

INSPECTION REPORT

BRACKENBURY PRIMARY SCHOOL

HAMMERSMITH

LEA area: Hammersmith and Fulham

Unique reference number: 100324

Headteacher: Mr A McMahon

Reporting inspector: Mr P Howlett
23744

Dates of inspection: 2-5 October 2000

Inspection number: 224140

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior School

School category: Community

Age range of pupils: 3-11

Gender of pupils: Mixed

School address: Dalling Road
Hammersmith

Postcode: W6 0BA

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Appropriate authority: The Governing Body

Name of chair of governors: Ms Caroline Needham

Date of previous inspection: 23 February 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Peter Howlett (23744)	Registered inspector	Physical education	What sort of school is it? How high are standards? How well is the school led and managed? What should the school do to improve further?
Sarah McDermott (9173)	Lay inspector		How high are standards? How well does the school care for its pupils? How well does the school work in partnership with parents
Mary Henderson (19827)	Team inspector	English, art, special educational needs.	
Sibani Raychaudhuri (1963)	Team inspector	Mathematics, history, geography, English as an additional language, equal opportunities	
Kanwaljit Singh (3574)	Team inspector	Science, design and technology, information technology	How good are curricular and other opportunities offered to pupils?
Wendy Thomas (12764)	Team inspector	The Foundation Stage, music, religious education	How well are pupils taught?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is a larger than average primary school for boys and girls aged three to eleven years old. It is a two form entry school and has 317 full-time pupils on roll and a nursery currently attended on a part-time basis by 50 children, making a total of 342 full-time equivalent pupils.

The school is situated in an attractive part of the London Borough of Hammersmith and Fulham. The school draws pupils from the local area and increasingly from outside the immediate catchment area. The school community reflects the diversity of ethnic, social and cultural nature of the area. Many pupils come from homes with some degree of social and economic disadvantage, including some refugees and asylum seekers. Approximately 46 per cent of pupils are eligible for free school meals; this is a very high proportion and well above the national average. Nearly 40 per cent of pupils speak English as an additional language, which is much higher than most schools nationally. The school has identified approximately 33 per cent of its pupils as having special educational needs. This is considerably higher than the national average. Nine pupils have statements of special educational needs. Children's attainment on entry to the nursery is below that found nationally, and on entry to full-time education attainment is broadly in line with expected standards.

HOW GOOD THE SCHOOL IS

Brackenbury is a rapidly improving school. The school is well led and managed by a strong and very effective senior management team clearly focused on raising standards and improving the quality of education. Standards are rising in English, mathematics and science. Staff are enthusiastic and teaching is good. The school is an orderly and happy place with a good sense of community. The school's strengths outweigh its weaknesses and it gives satisfactory value for money.

What the school does well

- Teaching is good and pupils are achieving well and make good progress.
- The national strategies for literacy and numeracy are implemented well.
- The leadership and management of the school is very good.
- The school manages pupils' behaviour well, so they have positive attitudes to school and behave well.
- Provision for pupils with special educational needs and for pupils for whom English is an additional language is good.
- The school looks after its pupils very well and provision for pupils' moral and social development is good.

What could be improved

- Standards in and provision for information and communication technology.
- Religious education at Key Stage 2.
- Provision for pupils' spiritual development and opportunities for pupils to develop independence in their learning.
- Providing appropriate time and written support for all subjects of the curriculum.
- The quality of marking of pupils' work, monitoring of reading and the evaluation and use of assessment data.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good progress since the previous inspection in February 1998 when it was considered to have serious weaknesses. Now it has many strengths. The successful appointment of a substantive headteacher has led to rapid progress over the last eighteen months. The school has successfully addressed most of the key issues arising from the previous inspection, improved the quality of education it provides and taken effective measures to improve standards in English, mathematics and science. The rate of improvement in national test results in English and mathematics at both key stages is better than that found nationally, and standards in information and communication technology have risen. The headteacher and deputy headteacher work well together and they have done much to improve the

school's management systems, increase staff morale and improve the quality of teaching. The school assessment procedures have improved and curriculum planning is now satisfactory. Punctuality and attendance rates have improved though attendance remains below the national average. The headteacher, staff and governors are firmly focused on raising standards and the school is well placed to improve further.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	D	C	B	A*
Mathematics	E	E	B	A
Science	E	D	A	A*

Key	
very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

This table shows that in the national tests for 2000 at the end of Key Stage 2 results were above average in English and mathematics and well above average in science. When compared to schools that have pupils from similar backgrounds, results were very high in English and science and well above average in mathematics. Overall performance in tests in the four years to 1999 was below average in English and well below in mathematics and in science. Results for 2000 show an impressive improvement with the percentage of pupils achieving expected levels higher than the national figures in all three subjects. In English and mathematics the school exceeded its published targets. However, these targets and the published targets for 2001 were set too low. The school now has effective systems for gathering data and setting more challenging targets for future years. The inspection confirms that standards are rising. Standards of work seen in the current Year 6 confirm that pupils are achieving well and that attainment is at expected levels in English, mathematics and science.

At Key Stage 1 test results in recent years show a consistent downward trend. Results in reading, writing and mathematics tests were well below the national average in 1999. In comparison to similar schools results were also well below average. The school results for 2000 show a substantial improvement on the previous year. Evidence from the inspection confirms that this improvement is being sustained and that standards are at nationally expected levels in English, mathematics and science.

Standards in information and communication technology have improved and match nationally expected levels at Key Stage 1 though still below at Key Stage 2. Standards in design and technology, music, physical education and history are similar to those expected at both key stages. Standards in religious education and geography are in line with those typically found at Key Stage 1 but below at Key Stage 2.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils like coming to school and show a keen interest in their lessons and school activities. In lessons the majority of pupils are keen to learn and find out more.
Behaviour, in and out of classrooms	Good. In lessons, pupils know the routines well and get down to work quickly and productively. Pupils respond well to the very consistent behaviour routines around the school. They generally behave well at lunch times and break times. There are occasional instances of inappropriate behaviour but overall the school is a quiet and orderly place.
Personal development and relationships	The relationships between pupils and with adults are good. Pupils generally show respect for each other and their teachers. Pupils collaborate very well in their learning. Pupils from all ethnic backgrounds play and work together very harmoniously. However, pupils do not take sufficient responsibility for their own learning.
Attendance	Unsatisfactory. Attendance is below the national average but is improving. The rate of unauthorised absence is above the national average, but is gradually decreasing.

The school's consistent and calm approach to managing pupils' behaviour is having a good effect. However, in many classes the strong behaviour management hampers the development of pupils' independent learning skills. The school is working very hard with the pupils and parents to raise awareness of the need for regular attendance.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Good	Good

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

Teaching and learning are good. Over sixty per cent of lessons seen were good or better, including twenty per cent very good lessons. Only three per cent of the observed lessons were unsatisfactory. These figures represent a good improvement on the findings of the previous inspection. Teaching of English, mathematics and science is good. Teaching of religious education is unsatisfactory at Key Stage 2. Teaching and learning of literacy and numeracy skills are good. Good teaching enables pupils with special educational needs and pupils with English as an additional language to make good progress.

Teachers are conscientious, hard working and keen to provide a good quality education for their pupils. Teachers have good relationships with their pupils, generally manage their behaviour well and ensure they work hard in lessons. Lesson planning and the use of assessment information to plan the next steps in pupils' learning have improved since the previous inspection. However, some teachers' marking does not always point out to pupils how to improve and they do not provide sufficient opportunities for pupils to develop independence in their own learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory for children under-five and at both key stages. The school rightly gives high priority to teaching literacy, numeracy and science. Religious education and some of the foundation subjects are not covered in sufficient depth.
Provision for pupils with special educational needs	Good provision. Pupils are well supported and systems for assessing the attainment and progress of pupils with special educational needs are good. The specialist teaching is very good. Classroom assistants work well with teachers to ensure pupils have well-directed support in learning. Co-ordination is good and individual reviews are of high quality.
Provision for pupils with English as an additional language	Good provision. The management and co-ordination of English as an additional language (EAL) support is effective and there is a clear procedure for the identification of the linguistic and learning needs. The school uses a mixture of withdrawal and in-class support to give pupils good access to the curriculum. Pupils make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Moral and social development are well promoted through clear and consistent expectations and examples. The school provides a very strong foundation for building up good social behaviour. The promotion of cultural development is satisfactory. The school provides a good range of opportunities for the pupils to appreciate the arts, dance and music and satisfactory opportunities for pupils to appreciate the cultural traditions of peoples from different ethnic backgrounds. The provision for pupils' spiritual development is unsatisfactory. The school provides very few opportunities for pupils to reflect on their own experience and that of others.
How well the school cares for its pupils	Good. The school provides a secure and supportive place for all its pupils. There is a strong atmosphere of care and concern for pupils' welfare. Child protection procedures are good. Assessment procedures in English, mathematics, science and information and communication technology (ICT) have improved, though monitoring of pupils' progress in reading within Key Stage 2 is unsatisfactory.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher provides strong and purposeful leadership in developing and managing the school. He manages people well and has good relationships with staff, pupils and parents. The partnership of headteacher and deputy head is very effective because they work well together and have a similar vision for the school. With the support of the staff and governing body, they give firm steer to the school community.
How well the governors fulfil their responsibilities	Satisfactory. The governing body is supportive and plays an active role in the management of the school. It needs to develop its monitoring role more fully.
The school's evaluation of its performance	Satisfactory. The school has made a sound start in evaluating its performance. Target setting for pupils in English and mathematics is having a positive effect on standards. The school needs to develop further its use and evaluation of assessment and other data.
The strategic use of resources	Good. The school is efficient and ensures that its budget is spent sensibly. Day-to-day financial control is good. The school is applying the principles of best value effectively. The accommodation is adequate and the school makes effective use of its facilities with the exception of the underused library.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Their children like school• Their children make good progress• Good teaching• Their children are expected to do their best• They are confident about approaching the school• The school helps their children to be mature and responsible• Information on their children's progress• The school working more closely with parents	<ul style="list-style-type: none">• The amount of homework• More activities outside lessons

