teaching is satisfactory overall with the best teaching characterised by the setting of clear objectives, secure subject knowledge and good questioning skills. Clear explanations at the start of the lesson ensure that pupils know what they have to do and they can start work quickly and complete tasks in a given time. Long term planning is satisfactory and year groups plan and work together well. However, long term plans are not translated into efficient short term plans; daily lesson plans are often sketchy and describe what is to be done rather than what is to be learned. Tasks are often not matched to differing ability levels and the more able are not catered for. There is a lack of investigative and experimental work which would allow pupils to develop the skills of independence and autonomy in their learning and give opportunities to take part in real collaborative working. Little use is made of assessment to inform future long term planning and pupils are not encouraged to assess their own learning. Although coverage of the subject is secure there is a lack of depth and few opportunities for pupils to formulate and test their own hypotheses. Much of the work is worksheet based which presents too little challenge for the majority of pupils. In most classes, the teachers' level of organisation is satisfactory. The teachers' control, discipline and relationships with their pupils are consistently good.
105. A new co-ordinator has been appointed who will take up post in January. She will ensure that the school science curriculum plans will be reviewed in light of new National Curriculum guidelines. Resources are plentiful and these will be reorganised to become more accessible to both staff and pupils. The co-ordinator plans to work closely with colleagues across the whole school range. She recognises the need for clear assessment procedures to ensure work is well matched to the different ability groups within each class.

OTHER SUBJECTS OR COURSES

Information technology

106. Attainment in information and communication technology is in line with national expectations for pupils at the end of Key Stage 2. Pupils in Year 5 and 6 are able to use historical information to create text, selecting size and font of script and colours for background and text. They have confident mouse control and are able to successfully drag information to any position on the screen. In Years 3 and 4 pupils are able to log on, open file find previously saved text and go into print preview to check lay out of the text before printing. Pupils are able to create interesting posters using the drawing and picture functions to write 'Halloween' or make a spider design for their posters. However, they have little experience of control technology and most pupils are unaware of the potential of computer technology to monitor external events such as scientific experiments.
107. Pupils are making sound progress throughout the school. The computer suite is a new facility and this is improving the rate of progress pupils make because everyone has regular first hand experience; pupils are well motivated to concentrate and succeed with the set tasks. Pupils demonstrate involvement and enjoy the task of making a poster for Halloween or Bonfire Night; they work collaboratively in pairs and respond well to these open ended tasks. Pupils record their own acquisition of skills in their information technology skills record file.
108. An information technology trained support assistant works in the computer suite every day and all day

ensuring a good pupil staff ratio so no one has to get impatient if they need support. Teachers and support assistants have sound subject knowledge and convey skills to pupils well. Teachers always check on understanding of previously taught skills before introducing new ones. Teachers generally manage the whole class well and lesson pace is usually brisk enough to ensure all pupils are able to have hands on experience during each lesson.

109. Pupils use the computer to complete tasks in English, mathematics and history; however, this work only happens within the computer suite. During the inspection there was little evidence of information technology supporting regular work in other lessons in the classroom; very few of the classroom computers were switched on.
110. The subject co-ordinator is knowledgeable and enthusiastic; a policy document and scheme of work are in place and the co-ordinator monitors year group plans and work being produced by pupils to ensure the curriculum content is being covered by each year group. He has provided in-service training for all teaching staff to ensure they have the confidence to handle a whole class in the computer suite; he has not had the opportunity to monitor teaching in the suite. The subject is well resourced; several new computers arrived at the beginning of the term and were installed by the co-ordinator.

111. Since the last inspection sound improvement has been made in this subject and National Curriculum requirements for information technology are now being met. The quality of teaching is satisfactory and teachers have developed their confidence in their understanding and application of the various resources they need to use to teach the subject successfully.