Most parents have positive views of the school. A few parents have qualms about the right amount of homework and the range of activities provided outside lessons. The inspection team agrees with the positive views of the parents. However, the inspection team judges that the school provides a good amount and variety of extra-curricular activities and that arrangements for homework are good.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Standards of attainment have improved since the last inspection. Most of this improvement has taken place within the last year. At the time of the last inspection standards in English, mathematics and science were below expected levels at both key stages. The inspection took place at a time when standards were falling as evidenced by the downward trend in national test results. After the inspection results in national tests continued to decline, particularly at Key Stage 1 as staff turnover reached high proportions and the difficulties faced by the school due to the absence a substantive headteacher. However, a new senior management team, whole-school planning, the effective implementation of the national strategies for literacy and numeracy and improvements in the quality of teaching, have had a very positive impact on pupils' achievements. There were impressive increases in results in the national tests at both key stages for 2000¹. Inspection evidence confirms that standards in English, mathematics and science are now at nationally expected levels at both key stages and that pupils are making satisfactory progress.
2. At Key Stage 1 results in national tests in reading, writing and mathematics show a consistent downward trend; from results in line with national averages in 1996 to results that were well below national averages in 1999. In comparison to similar schools the 1999 results were also well below average. The sharp down turn in the results in 1999 were due in part to a period of considerable staff instability. For example, both Year 2 classes had three teachers in the same academic year. However, the school results for 2000 show a substantial improvement on the previous year. Evidence from the inspection confirms that this improvement is being sustained.
3. At Key Stage 2 overall performance in national tests in the four years to 1999 have been below the national average in English and well below in mathematics and in science. From 1996 to 1998 test results showed a downward trend but picked up again in 1999 when results were average in English², below average in science and well below in mathematics. In comparison to similar schools results were quite good; well above average in English, and average in science and mathematics. Results for 2000 show an impressive improvement with the percentage of pupils achieving expected levels higher than the national figures in all three subjects. In English and mathematics the school exceeded its published targets in terms of the percentages of pupils attaining Level 4. However, these targets were too low particularly in English. Likewise the published targets for 2001 fall short of the expected outcomes. This discrepancy is a legacy of past deficiencies in the collecting and analysing of assessment data. The senior management team rightly set revised targets based on their knowledge of individual pupils' potential and through targeted support ensured that results exceeded the low expectations of the past. The school now has effective systems for gathering data and is in a position to analyse data more rigorously and set more challenging targets for future years.
4. Test results and inspection evidence show no significant differences in the performance of boys and girls. Pupils with special educational needs make good progress in developing core skills when taking account of their prior knowledge. Where pupils receive extra support, either in small groups, or individually in Reading Recovery sessions, or with learning support assistants in class, they make good progress. Examples of progress were seen in improvements in speech and language and in, for example, Year 3 pupils learning how to construct sentences. Occasionally, the targets set for pupils with more complex needs are not planned in sufficient detail to enable them to make sufficient progress in small steps. Pupils with English as an additional language make good

¹ Full details of the results of the national tests for 2000 became available two days prior to the publication of this report. The table in the standards section of the summary has been modified to take account of this information. Otherwise this report draws mostly upon the 1999 figures.

² In English the percentage of pupils reaching Level 4 or above was below average but the percentage achieving Level 5 or above was above the national average. In mathematics and science the percentage of pupils achieving Level 5 or above was close to the national average.

progress. The school uses a mixture of withdrawal and in-class support to give them appropriate access to the curriculum.

5. Children under-five make good progress and by the end of the Foundation Stage, their attainment is broadly in line with the early learning goals expected of children nationally.
6. The quality of learning is good in the school and pupils make good progress in lessons. Current standards indicate that pupils have made good progress over the last year. However, this good progress does not fully compensate for the legacy of past under-achievements. Pupils' achievements in English, mathematics and science are satisfactory.
7. In English, standards have improved since the last inspection and are at expected levels by the end of both key stages. The implementation of the National Literacy Strategy and improvements in the quality of teaching, have a positive impact on the progress pupils make in acquiring literacy skills. Standards in speaking and listening meet expectations at both key stages. Most pupils listen attentively, speak clearly and respond confidently to teachers' questions. Pupils demonstrate confidence in speaking to a large audience. Reading is promoted well at Key Stage 1 and pupils are achieving well. By the age of seven, most pupils reach expected standards in reading. Pupils read aloud with fluency and use a range of strategies to tackle unfamiliar words. Standards in Year 6 are broadly in line with national expectations and more able pupils read challenging texts, with interest and fluency. However, in Years 4 and 5 standards are below those expected and many pupils read hesitantly and without expression. This is the result of inadequate monitoring of progress and underachievement in the past. Pupils' writing skills have improved significantly since the last inspection. At the time of the previous inspection writing was weak. By the end of both key stages attainment in writing is now broadly in line with the national average. Handwriting, punctuation and spelling skills are sound and are pupils write for a range of purposes, including narratives and poetry. At Key Stage 2 pupils plan and draft their work systematically. The quality of extended writing has improved and is often lively and thoughtful. Letter writing is well structured and higher attaining pupils know how to use paragraphs systematically.
8. In mathematics, standards have improved since the last inspection and are now at expected levels at both key stages. At the time of the previous inspection numeracy skills were weak across the school. Now the majority of pupils are confident in mental calculation and have an appropriate mathematical vocabulary by the end of Key Stage 1. Pupils can make effective use of the number skills for example, in problems involving exchange of money. By the end of Key Stage 2, the majority show a sound understanding of place value and apply the four rules of number generally accurately, and use number facts up to 10×10 . Their knowledge and understanding of fractions, decimals and percentages is sound.
9. In science, standards of attainment meet national expectations by the end of both key stages. This is a good improvement since the last inspection. Pupils make good progress in all areas of the subject, but in particular the improvement in their investigative skills is noticeable. By the age of seven, pupils know about fair tests and are beginning to plan tests with the support of the teachers. They can make their own predictions and record their results, comparing them with their expectations. By the age of 11, nearly all pupils have a good understanding of how to construct a fair test and are beginning to draw inferences from their results. Pupils' work is well presented with neat drawings and tables and legible written accounts.
10. In information and communication technology standards have improved since the last inspection. Then the pupils made unsatisfactory progress and standards were below national expectations at Key Stage 1 and well below at Key Stage 2. Since then the school has made good progress in improving its provision and raising standards. Now pupils at Key Stage 1 make a good start in acquiring skills and reach appropriate standards by the end of the key stage. At Key Stage 2 the improved provision has not yet fully compensated for past deficiencies. Standards are improving but fall short of expected levels. Pupils have little experiences in control and monitoring because of a lack of software.

11. The school has rightly given priority to raising standards in the basic skills. However, this has meant that other subjects have not been a focus for development and generally standards have shown little improvement. In religious education standards were low at the time of the last inspection. There has been an improvement in standards at Key Stage 1 where pupils meet the requirements of the locally Agreed Syllabus but little improvement at Key Stage 2 where attainment is below expected levels.
12. In design and technology and history, standards in both key stages are similar to those expected. This is an improvement in standards in design and technology at Key Stage 2. In music and physical education, standards have been maintained since the previous inspection and are broadly at expected levels in the lessons seen at both key stages. In art, standards of work seen at Key Stage 1 are broadly in line with national expectations but standards at Key Stage 2 are below expected levels. This is a similar picture to the findings of the last inspection. In geography, standards are at expected levels at Key Stage 1 while at Key Stage 2 pupils make unsatisfactory progress and standards have not been sustained at expected levels.

Pupils' attitudes, values and personal development

13. Pupils have good attitudes to school. These have been maintained since the last inspection. Pupils arrive happily in the morning and the vast majority are ready to start lessons promptly. During registration time pupils in the reception class enjoy showing their teacher drawings they have done at home. Pupils show a good interest in their lessons and school activities. In assemblies pupils listen well and are proud to be part of the school community. In a Key Stage 1 assembly the pupils were captivated by the poem about chocolate cake. There are displays around the school of the pupils participating enthusiastically in school and local activities. Pupils are particularly proud of their success in the borough football competition. In lessons pupils enjoy learning and listen attentively. In a Year 1 lesson based on the book "Where's My Bear" the pupils concentrated extremely well and followed the teachers' instructions to the letter. In a Year 3 lesson learning about Boudicca, the pupils were very well involved in discussing different ideas about the Celtic queen; they were productive and interested. A good number of pupils join the after school clubs, including the performing arts group and the football club. Pupils with special educational needs have very good attitudes to learning. They show great enthusiasm and determination to succeed. Small group or individual work with specialist teachers, as well as learning support assistance, often gives pupils the confidence to work in class when they do not have additional support.
14. The behaviour of the pupils is good. Pupils are very orderly as they move around the school. They line up promptly and tidily whether for lunch, assembly or break time. Pupils play well together in the playground and make the most of their time out in the fresh air. In most lessons the behaviour is good. Pupils respond well to the very consistent behaviour routines around the school. All have been well involved in drawing up their own class rules and reward systems. In a few of the Key Stage 2 classes, when the management of behaviour is unsatisfactory, pupils become noisy, lose concentration and lack self-discipline. There was no evidence of bullying or other harassing behaviour during the inspection week, although in the past the school has had to deal with isolated incidents of oppressive behaviour. There were two fixed term exclusions last year. The positive behaviour remains as good as at the last inspection.
15. Pupils have a good understanding of the impact of their actions on others. In personal, social and health education lessons pupils are mature and sensible in discussing emotive issues. In two Year 6 lessons on bullying, the pupils were able to express how it might feel to be a bully and to explore why such behaviour is unacceptable. In a Year 2 religious education lesson the pupils clearly understood the message of the parable of the Good Samaritan and the social need to look after the less fortunate. The orderliness of the pupils around the school demonstrates their strong awareness that misbehaviour can have a detrimental effect on the enjoyment and learning of their peers.

16. Pupils have a satisfactory appreciation of the feelings, values and beliefs of other pupils or people. They listen well to stories and teachings from other religions and cultures, but many are not able to comprehend the deeper spiritual meaning and comfort that believers gain from their particular faith. In assemblies pupils bow their heads respectfully during prayers. Pupils are very positive in celebrating the success of their fellows. In the Thursday assembly they showed genuine appreciation and pride for the pupils who gained certificates for good work. They applauded them enthusiastically.
17. The relationships between pupils and with adults are good. In the vast majority of lessons the good learning is soundly based on a strong and confident rapport between teacher and pupils. Pupils respect the adults, yet feel able to turn to them for a supportive word. Pupils collaborate very well in many lessons, leading to good learning outcomes. In a Year 3 science lesson on materials and their properties the pupils worked very well together to test and record the feel of different objects. Pupils from all ethnic backgrounds and faiths play and work together very harmoniously.
18. The personal responsibility and initiative of the pupils is unsatisfactory. They were flagged up as areas that needed to be improved at the time of the last inspection. The pupils sensibly take on a range of jobs around the school and in their classroom. They are growing in maturity by participating in the school council and becoming “buddies” to look after the younger pupils. However, pupils are not taking sufficient responsibility for their own learning. In lessons pupils tend to wait to be told what to do, rather than put forward their own ideas and suggestions. There is very little questioning or asking for further explanation. The pupils’ underdeveloped initiative has an adverse impact on creativity and liveliness in learning. The introduction of learning targets for individual pupils in English, mathematics and science is a good move towards making pupils more responsible for their own learning.
19. The attendance of pupils is unsatisfactory. It has seen a good improvement over the last few years, but is still below the national average. Although the rate of unauthorised absence is still higher than most primary schools in the country, it is much improved on last year’s figures. Most absences are due to illness, holidays taken in term time or the movement of traveller families without notification. The school is very organised in reminding parents of the need for their children to attend regularly. The improved attendance is having a definite and positive impact on the achievement of the pupils.

HOW WELL ARE PUPILS TAUGHT?

20. Overall the quality of teaching is good. Over sixty per cent of lessons were good or better, including twenty per cent very good lessons. Only three per cent of lessons were unsatisfactory. These figures represent a significant improvement on the findings of the previous inspection, when twenty per cent of lessons were unsatisfactory and teaching was good in only a third of lessons. The school has maintained the good quality teaching of the children under-five, of pupils with special educational needs and pupils with English as an additional language since the previous inspection. At the time of the last inspection teaching at Key Stage 1 was satisfactory and better than at Key Stage 2. The quality of teaching has improved and is now good and often very good. At Key Stage 1 there were no unsatisfactory lessons and three quarters of the lessons were good or better and a third were very good. Teaching at Key Stage 2 has also improved since the last inspection but is not as strong as at Key Stage 1. Six per cent of lessons at Key Stage 2 were unsatisfactory. However, over fifty per cent of lessons were good or better. Teaching is good in Years 3 and 6 and satisfactory in Years 4 and 5. Teaching of English, mathematics, science, information and communication technology (ICT) and history is good. Teaching of design technology at Key Stage 1 is good. Teaching of religious education at Key Stage 2 is unsatisfactory.
21. Teachers are hardworking and conscientious and in most classes provide a good quality education for their pupils. Teachers have clear expectations of pupils’ behaviour and generally manage pupils’ behaviour well. This good management ensures that lessons are purposeful and that pupils can concentrate on their work and are productive in their learning. Very occasionally pupils’ behaviour is not managed as well as it could be and pupils’ progress declines. Two unsatisfactory lessons were as a result of the teachers’ failure to manage pupils’ behaviour effectively. In a Year 5 music lesson pupils’ concentration declined as the pace of learning slowed. In a Year 4 physical

education lesson because the teacher's instructions were not clear, pupils did not carry out the activity in the way intended, time was wasted in repetition and the behaviour of some pupils was unsatisfactory. However, in most lessons teachers hold pupils' attention well, pupils are keen to learn and apply themselves well to their tasks.

22. Teachers' subject knowledge has improved since the last inspection. Then there was a lack of confidence in teaching ICT, design and technology, art, physical education and religious education. This had an adverse effect on pupils' progress particularly at Key Stage 2. Most teachers have a secure understanding of the subjects they teach. Teachers have a reasonable level of competency in ICT, physical education and design and technology. However, some shortcomings remain. In art some teachers lack the ability to demonstrate a range of techniques. In religious education teachers' lack of subject knowledge leads to unsatisfactory progress at Key Stage 2. In music, much of the teaching is undertaken by a specialist teacher who has very good subject knowledge. This has a positive effect on standards in the subject, though in the time available she is unable to teach every class each week. The school's provision for music depends heavily on the expertise of the specialist teacher. There is a need to develop the skills and knowledge of class teachers to support her work. Teachers often enrich pupils' learning by using their subject knowledge to good effect. For example, in a history lesson in Key Stage 2, pupils were provided with detailed information about life in Britain since the 1930s through a rich display of artefacts and photographs.
23. Teachers are confident in teaching literacy and numeracy and they structure their lessons in line with the recommendations of the national strategies. This has led to an improvement in the quality of teaching and learning since the last inspection. Planning and teaching of the basic literacy and numeracy skills are good. Teachers use the learning objectives within both strategies to plan effectively for pupils' next steps in learning. Much of this planning is based on effective evaluation of the previous lesson. Lessons are carefully planned and activities match the differing needs of most pupils. All teachers make the learning outcomes for the lesson very clear so even young pupils are able to see when they have met the objective. A high proportion of direct teaching that includes clear explanation and demonstration helps to engage the whole class. The good organisation and management of group activities keep pupils on task through out the lesson. There is very good use made of other adults to support the learning of pupils with special educational needs.
24. Lessons are well organised. Teachers use a satisfactory range of teaching styles and strategies to support learning activities. Teachers generally use time and resources effectively in lessons. For example, in the most effective literacy and numeracy lessons the introductory part of the lesson is well paced which helps to keep pupils interest. In several of these lessons, teachers gather the pupils together towards the end of the lesson to consolidate learning. This is helpful to pupils and allows teachers to assess the level of pupils' learning and progress. Teachers are increasingly transferring this positive aspect of their teaching into other subjects, for example in science lessons.
25. Teachers' planning has improved significantly since the last inspection. Then planning was weak and ill defined. Now lesson planning is good. Good teaching is supported by thorough and detailed planning with clear learning objectives. In most lessons teachers share the expected learning outcomes with pupils at the start of the lesson, either by displaying these on the board or by telling the pupils what they are. This has a beneficial effect on the rate of pupils' progress because they are focused on what they are to learn. Examples of this having a positive impact were observed in literacy and in science. In English and in mathematics, teachers sometimes reviewed the learning objectives with pupils towards the end of the lesson which helped pupils to consolidate their learning. A strength in teachers' planning is the way in which they involve support staff in providing a clear view of what pupils are to learn. This is particularly noticeable for pupils with special educational needs and those for whom English is an additional language. This has a beneficial effect on the rate of pupils' progress.
26. Since the last inspection, teachers' day-to-day assessment and evaluation of pupils' progress has improved, particularly in English and mathematics. Marking of pupils' work is up-to-date but does not always support pupils' learning by providing guidance on how pupils can improve their work. The quality of marking is variable. For example, in English there is some high quality marking that indicates clearly pupils how to improve their work, while other marking is poor and neither celebrates success nor offers a guide to future improvement. Question and answer sessions are

often used well by teachers to assess pupils' understanding, for example in mathematics and history. In the best lessons teachers skilfully use pupils' wrong answers to guide their learning. Teachers use homework very effectively to consolidate pupils' learning and to enrich the curriculum. Parents value the work set as a useful way for them to support their children's learning. As pupils move through the school, the amount of work expected for homework increases appropriately. The concerns expressed by a minority of parents about children not getting the right amount of homework are not supported by the inspection evidence.