Religious education

112. Pupils' attainment in religious education at the end of key stage is in line with the expectations of the locally agreed syllabus.
113. The majority of pupils demonstrate a growing knowledge and understanding of bible stories, particularly those relating to harvest and some of the followers of Jesus. They understand that the stories told by Jesus such as 'The Weeds' carry special meanings. Many pupils talk about the synagogue as a place of Jewish worship as was observed in a Year 5 class. Older pupils study different interpretations of the creation across major world faith groups. Pupils generally appreciate some of the similarities and differences between religions. Higher-attainers relate their learning in religious education to their personal experiences. Many have started using appropriate vocabulary when contributing to classroom discussion. Some pupils show a developing awareness of the difference between the new and the old testament, but many throughout the school lack an in-depth understanding of the principles and practices relating to major world faiths.
114. Pupils throughout the school make sound progress in their knowledge and understanding of bible stories. Their progress over time is also satisfactory. Pupils in Years 3 and 4 are learning about the main tenets of Christianity. Older pupils make sound progress in learning about Judaism with particular reference to the synagogue as a place of worship. Year 6 pupils discover legends and traditional views held by different faith groups about the creation. Pupils consolidate and extend their religious vocabulary while learning about some similarities and differences between some major world faiths. Their progress in developing a deeper religious understanding tends to be relatively slow. No significant gender difference was observed in pupils' progress.
115. Pupils throughout the school respond well to religious education activities in lessons and assemblies. The vast majority are well motivated and enthusiastic about contributing to discussion. Pupils from different backgrounds are tolerant of one another's views, work together and behave well, while enjoying good relationships.
116. Teaching is consistently satisfactory. Teachers' effective questioning reflects their secure subject knowledge, while ensuring pupil participation in the activity. The planning is broadly consistent with the agreed syllabus units of study. The teaching observed was primarily focused on oral work, and the tasks were not always sufficiently challenging for the full ability range - an issue raised in the last inspection report and not yet fully addressed. The teaching in a few lessons is not sufficiently aimed at enabling pupils to develop a deeper religious knowledge and understanding.
117. The programme of religious education is non-denominational and is mainly consistent with the agreed syllabus. Resources including artefacts are adequate, overall. The subject makes a valuable contribution to pupils' oral skills and their spiritual, moral, social and cultural development. However, staff development is not currently a priority and there is no systematic approach to assessment. Monitoring and evaluation of the teaching and learning of religious education in the school as a whole is an area of weakness.

Art

118. Pupils make satisfactory progress throughout the key stage. This marks an improvement since the last

report which criticised the standard and quality of work. Pupils have the experience of working with a range of materials in two and three-dimensional forms. Younger pupils explore colour mixing when working with a restricted palette and use water colours to make jacket designs for their books on ancient Egypt. They make small clay pots and learn the techniques for joining together with slip. They learn to sketch and make accurate drawings of everyday items such as training shoes. Pupils in Year 4 build on their earlier experiences of string printing to create very effective mono-prints using inks and sugar paper. Pupils in Year 5 make detailed studies of trees and explore shape and texture. By the age of eleven, pupils are familiar with the work of such famous artists as Escher and Monet. In a very impressive painting project, pupils make a series of studies of the portraiture of Picasso and work in his style to create a composite face. They use chalks and pastels to good effect when drawing still life. Pupils with special educational needs are provided with similar work and make satisfactory progress.

119. The attitude of the pupils towards their work is good. Pupils listen attentively, work confidently and persevere well in most lessons. They use resources sensibly and share ideas with one another. They work with obvious enjoyment, talk about their work confidently and show satisfaction with the outcome of their efforts.
120. The quality of teaching is satisfactory with good features. Teachers have satisfactory subject knowledge and realistic expectations of pupils' attainment. Teachers plan lessons carefully. For example in an effective programme of work in Year 5, a teacher successfully links an artistic study of trees with a mathematical project on data handling. Not only are the pupils required to examine the leaves carefully so that they are able to draw every detail, but also, they are required to measure them accurately so that they can be classified according to size. In Year 4, pupils draw their classmates dressed in Tudor costumes to support their work in history. Teachers are well prepared in terms of support and resources. In the best lessons, they intervene at appropriate times to make good teaching points that help pupils to progress by extending their understanding of many different techniques. Teachers have forged good relationships with their pupils and manage their behaviour well. However, on occasions, lessons are marred by a lack of pace and a lack of rigour to ensure that pupils are consistently producing their best work.
121. Procedures for assessment are underdeveloped and the use of information technology to support the pupils' work in art is not consistent. However, pupils in Year 6 are able to combine text and graphics when preparing party invitations. Throughout the school, work is well linked to other subjects such as history and geography. Art makes a positive contribution to the aesthetic values of the pupils via the many and varied displays of pupils' art displayed in the school. However, the artwork does not reflect the multi-cultural richness of the school population nor the cultures of societies other than those of the western European tradition. The weekly art club, however, encourages pupils in Years 5 and 6 to develop their skills in embroidery.