27. Sometimes the strong management of behaviour limits the opportunity for pupils to engage in independent learning. In English it can limit spontaneity and extended discussion and, at times, the pleasure pupils should get from poetry and creative writing. In mathematics and religious education there is also an over-reliance on the use of worksheets.
28. The quality of teaching for children in the Foundation Stage is good and often very good. Teachers show a good understanding of the learning needs of young children and a good understanding of how to teach literacy and numeracy skills. Activities are effectively supported by appropriate methods and lessons are well organised. Lessons are conducted at a suitable pace to allow learning to take place and resources are carefully chosen to support children's learning. Children's behaviour is well managed which helps to ensure a positive learning environment. Teachers make very effective use of homework to help children consolidate their learning and this allows parents to help their children at home. The use of support staff is often good. This helps to ensure that children's needs are met and allows children to benefit from regular adult intervention in most areas of learning. This is especially helpful in that adults take care to promote children's language development and use all activities to develop children's vocabulary. In the reception class, planning is being developed to ensure that it addresses the requirements of the new Foundation Stage. At present it does not include sufficient planning for children for whom English is an additional language or those who have special educational needs.
29. The quality of teaching and learning for pupils with special educational needs is good. The school organise support carefully and teachers match work to their abilities appropriately so pupils make good progress. Class teachers make more effective use of pupils' individual education plans (IEPs) than at the time of the previous inspection and are more aware of pupils' learning and behavioural difficulties. Generally teachers use the IEPs to provide work at appropriate levels to implement the targets in their plans. The quality of this work has improved since the last inspection. However, there is some variation in the quality of IEPs and of targets for pupils with more complex needs. The recording of pupils' progress is useful and provides an effective basis for day-to-day planning and sharing of information. Careful assessment ensures that pupils receive appropriate support from learning support assistants and from teachers. The specialist teaching provided by the special educational needs co-ordinator and the Reading Recovery teacher is very good. They provide learning tasks in small groups outside the classroom that are particularly well matched to pupils' abilities. Pupils enjoy the success they experience, for example, in reading or making up a sentence. In Reading Recovery sessions, teaching is very skilled in helping pupils to acquire and internalise reading strategies. Classroom assistants work well with teachers to ensure pupils have well-directed support for learning.
30. The quality of teaching for pupils with English as an additional language (EAL) is good. Pupils are effectively supported and they make good progress when support is specifically targeted at their needs. For example, beginners in English receive a short induction for an hour twice a week. Teaching in these lessons is good. The EAL teacher prepares some work for the beginners, which are used by class teachers when specialist support is not available. Most pupils with EAL are taught effectively in the mainstream and teachers are generally aware of their needs. However, teaching points focused on the needs of pupils with EAL are not always present in class teachers' planning and teaching.

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

31. The curriculum provided for children under-five is satisfactory. The curriculum for both nursery and reception classes is appropriately linked to the nationally agreed areas of learning for children in the Foundation Stage and the Early Learning Goals. As yet staff are still reviewing their practice in the light of new requirements. The planning for the reception class is satisfactory and is being developed to take full account of the needs of the new Foundation Stage.
32. The school offers a curriculum that is generally broad and meets the statutory requirements for the National Curriculum. However, there are shortcomings. At Key Stage 2, there is inadequate coverage of elements of information and communication technology (ICT) curriculum. In religious education, the school plans from the locally Agreed Syllabus in both key stages, but teaching of religious education do not develop the skills of empathy and enquiry and the curriculum framework lacks coherence resulting in some topics being studied at the wrong time of the year. The time allocation for art, geography and physical education is insufficient to ensure that pupils receive a worthwhile range of learning experiences. Overall provision for personal development is satisfactory. The school has an appropriate policy and schemes of work for work in personal, social and health education. Teachers cover an appropriate range of social and health education themes including healthy eating and safety in weekly personal, social and health education lessons. Drugs and sex education are covered appropriately in lessons for older pupils.
33. The school's total amount of teaching time is adequate and broadly in line with the national recommendations. Generous time is allocated to English, mathematics and science. This leads to less time for some foundation subjects and as a consequence there is not sufficient breadth of experiences in for example art, physical education and geography for standards to improve. However, given the school's context, the school's rationale for this is appropriate as the right priority has been to raise standards in English, mathematics and science. The school is planning a review of the time spent on each subject with a view to remedy the anomaly. Current timetable arrangements are not effective. The organisation of the daily timetable into four teaching blocks is not an efficient use of time. It provides only twenty teaching periods a week - many of which are too long for one lesson but too short for two. A daily timetable of five periods would enable the school to make more effective use of teaching time and address some of the time allocation issues mentioned above.
34. The school has effectively implemented the National Literacy and Numeracy Strategies. All classes have daily literacy and numeracy lessons which teachers organise appropriately. This has led to an improvement in the quality of pupils' learning and standards of attainment. The school satisfactorily promotes literacy across the curriculum and pupils' literacy skills are developing well but opportunities to develop skills in some subjects such as geography and religious education are limited. Numeracy skills are developed well in science but less so in geography and design and technology. Insufficient use is made of ICT to support learning across the curriculum. There are examples of the use of ICT in science, mathematics, English, music and art. However, it is not yet used consistently and systematically. The school recognises this deficiency and is taking steps to ensure improvement.
35. Curriculum planning is satisfactory. The school has made good progress, particularly in the last year, in addressing the shortcomings in planning identified in the last inspection and curriculum coverage is better. There are appropriate policies for all subjects. The school has adopted the schemes of work recommended by the Qualification and Curriculum Authority for science, ICT and some the foundation subjects. In science there is good curriculum coverage. Teachers use the schemes of work effectively in science and ICT to ensure that skills are built upon in a way that gets progressively harder. The schemes of work set out how pupils' knowledge, understanding and skills should develop over time, which makes planning and target setting for individual pupil's progress easier. In other subjects weekly planning shows that teachers are clear about what their pupils should learn in the short-term focusing on developing pupils' knowledge, understanding and skills. However, medium-term planning is too often too brief and does not refer to the schemes of work. Learning in art, geography, physical education, history and religious education is not sufficiently planned to ensure that pupils build well upon prior attainment.

36. There is a written homework policy that is implemented effectively. This is a strong feature of the school. Homework is given regularly and systematically throughout the school from nursery to Year 6 pupils. This is mainly in reading, writing, spelling, numeracy and science. This is marked conscientiously and often pupils are praised for completing the work. A guide is provided for parents which explains how they can support their children with homework.
37. The provision for extra-curricular activities is good. It includes, for example performing arts, art, chess, football and netball clubs. Pupils in the art club made a playground sculpture. Performing Arts Club performed 'Stomping in the Rain' at the Lyric Theatre. A good variety of trips, residential school journey, events, and visitors enrich the curriculum for all pupils supporting their learning in subjects and also their personal development. Visitors to school include artists, theatre companies and local community services. The school has developed links with other schools through playing football matches and through performing concerts and plays. Year 6 pupils visit their prospective secondary schools, and some staff from secondary schools also visit the school. This promotes continuity when pupils transfer to the next stage of education.
38. The school's commitment to equal opportunities is expressed in the school's aims and in the policy on equal opportunities. Equality of access and opportunity is good. Provision for pupils with English as an additional language (EAL) and for pupils with special educational needs is good. There is a policy for pupils with EAL which outlines the strategies for supporting EAL pupils including refugees and asylum seekers. Both pupils with EAL and special educational needs have equal access to the curriculum. Pupils receive extra support, either in small groups, or individually in Reading Recovery sessions, or with learning support assistants in class. In addition to specialist teaching, work is often differentiated by class teachers. Classroom assistants are used effectively to meet the needs of pupils with special educational needs. Occasionally, targets for pupils with more complex needs are not broken down into sufficiently small steps.
39. Moral development is well promoted through clear and consistent expectations and examples. All the staff provide very good role models. The school puts forward a strong message on the need for good behaviour at all times. The parents are well involved in supporting behaviour expectations through the home/school contract. Throughout the school day, whether in lessons or out at break times, the school is consistently promoting the difference between right and wrong. On several occasions staff were seen to encourage pupils to face up to inappropriate behaviour and say sorry to fellow pupils they had hurt.
40. The promotion of social development is good. All classes receive a lesson in personal, social and health education each week, which provides a good basis for teaching socially acceptable behaviour and actions. The school council is a good way to introduce pupils to the concept of citizenship. Pupils discuss issues relating to the school and learn how to take democratic decisions on items of pupil concern in the school community. Pupils in Year 6 are given good opportunities to look after the younger pupils and become "buddies". In some religious education lessons the pupils are given a good grounding in learning how to help the less fortunate, as in the parable of the Good Samaritan. Younger pupils are supported very well in taking responsibility for their belongings and actions. In the Reception class the teacher successfully helped the class to understand that rough behaviour may be dangerous and hurt other children. The good quality of relationships in the school provides a very strong foundation for building up good social behaviour. Both moral and social development were judged to be areas of strength at the last inspection and remain so.
41. The provision for pupils' spiritual development is unsatisfactory. The last inspection also concluded that this area needed improvement. The school provides very few opportunities for pupils to reflect on their own experience and that of others. One recent assembly helped pupils to understand the immense effort in mind and body of an athlete in striving to succeed in the Olympics. However, assemblies tend to concentrate on social and moral development rather than extending into a spiritual understanding. Opportunities are often missed in lessons to add a spiritual dimension to learning. Pupils have little chance to question, explore or just wonder at the beauty of the subject in question, whether it is light and shade in art or the joy of words and sounds in poetry. Religious education is effective in addressing the practicalities of others religions, but fails to plan sufficiently for the development of spiritual awareness. The school meets legal requirements for collective worship.

42. The promotion of cultural development is satisfactory. The school provides a good range of opportunities for the pupils to appreciate the arts, dance and music. Pupils can join the performing arts club or the art club to extend their love of dance, drama, painting and sculpture. Classes are taken to visit art galleries and local theatres, such as the Lyric. The school is currently involved in a pilot project for an art charter mark project. The pupils are rightly proud of the metal sculpture that they helped to design and which now stands in the playground. Opportunities for pupils to appreciate the cultural traditions of people from different ethnic backgrounds are satisfactory. Parents have been invited in to share foods and dress from their countries of origin. The school makes a point of welcoming pupils from different countries. In a Year 1 class photos of each pupil are displayed on a world map against the country from which they originate. Major festivals are celebrated in assemblies. However many topics are covered at the wrong time of the year, which detracts from the pupils' ability to appreciate their full cultural importance.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

43. The school provides a secure and supportive place for all its pupils and pupils thrive in its care. The school has good practices for ensuring the pupils' welfare, for example, every teacher has a list in their class file of the medical needs of particular pupils. The school has a good number of first aiders who are able to deal with accidents and medical incidents and playground supervisory staff are effective and supportive in dealing with bumps and scrapes. They maintain an accident book, so parents can be informed and the pupils monitored. Pupils on medication are regularly reminded at lunchtimes to take their medicines. There are good procedures for child protection. The headteacher and deputy head are designated to liaise with the child protection agencies should the need arise. All staff are up-to-date in the practice and procedures to follow; they received training in the week before the inspection from the principal education social worker.
44. The health and safety arrangements are good. The school has just updated their health and safety policy, by adopting the local authority recommendations and adding specific clauses to reflect the school's situation. The headteacher and governors together with the site manager ensure that there is at least an annual risk assessment of the whole site. On a daily basis the site manager checks the premises and is on hand to deal with any needed repair or safety issue. The current building works in the nursery building are well monitored and particular attention is made to keeping the nursery children away from potential dangers. The school is aware that the safety surface in the nursery play area is dipping and in need of repair. The school holds regular fire drills and makes sure that all the extinguishers and hoses are well maintained. The site is secure and provides a safe place for the pupils to learn.
45. The school has good procedures for monitoring and promoting attendance. At the last inspection it was judged that the checking of attendance was unsatisfactory. The school has worked hard and effectively in the last year to improve attendance and is starting to reap the rewards. Parents are consistently reminded of the need for their children to attend school regularly. Both they and their children were given a chance to watch a video on good attendance practices. Each week attendance stickers are given to the classes with the least absence. Pupils wait eagerly for the result of the competition. Registers are completed accurately and any unexplained absence is followed up the very same day. The school has worked hard with the traveller support team to try to improve the attendance of traveller children, to little avail. However, the concerted effort on improving attendance is proving effective for the majority of pupils.
46. Procedures for monitoring and promoting acceptable behaviour are good. All the staff are consistent in managing behaviour so that pupils are entirely clear on what they can and cannot do. In lessons the clear directions and high expectations of behaviour lead to effective learning. The school looks upon behaviour management as an important part of personal, social and health education. Many of these lessons are used effectively to promote an understanding of behaviour and how it affects the school community. Each class teacher involves the pupils well in devising rules, routines and interesting rewards. This helps pupils to have ownership of the behaviour management strategies and begin to have some responsibility for their actions. However, in many classes the strong behaviour management hampers the development of independent learning skills. Pupils do as they are told without question and do not build up sufficient self-discipline to help them when there are no strict boundaries. Pupils with behavioural difficulties are monitored well

and effectively assisted to improve. Some have behaviour management targets and others are given extra support from the behaviour support unit of the local education authority.

47. The school has good strategies for monitoring and supporting pupils' personal development. From the beginning pupils are taught effectively how to cope with school life. The nursery children are settled in very well and given a very good grounding in becoming independent. They learn where to hang up their coats and are encouraged to be responsible in taking home their book bags at the end of the day. Each class receives an effective weekly lesson in personal, social and health education. The co-ordinator ensures that the teachers cover an appropriate range of social and health education, including healthy eating and how to stay safe, so that pupils build on their personal and social learning as they progress up through the school. The older pupils are given lessons in drugs and sex education and are prepared well for moving on from primary school. They have good support as they take the big step to transfer to secondary education. The school is well aware of the particular personal needs of each pupil in its care and is able to give them good, individual support to boost their confidence and learning.
48. The school has effective systems in place to monitor and support pupils' academic progress. Teachers use praise and encouragement well in lessons to enable all to make progress. There has been a good improvement in assessment procedures since the last inspection. Individual targets are now set in English, mathematics and science and placed in pupils' exercise books. The targets are reviewed each half term. Class targets are set in consultation with the senior management team. The headteacher collects samples of assessed work and new targets are agreed in English, mathematics and science. However, the monitoring of individual progress in reading is unsatisfactory. Assessment procedures in information and communication technology are good.
49. There are shortcomings in assessment procedures in the foundation subjects and religious education. In physical education and design and technology short term assessment practices are sound as teachers assess progress against lesson objectives. Although there is some short-term assessment of lesson objectives, there is a lack of identification of the development of knowledge, understanding and skills specific to each subject. In other subjects arrangements for using assessment information are, unsatisfactory. Planning is inadequate, as it does not satisfactorily identify assessment opportunities. So the school cannot build up an accurate picture of what individual pupils know and understand.
50. There are good procedures for assessing attainment on entry and good use is made of this information. Systems for assessing the attainment and progress of pupils with special educational needs are good. Annual reviews meet the requirements of the Code of Practice and reports for the reviews are outstanding in the quality of evaluation of needs and progress. There are however, a few pupils with complex special educational needs on Stage 3 of the Code of Practice for whom more formal assessment is necessary. This is to provide guidance to teachers on the level of attainment and communication difficulties. For most pupils with special educational needs the school is developing individual education plans which, though generally satisfactory, vary considerably. There is a need to review them for clarity and effectiveness.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

51. The parents have positive views of the school. Those that returned the questionnaires and attended the inspection meeting demonstrated solid support for the school and its management. Some parents commented that the school had "changed beyond measure" in the last two years and others praised it for "the remarkable community feel". Parents particularly liked the high expectations of their children and the ease with which they could bring suggestions or concerns to the school. A small number of parents had some concerns about the levels of homework and the range of activities outside lessons. The inspection team supports the parents in their positive views. In response to the parental concerns, the use of homework is judged to be good, with some very good features in the nursery and reception classes, and the provision for extra-curricular activities is found to be good. At the last inspection the partnership between the school and parents was good, although there was a hint of strained relations. However, there followed a dramatic decline in parental confidence due to the lack of consistent leadership and the high turn-over of staff. This had a particularly serious impact on attainment. Parental support has now grown again with the arrival of the new headteacher and senior management team. The school is making a concerted and

successful effort to work effectively with the current parents and to attract new families to the school.