Design and technology

122. No direct class teaching was observed during the inspection so judgements are based on the scrutiny of pupils' work, examination of the teachers planning and discussion with pupils. It was not possible to make a judgement on the teaching of the subject.
123. The opportunities for design and technology within the planned curriculum are very limited and pupils are just making satisfactory progress by the end of Year 6. This is a better situation than was found in the last inspection. There are now set projects for each year group to undertake which nurture the development of skills. Pupils use a variety of materials and construction methods. In Year 3, pupils make pop up cards for Christmas or Easter. In Year 4, they make a torch. In Year 5 a swing bridge is constructed from card and jelutong. In this year group, pupils link with local secondary schools to use their facilities for aspects of designing and making. In Year 6 a moving vehicle is made. These are the only opportunities for pupils to design and construct articles and there is little freedom of choice in concept, design or materials. The recently appointed co-ordinator intends to work with colleagues to improve planning and opportunities to raise the skill levels and independence of the pupils.

Geography

124. Owing to the way in which geography is planned it was only possible to see three lessons during the week of the inspection. Judgements are therefore based on examination of planning, scrutiny of pupils' work and discussions with staff and pupils.
125. By the end of Year 3, pupils identify features of a landscape on a map and name them appropriately. They are able to draw simple plans of their bedrooms and classrooms. They compare their locality with a French town and look in detail at the employment, the language, and living style of the people. Pupils learn all the elements of the water cycle and represent these on a diagram. They know the basic points of the compass including NW, NE, SW and SE.
126. In Year 4 pupils describe weather features and learn how to represent these using weather symbols on a map. They learn the importance of being able to forecast the weather and how the weather can affect our daily lives. Pupils become familiar with appropriate language pertaining to rivers and valleys such as channel, gorge, valley, tributaries and meanders. They know how rivers are formed and what use is made of them today. In Year 5, pupils are familiar with the vocabulary of valleys, oceans, lakes and seas. They use atlases to find named seas and oceans. They are developing an awareness of pollution issues. In Year 6, pupils compare homes in Spain with their own and place important features such as rivers, mountains and capital cities on a map of Europe. They learn about the differing climatic zones and how this can affect the formation of an area. They use diagrams to represent topographical features.
127. The pupils respond well to the subject and behave positively in class concentrating in order to complete their work. There is good rapport between the pupils and their class teachers. Resources for this subject area are good and accessible to staff and pupils.
128. Pupils respond well to the teaching and make satisfactory progress throughout the school; they are developing good skills in enquiry and interpretation when comparing one location with another. The teachers' planning shows that they have an awareness of the knowledge, skills and understanding to be developed and there is a clear structure for the coverage of topics. However, this does not include an element of practical activities and most tasks are worksheet based which is undemanding for many pupils. This approach does not allow for the development of collaborative working in groups or for pupils to experiment or research independently. The work set is poorly matched to the ability range within a class and the more able pupils are not catered for. There are no assessment opportunities built into the planning schedule.

History

129. The majority of pupils throughout the school make good progress in their historical knowledge, understanding and skills. Greater attention has been paid to the use of historical evidence, showing an improvement since the last inspection.
130. Pupils broaden their historical knowledge, understanding and skills as they move through the school. They learn about the Romans, the Tudors, Ancient Greece and Britain since the 1930s. Younger pupils consolidate and extend their understanding of chronology about the Roman invasion of Britain. Pupils in Year 4 learn about the Tudors by looking at and dressing up in their costumes. Some older pupils have begun to understand how the past has influenced our lives. Many pupils in Year 5 make sound progress in their understanding of the food habits of Ancient Greeks and why their diets were different from ours. Year 6 pupils engage in the study of some major facts relating to British history since 1930s. They talk about the Jarrow March and the depression, for example, suggesting some of its causes. Higher-attainers have started looking at different interpretations of historical evidence, while developing the ability critically to compare life in different times. Pupils with special educational needs make sound progress with appropriate and adequate support. No significant gender difference was noted in pupils' progress.