52. The quality of information provided to parents is good. The headteacher sends out interesting and regular newsletters. Displays are attractive and informative for parents and visitors. Each term the class teacher sends out a curriculum information sheet to parents so they can know what their children will be studying in lessons. These sheets give insufficient emphasis on the need for regular reading at home, but do give a clear indication on other homework requirements. Together with the homework policy and home/school agreement, parents are given a clear understanding on homework so they can support their children in learning. A good range of curriculum information meetings allows parents to understand how the main subjects are taught or to learn more about the national testing regime. The end-of-year reports are well designed to give parents information at a glance. Each subject is graded as "a strength", "satisfactory" or "needs attention". Parents are well included in supporting their children's learning by the addition to the report of a "target for development". However, teachers are inconsistent in giving a clear and unambiguous message on how the pupil has gained in knowledge in each subject over the year. Translation of school documentation is effectively arranged with the help of other bi-lingual parents. Overall the good quality information allows parents to contribute well to their children's learning at home.
53. The impact of the parents' involvement on the work of the school is good. A good number of parents help in the school, particularly in the younger classes. During the inspection week parents were seen assisting in the nursery class and an artist parent contributed very positively to a Year 5 art lesson. The attractive sculpture in the playground is the result of a productive collaboration with the same artistic parent. The parent staff association raises a good amount of money towards resources and the parents' Garden Fund has helped to stock and maintain the attractive garden area. There is good on-going liaison with parents of pupils with special educational needs. Parents contribute regularly to annual reviews. However, there is insufficient consultation on targets for the individual education plans.
54. The effectiveness of the school's links with parents is good. The headteacher uses the parents staff association meetings well to listen to parents' concerns and to gauge support for management decisions. By keeping the association up to date with school issues, the message is disseminated effectively to the parent body. The school development plan makes clear reference to the parents in helping to raise the attainment of the pupils. With the growing support of the parents, the school is working effectively to raise attainment and its profile in the local community.

HOW WELL IS THE SCHOOL LED AND MANAGED?

55. The previous inspection in February 1998 identified several areas of weaknesses in the leadership and management of the school. At the time of the inspection the school had been without a permanent headteacher for a year and the inspection report pointed to the adverse impact on the effective operation of the school caused by the lack of any real management structure. Events subsequent to the inspection initially made matters worse. The school's place in the community was damaged by reports in the local press, the chair of governors resigned and parental dissatisfaction was high and resulted in a number of pupils being removed from the school. Despite producing an action plan, progress in addressing the issues raised by the inspection was limited. Staff morale was low and staff turnover reached 30 per cent. Results in national tests continued to decline, particularly at Key Stage 1. Recruitment of a substantive headteacher proved difficult.
56. Eventually the governing body made a successful appointment of a headteacher who joined the school almost a year after the inspection. Since then there has been strong and effective leadership and the new headteacher has been successful not only in reversing the school's downward spiral but in leading the school's impressive recovery. He has a clear sense of purpose and a commitment to moving the school forward and has introduced a number of successful strategies to raise standards and improve provision. The key to this success lies partly in the establishment of sound structures and effective procedures that give a sense of order and coherence to the school, but equally in the way that he quickly identified the immediate priorities. In particular, poor staff morale, high staff turnover and problems in recruitment were a barrier to improvement. He has successfully encouraged good teachers to stay and become partners in a shared effort to turn the

school around. Staff turnover has been significantly reduced, morale is now high and the staff's commitment to the school is grounded in a shared sense of purpose. The appointment of deputy headteacher has also been a significant factor in the recent development of the school.

57. The partnership of headteacher and deputy head is very effective because they work well together and have a similar vision for the school. With the support of the staff and governing body, they give firm steer to the school community, successfully addressing the management shortcomings and the other key issues. They have a good understanding of the needs of the school and have a clear vision for its future development. Within the school community there is a shared commitment to raising pupils' achievements. All teachers work hard to ensure an effective climate for learning and create positive expectations of pupils' behaviour and esteem. They are successful in this: the school is an orderly community where instances of poor behaviour are rare and effective learning takes place in most lessons. Overall the leadership and management of the school is now very good.
58. The school has made good improvement since the previous inspection when it was considered by the inspection team to have serious weaknesses. After the inspection the school produced a sound action plan with clear objectives linked to each key issue identified in that inspection. The governing body played a key role both in shaping the school's response to the inspection findings. However, the difficulties in the first year hindered progress in addressing the key issues. In the last year the rate of progress has been rapid under the combined direction of the headteacher and deputy with close monitoring and support from the local education authority. Subsequent monitoring visits by HMI and the local education authority's inspectors have noted the school's continuing success in addressing the key issues. This inspection confirms that the school has made good progress in addressing the issues identified. The management of the school, the quality of teaching, curriculum planning and assessment have all greatly improved. Communications with parents have also improved leading to much greater confidence in the school among parents.
59. Management structures within the school have improved significantly since the previous inspection. There are effective systems to ensure the smooth running of the school and good levels of delegation. The management of the curriculum has improved and the allocation of subject responsibilities among staff is appropriate. Subject co-ordinators are keen and enthusiastic and provide sound leadership. The school rightly focuses on the development of literacy and numeracy, and the co-ordinators for English and mathematics provide effective leadership. The special educational needs coordinator (Senco) been in post a year and has worked very effectively to improve provision for pupils. Good use is made of outside specialists such as speech and language therapists and the Behaviour Support Service, managed by the local authority. The Senco liaises well with staff to ensure regular feedback to staff on outcomes of observation and assessment. Systems for the regular monitoring and evaluation of progress against target for pupils at the higher stages of the Code of Practice are very good.
60. Monitoring and evaluation procedures have improved significantly since the previous inspection. Then they were unsatisfactory, now they are good. The headteacher and deputy headteacher have put in place systematic arrangements for monitoring and evaluating the quality of teaching that are positive, constructive and rigorous. All staff are observed on a regular basis and receive appropriate feedback. The success of these arrangements can be seen in the improvement in the quality of teaching since the last inspection. Monitoring by the English, mathematics and science co-ordinators enables them to have an effective overview of the school's provision in their subjects. However, the co-ordinators for the foundation subjects have insufficient opportunities to monitor and evaluate provision and standards in their subjects.
61. The governing body continues to give good support and plays an active part in the management of the school. There are well-defined and appropriate committees with clear terms of reference. Governors are knowledgeable about the school and the governing body is appropriately involved in planning, decision-making and policy-making. There is an effective working relationship between staff and the governing body. The school has made a sound start in its analysis of performance data. Target setting for pupils in English and mathematics is having a positive effect on raising standards. The school needs to develop further its use and evaluation of assessment data so that the governing body can be assured that test results genuinely reflect pupils' starting points. The school's system for tracking the individual performance of pupils is still being developed. There is

insufficient analysis of pupils' attainment and progress by ethnicity or fluency in English and of the use of this analysis in target-setting for specific ethnic groups.

62. Staffing levels are satisfactory and the school has an appropriate number of suitably qualified teachers to teach the subjects of the National Curriculum and to support pupils with special educational needs and those with English as a second language. The school employs a good number of support staff, and teachers use them effectively to support pupils working in groups. There is also additional support from learning support assistants in numeracy and literacy lessons. The school has a sound programme of professional development but at present the links between the school improvement plan and the staff development programme are not sufficiently explicit. Nevertheless, the school ensures that there is an appropriate balance between meeting the individual professional needs of staff and the priorities of the school. Procedures for the appraisal of staff are appropriate, and there are very good arrangements to support teachers new to the school.
63. School development planning is sound. The school development plan is a comprehensive document which identifies the school's priorities in a clear and accessible way. The priorities are appropriate, provide firm direction to the developmental work of the school and help inform the budget process.
64. The school is efficient and is managing its strategic use of resources well. It is currently in a delicate financial situation, as it draws on reserves carried over from previous years. However, the headteacher and governors are very careful in ensuring that the tight budget is spent sensibly. The school development plan is a useful working tool in identifying where small amounts of money are to be spent, but is not sufficiently focussed on linking major spending to the most important priorities for the school. In practice the school's main priority of raising its profile in the local community and increasing its roll is well linked to the available finances. The school has recently spent some well-directed money on having the prospectus professionally published and on using specialist consultants to recruit good quality staff.
65. Day-to-day financial control is good. The school administration officer is knowledgeable and well organised in sorting out orders, paying invoices and keeping a check on daily spending. The recent audit revealed no major accounting weaknesses. Money allocated for special educational needs is efficiently spent for the good of the vast majority of special needs pupils. Funds specified to support pupils with English as an additional language are well spent to progress these pupils' learning. The school has used money granted to support the improvement of attendance well and with positive results. Staff are deployed well to make the best use of their expertise and experience in the appropriate year groups. The funding under Ethnic Minority Achievement Grant is used efficiently. The additional support staff make a good contribution to teaching and pupils' learning. The pupils supported under the grant make good progress.
66. The school is applying the principles of best value effectively. The governors are knowledgeable about the principles. The school reviews its contracts regularly to ensure it is receiving value for money. It is working well to compare results and costs with other similar schools. The school has a well-established consultation programme. Parents are asked for their views on policies, such as the home school contract, and are able to put forward their ideas via the parent staff association. The pupils have a voice through the school council and the headteacher keeps up a constant dialogue with the staff to ensure that all views are taken into account.
67. The school makes effective use of its accommodation and facilities. The accommodation is adequate. The school has a good amount of space with the ability to dedicate several rooms to specialist use, for example music. There is a very well equipped computer suite and a light and airy art room. The library is a large room, but is underused and contains many books in unsatisfactory condition. The dining arrangements are unsatisfactory because the hall is small, necessitating the food to be served and the pupils to queue out in the corridor. This same hall is cramped for indoor physical education. Classrooms are big enough for individual and group work or for pupils to congregate on the carpet. The outside space provides a good area for recreation and physical education. The nursery is well placed in its own building across the playground. It is currently being extended and decorated to make an attractive and welcoming place for young children starting school. The nursery has its own secure play area with a large covered area. However, the