131. Pupils' attitude to history activities is often good. Most contribute to discussion about past events and show initiative when encouraged to do so. They take a great deal of interest in dressing up and talking about old costumes such as Tudor clothes. Older pupils collaborate well, displaying good standards of behaviour and well-established relationships.
132. The quality of teaching is good. Most teachers demonstrate secure subject knowledge, effective questioning and sound management of pupils. In a lesson where teaching was good, the activity was purposeful and well paced, pupils were appropriately challenged and resources used imaginatively. Weaknesses in teaching included low level input involving unproductive copying, lack of detailed planning and insufficiently challenging tasks which were also raised in the last inspection report.
133. The history curriculum is broad and balanced. It is appropriately linked to other curricular areas notably geography and art, making a valuable contribution to pupils' spiritual, moral, social and personal cultural development. Year group planning ensures consistency in coverage and experience for pupils in parallel classes. It is well resourced in books, artefacts and costumes. Pupils' written record is, however, limited, as are opportunities for research. More able pupils are not sufficiently challenged, indicating a lack of improvement since the last inspection. The formal assessment of the subject is weak, and the role of the co-ordinator is not fully developed to ensure its adequate monitoring and evaluation.

Music

134. Most pupils are attaining standards in music in line with national expectations, and some achieve standards above that. Pupils sing songs with attention to detail such as dynamics. When singing as a large group pitch is well maintained and diction is good, as observed during assemblies and in one lesson where pupils were singing the 'Minibeast' song. Pupils sense of rhythm and pulse is sound, they are able to sing from memory and translate from notation. Pupils can perform structured musical compositions and have the ability to refine their performance. They are able to identify changes in the character and mood of pieces performed by others and to use descriptive musical vocabulary appropriately.
135. Most pupils make satisfactory progress. The structured approach in individual instrumental lessons for piano, woodwind, brass and string instruments ensures that practice improves performance within quite short spaces of time. Progress overall is best where the teacher is confident, knowledgeable and experienced in the teaching of music. Pupils usually enjoy their music lessons and take part with enthusiasm. They particularly enjoy performance, especially when involved in whole-school productions. Their behaviour is good in nearly all lessons; pupils concentrate well in whole class lessons and assemblies. When instruments are used pupils handle these with responsibility and care.
136. The quality of teaching is satisfactory in almost all lessons, but varies in relation to the teachers' expertise. Where teachers feel confident in their own musical ability, sound standards of performance are attained; in the minority of cases where subject knowledge is less secure, pupils respond by being disruptive and consequently little progress is made during the lesson.
137. There is a co-ordinator for the subject who has a clear understanding of the needs of the subject and there is a draft policy document. This has yet to be discussed and agreed with all staff. A commercially published scheme of work ensures all year groups cover the content of the National Curriculum for music; pupils have planned opportunities in performing and composing and listening and appraising. The co-ordinator has not had the opportunity to monitor the delivery of the music curriculum across the school; she does ensure teachers have appropriate resources to enable them to deliver the music curriculum in their classrooms. Music resource provision is satisfactory with a reasonable range of both tuned and untuned percussion instruments, but there is limited support from information technology. The "RM Music Explorer" is listed in the information technology scheme of work but no evidence of it being used was available during the inspection.

138. The school benefits from nine peripatetic music teachers providing individual tuition. Extra-curricular clubs for violin, percussion and choir bring together groups of interested pupils to practice to enable them to perform during assemblies and at special times throughout the year. A group of eight pupils from three different year groups was observed playing two pieces on their violins during assembly. They performed the Allegro Tielman Susasto and Square Dance (using open strings) with obvious confidence, enjoyment and pride.
139. The service is made available through the local education authority; pupils are withdrawn from their classroom lessons for periods of up to 30 minutes once each week. The co-ordinator explains to the new parents at the induction meeting that pupils will be missing out on other lessons such as literacy and numeracy.