safety surface is uneven and poses a hazard to children running or riding tricycles. The whole site is well looked after by the experienced site manager. Maintenance arrangements are very good and building appears bright and well cared for. The teaching areas are bright, attractive working areas, with a variety of displays to support learning. The school has made sensible use of the lower hall for assemblies and displays of pupils' work.

68. In general there are adequate resources to support pupils' learning in English, mathematics, history and geography apart from the lack of good quality reference material in the library. In addition, there is a need for more classroom equipment to support literacy lessons at Key Stage 1 for example, flip charts and whiteboards for shared text and writing work. In information and communication technology there is not the hardware for email, internet and to teach control and monitoring aspects of curriculum and software to support learning in other subjects is limited. In design and technology there are insufficient resources to teach food technology. In religious education there is a need for artefacts and reference books. Resources in art are inadequate. Teachers make effective use of the available resources.
69. Taking the fact that the school has a number of strengths and that, as a result of the implementation of clear targets to improve pupils' achievements and the quality of provision, the school is now judged as providing satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

70. Improve provision and standards in information and communication technology by:
- improving the level of resources to enable the full coverage of the national curriculum programmes of study (paragraph 150)
 - identifying planned opportunities for information and communication technology to support pupils' learning in other subjects (paragraph 150)

Raise standards and improve provision in religious education by:

- developing staff subject knowledge particularly the aspect of learning from human experience (paragraph 167)
- improving the quality of resources, including artefacts (paragraph 168)
- revising the curriculum framework to ensure that topics are covered at the appropriate time in the school year (paragraph 167)

Improve the curriculum by:

- ensuring that all subjects have sufficient time to offer a sufficient programme of worthwhile learning activities (paragraph 33)
- adopting schemes of work for art, physical education and geography to enable teachers to build progressively upon pupils' skills (paragraph 35)
- improving the quality of the provision for pupils' spiritual development (paragraph 45)
- providing more planned opportunities for pupils to develop their independence in learning (paragraph 18)

Build upon the good start made in improving the school's assessment practices by:

- developing the strategic use of performance data in monitoring the progress of individual and groups from entry to Year 6 in the core subjects (paragraph 61)
- monitoring the progress of pupils' reading at Key Stage 2 (paragraph 94)
- developing more robust procedures for assessing progress in the foundation subjects (paragraph 49)

OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL

- Maintain efforts to improve attendance (paragraphs 19, 45)
- Improve the pace in mental mathematics sessions and develop the use of numeracy across the curriculum (paragraphs 116)
- Develop the skills and knowledge of class teachers in music to enable them to support the work of the specialist teacher and improve teachers' subject expertise in art (paragraphs 126, 155)
- Provide opportunities for all curriculum co-ordinators to monitor and evaluate provision in their subjects (paragraph 60)
- Improve the provision for EAL pupils further, by developing the skills of class teachers in addressing the needs EAL pupils and by ensuring that planning and teaching of EAL pupils have a clear focus on language structures and different forms of writing skills (paragraph 106)
- Review planning for physical development at the Foundation Stage in the outdoor area (paragraph 83)
- Review the quality and use of individual education plans for pupils with special educational needs (paragraph 50)
- Improve resources in art, food technology and the book provision in the library (paragraph 68)
- Improve the use of the library (paragraph 67)
- Ensure the surface of the nursery play area is safe (paragraph 67)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	91
Number of discussions with staff, governors, other adults and pupils	51

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	20	42	34	3	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	25	317
Number of full-time pupils eligible for free school meals		175

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	1	8
Number of pupils on the school's special educational needs register	8	105

English as an additional language	No of pupils
Number of pupils with English as an additional language	131

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	31
Pupils who left the school other than at the usual time of leaving	23

Attendance

Authorised absence	%
School data	6.0
National comparative data	5.4

Unauthorised absence	%
School data	2.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		1999	28	24

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	13	14	17
	Girls	12	15	12
	Total	25	29	29
Percentage of pupils at NC level 2 or above	School	48 (63)	56 (63)	56 (58)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	18	16
	Girls	12	15	14
	Total	27	33	30
Percentage of pupils at NC level 2 or above	School	52 (60)	63 (65)	58 (60)
	National	82	86	87

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		1999	17	28

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	9	12
	Girls	16	14	18
	Total	23	23	30
Percentage of pupils at NC level 4 or above	School	51 (63)	51 (44)	67 (56)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	9	12
	Girls	16	14	18
	Total	23	23	30
Percentage of pupils at NC level 4 or above	School	51 (63)	51 (44)	67 (56)
	National	68 (65)	69 (65)	75 (72)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	87
Black – African heritage	36
Black – other	17
Indian	9
Pakistani	12
Bangladeshi	4
Chinese	3
White	141
Any other minority ethnic group	8

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	1	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	1	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	15
Number of pupils per qualified teacher	21
Average class size	24

Education support staff: YR – Y6

Total number of education support staff	8
Total aggregate hours worked per week	144

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	25

Total number of education support staff	1
Total aggregate hours worked per week	33

Number of pupils per FTE adult	11
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FTE means full-time equivalent.

Financial information

Financial year	1998/99
	£
Total income	726644
Total expenditure	717689
Expenditure per pupil	2143
Balance brought forward from previous year	36570
Balance carried forward to next year	45525

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out 300

Number of questionnaires returned 68

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	66	29	3	1	0
My child is making good progress in school.	71	25	0	1	3
Behaviour in the school is good.	51	41	4	3	0
My child gets the right amount of work to do at home.	50	38	6	3	3
The teaching is good.	62	31	3	1	3
I am kept well informed about how my child is getting on.	57	38	1	1	0
I would feel comfortable about approaching the school with questions or a problem.	76	19	3	0	0
The school expects my child to work hard and achieve his or her best.	79	16	3	0	0
The school works closely with parents.	65	31	3	1	0
The school is well led and managed.	66	31	1	1	0
The school is helping my child become mature and responsible.	65	32	0	0	3
The school provides an interesting range of activities outside lessons.	50	34	13	0	3

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

71. Children enter the nursery after their third birthday depending on the availability of places. Children are admitted to the reception class at the beginning of the term in which they are five. Children attend the nursery on a part-time basis. Just over half the children in the present reception class attended Brackenbury nursery. The majority of pupils have had some pre-school experience. At the time of the inspection 25 children were on the roll of the nursery for the morning session and 25 for the afternoon session. There were 25 children in the reception class.
72. Many of the children in the nursery have English as an additional language. This means that overall levels in the area of communications, language and literacy are below those typically found. This also has an impact on children's knowledge and understanding of the world which is also below expected levels. This also has a negative impact on children's creative development as they have difficulty in expressing their ideas. Their attainment in mathematical and in physical development is broadly in line with expected levels. The children make good progress in speaking and listening during their time in the nursery and by the time they leave, many pupils are in line for attaining the early learning goals in communications, language and literacy. Their gains in language and the experiences they are given in the nursery help them to make good progress and by the time they transfer to school and they attain standards in line with national expectations in all the areas of learning. The majority of children enter the reception class with levels of knowledge, skills and understanding that are similar to those expected of children of their age so that by the end of the Foundation Stage, their attainment is broadly in line with the early learning goals expected of children nationally. It is not possible to compare findings with those of the previous inspection because that dealt only with the nursery provision. The introduction of the Foundation Stage means that this section of the report deals with children from their entry to the nursery to end of the reception year.