Physical education

140. Owing to the school's timetable, only games activities and one gymnastics lesson were observed during the inspection. Pupils attain standards in line with national expectations. In games pupils across the year groups maintain consistent standards in a sound range of skills and techniques. Pupils reach appropriate levels in ball skills, tactics for games and their understanding of the need for rules. In their work on invasion games, they think about appropriate rules and they evaluate outcomes. They have a concern for health and safety issues and move with care and consideration, to avoid injuring others or impede their play. The majority of pupils catch and throw from standing or on the move and they understand the need to find space in order to receive a pass. Pupils are improving their skills of sending, receiving and travelling with a ball during games. They make use of skills learned during gymnastics, such as turning and changing speed and direction. As they move through the school pupils make appropriate progress. They apply rules in competitive games with increasing rigour and fairness as they mature.
141. Pupils enjoy and respond well to physical education. All pupils behave well almost all of the time, with well-developed self-discipline, lessons flow with good pace. Overall, pupils work well together as a team or in pairs; they respect staff, each other and the resources they use.
142. The quality of teaching is satisfactory or better most of the time. Where teaching is at its best, the pace is brisk, pupils are involved in evaluating their own performance and that of peers and they are encouraged to improve and refine their performance. All of these elements maintain the pupils' interest and enthusiasm. Teachers give clear, consistent instructions and praise and encouragement are used frequently. Lessons are conducted quietly and calmly and pupils respond with good behaviour.
143. The co-ordinator for physical education was on sick leave during the inspection. There is a policy for physical education and reference to a scheme of work was made in the last inspection report; however, the year group planning files scrutinised by the inspection team contained no reference to physical education. The school is successful in encouraging pupils to take an interest in sports and competitive games for both boys and girls and mixed teams; the school prospectus can boast of notable successes in football, cricket, hockey, netball and girls' football.
144. Dance did not feature during the inspection, nor was there any evidence in the documentation made available to the inspection team that it would be planned for at other times; dance does feature as an extra-curricular activity in the form of a country dancing club which is available to pupils once a week. Swimming is only available to those pupils in Year 4 not yet confident enough to gain their 25 metres National Curriculum Award. The school has also arranged for pupils, currently in Year 6 and unable to swim 25 metres, to have additional lessons at the end of this academic year. Resources for games are good and satisfactory for gymnastics; pupils and staff are generally aware of health and safety issues, although inspectors witnessed two unsafe situations which were immediately dealt with.

152.
INSPECTION DATA

PART C:

152.
INSPECTION EVIDENCE

SUMMARY OF

145. The inspection was carried out by a team of five inspectors over 19 inspector days. Seventy-three lessons or parts of lessons were seen during sixty-four hours of direct observation. Inspectors also heard a representative sample of pupils read and they tested their knowledge of basic numeracy and computer skills. Samples of pupils' work were scrutinised in each year group and policy documents and school management plans were analysed. The attendance registers, pupils' records and teachers' planning files were inspected. Inspectors attended registration sessions and assemblies. Over 20 meetings were held with teachers, governors and other members of the non-teaching staff. Before the inspection a questionnaire was sent to all families and a meeting was held for parents. This meeting was attended by 35 parents and there were 42 responses to the questionnaire. This represents a 11 per cent return.

153.
DATA AND INDICATORS

154. **Pupil data**

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
154. Y 3-Y6	384	11	112	71

155. **Teachers and classes**

155. **Qualified teachers (Y3 – Y6)**

Total number of qualified teachers (full-time equivalent):	14.2
Number of pupils per qualified teacher:	26.8

155. **Education support staff (Y3 – Y6)**

Total number of education support staff:	4
Total aggregate hours worked each week:	85

155.
156. **Financial data**

Financial year:	1998/99
	£
Total Income	600,244

Total Expenditure	597,417
Expenditure per pupil	1,572
Balance brought forward from previous year	67,832
Balance carried forward to next year	70,659

157. **PARENTAL SURVEY**

Number of questionnaires sent out:	384
Number of questionnaires returned:	42

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	19	38	19	21	2
I would find it easy to approach the school with questions or problems to do with my child(ren)	17	55	14	12	2
The school handles complaints from parents well	5	40	26	24	5
The school gives me a clear understanding of what is taught	12	45	21	12	10
The school keeps me well informed about my child(ren)'s progress	12	43	24	14	7
The school enables my child(ren) to achieve a good standard of work	12	69	12	2	5
The school encourages children to get involved in more than just their daily lessons	7	45	24	10	14
I am satisfied with the work that my child(ren) is/are expected to do at home	10	60	14	14	2
The school's values and attitudes have a positive effect on my child(ren)	17	55	19	5	5
The school achieves high standards of good behaviour	19	62	14	2	2
My child(ren) like(s) school	45	43	10	2	0