Personal and social development

73. Children's personal and social development is satisfactory. At the beginning of sessions children enter the nursery happily and are secure in leaving their parents and carers to join in nursery activities. Some of the children were very new to the nursery. They relate well to the nursery staff and settle well. The session is organised so that one adult is free to talk to parents and carers and to settle any child who becomes upset. By the time they leave the nursery they are increasingly independent and are attaining the levels expected of four year olds in their progress towards the early learning goals.
74. In the reception class children settle happily and confidently to their morning activities, and are familiar with class routines. Some of the younger children in the nursery are still exploring the environment and spend time observing activities before joining in. As they grow in confidence the older children play more together and concentrate on their chosen activities for an appropriate length of time. Opportunities are provided for children to play and work together so that they learn to share, take turns and co-operate in a variety of situations. Staff encourage children to apologise to one another when required and this helps children to become aware that their actions can affect others. Children develop a sense of right and wrong and learn from their mistakes in a caring environment where they feel secure. Some children are already attaining aspects of the early learning goals for personal, social and emotional development. The majority are likely to attain them by the end of the reception year.
75. Teaching in this area is good. Teachers and support staff in the nursery and in the reception class work well to support children in this area of learning. They interact effectively with children and make good use of their observations which enables them to provide suitable activities.

Communication, language and literacy

76. In the nursery children's levels of speaking and listening are below expected levels. The school has many pupils for whom English is an additional language, including some from refugee families. All staff work hard to promote children's language development. They are supported by a part-time teacher funded through the Ethnic Minorities Achievement Grant. In all the activities in the nursery and reception classes children are well supported and every opportunity is taken to enrich children's vocabulary and develop their language and literacy skills. Children listen attentively to adults and respond satisfactorily to questions. They gradually gain in skill which enables them to express themselves and interact with one another and with adults more effectively. A few higher attaining pupils express themselves confidently and fluently.
77. Children enjoy story times and most recognise the principal characters in stories. They handle books carefully, turn the pages confidently and know that print has meaning. Some pupils in the reception class are developing a sight vocabulary of familiar words and many use the pictures well to tell a story. Many of the reception class can write their names unaided and a few simple words. Other children enjoy "writing" and can say what their script means. Higher attaining children in the reception class are already exceeding the early learning goals and are working on the early levels of the National Curriculum.
78. The teaching of language and literacy in both the nursery and the reception class is good. Teachers have a secure understanding of the learning needs of young children and support them well. They take every opportunity to develop children's vocabulary and develop their speaking and listening skills. Their choice of books, stories and rhymes engages children's interest and supports their language development. The school's literacy strategy makes a good contribution to children's learning in reading and writing.

Mathematical development

79. Children's achievements in mathematics are satisfactory. In the nursery children learn number songs and rhymes. They recognise some numbers and are beginning to count objects. By the time they leave the nursery they are attaining standards in line with those expected of four year olds. Most children are likely to attain the Early Learning Goals by the end of the reception year. Younger children gain experience of the basic activities underlying the development of mathematical concepts such as volume, for example by filling different containers with water, and by using wet and dry sand to compare containers. The children are taught to use number apparatus and games and also use everyday objects such as cups and plates in the home corner for counting and gaining a sense of number, quantity, size and shape. In the reception class children use playdoh to roll longer and shorter shapes to compare length. In the reception class most children confidently recognise and count numbers to 10 and correctly recite numbers beyond this. They are able to sequence four pictures in the correct order and name the next number in a sequence of three both forwards and in reverse. They recognise and can name two-dimensional shapes such as square, circle and triangle and can name colours correctly.
80. Teaching in both the nursery and reception class is good and the school's strategy for numeracy makes a satisfactory contribution to the children's achievement.

Knowledge and understanding of the world

81. Children in the nursery make satisfactory progress in their knowledge and understanding of the world. Progress in the reception class is also satisfactory so that by the end of the reception year the majority attain or exceed the early learning goals. They are able to recall past events in their lives, for example going on holiday and can talk about travelling in an aeroplane. One child talked about a holiday in South Africa and all the animals she had seen there. Most children can recognise change by looking at old and new objects and talking about photographs of themselves and their families when they were younger. In the nursery children enjoy looking at photographs of the nursery before and after its redevelopment. Children begin to develop an awareness of the local environment by thinking about their journeys to school. They are developing competence in using a computer to play games such as "dress the teddy" and also enjoy using the "Colour magic" programme to draw pictures. Many children can use the mouse confidently to click on symbols

and objects and recognise that machines respond to signals. They are confident in their use of construction materials and in the nursery enjoyed playing with nuts and bolts, having watched workmen constructing scaffolding around the building.

82. Teaching in this area is good and children are given a good range of opportunities to explore a range of activities and explore materials.

Physical development

83. Children enjoy their physical education lessons and their levels of development are in line with those expected for their age. Children make satisfactory progress in running, jumping, balancing and climbing. They demonstrate well co-ordinated movements and are developing good control of their bodies. However, there is inadequate planning of the use of the nursery outdoor play area. The space is quite small and when all the children are outside it is unsuitable for the full range of activities. When children have access to wheeled toys and to bats and balls the space is not large enough for them to play safely and minor collisions occurred. The youngest children have not developed sufficient sense of their own space and that of others to use wheeled toys safely in such a small space. Whilst their control of bats and balls is satisfactory for their age, it is not sufficient to allow these to be used at the same time as the wheeled toys in a confined space. The nursery is well staffed and consideration needs to be given to the use and organisation of the outside area to promote children's physical development. No physical education was observed in the reception class. However, in their playtimes children show well developed physical skills. Children are encouraged to improve their manipulative skills through an appropriate range of activities. They use pencils, scissors and glue sticks with increasing dexterity. Their co-ordination and visual perception are satisfactorily developed through cutting and positioning shapes, sticking and decorating. By the time they leave the nursery children are attaining standards in line with those expected of four year olds. Children in the reception class are in line for attaining or exceeding the early learning goals for physical development by the time they are five.

84. Teaching in this aspect is satisfactory in the nursery but staff do not use the outdoor space to good effect. Teaching was not observed in the reception class.

Creative development

85. Children's achievements in creative development by the time children leave the nursery and by the end of the Foundation Stage are good. Children use paint confidently. They have many opportunities to present their ideas through drawing, modelling, collage and painting. Children begin to draw and paint from observations. They explore colours and shapes and use these in their work. They effectively explore and experiment with sounds using percussion instruments. Children enjoy singing songs and rhymes. They enjoy listening to music and children in the nursery very much enjoyed adding percussion sounds to Verdi's Grand March from "Aida".
86. Teaching in this area is good because teachers plan a variety of appropriate activities to promote children's creative development.
87. At the time of the previous inspection nursery provision was good. It remains so and the overall provision for children in the Foundation Stage is good. Teaching in the nursery and reception class is consistently good and sometimes very good. Teachers in both nursery and reception have a secure understanding of the learning needs of young children. They make thorough and detailed observations of children across the areas of learning and use these effectively to plan the next lessons. Nursery nurses and other support staff make an effective contribution to children's learning. Parents and carers are fully involved in children's learning through good methods of communication and the provision of imaginative homework tasks such as the nursery "snail quiz". A good range of indoor activities is provided though management and organisation of outdoor activities need to be improved. Relationships are consistently good and all staff work together well to support children's learning. The curriculum for the nursery and reception class takes account of the areas of learning for children in the Foundation Stage and the Early Learning Goals. At present this is satisfactory as staff are still reviewing their practice in the light of new national guidance. The planning for the reception class is satisfactory but is being developed to take full account of the needs of the new Foundation Stage. Planning in the nursery is good but the planning for

physical development in the outdoor area needs to be improved. Children with special educational needs and children with English as an additional language are well supported by adults, benefit from the activities provided and make good progress. However, specific planning for children for whom English is an additional language or those who have special educational needs is an area for development.

ENGLISH

88. Pupils reach expected standards by the end of both key stages. This represents good improvement since the previous inspection when standards across the school were judged to be below national expectations.
89. At Key Stage 1 there has been a consistent downward trend in results in national tests in reading and writing from 1996 to 1999. In the 1999 tests for seven year olds the percentage of pupils reaching the expected level or exceeding the nationally expected level was well below the national average in reading. In writing the percentage of pupils attaining the expected standard was very low in comparison with the national average and the percentage of pupils reaching the higher level was below the national average. In comparison with similar schools, the performance of pupils in reading was very low and in writing was well below average. However, the school has worked very hard to improve standards and the results for the most recent tests in 2000 indicate that standards are rising. The results show an impressive improvement with the percentage of pupils attaining the nationally expected level matching the national average in both reading and writing. However, the proportion of pupils achieving the higher levels is still below the national average. Standards seen during the inspection now reflect the 2000 results.
90. At Key Stage 2 pupils perform better in English than in science or mathematics. Overall performance of pupils in English tests was below the national average from 1996 to 1998 but there was no significant downward trend. In the 1999 national tests for 11 year olds, the overall performance matched the national average and in comparison with similar schools pupils' performance was well above average. However the percentage of pupils reaching the expected standard (Level 4) was well below average but the percentage of pupils reaching Level 5 was above the national average. The results for 2000 show an impressive rise in the proportion of pupils who achieved Level 4 or above and the percentage of pupils achieving Level 5 has risen. The school significantly exceeded its published target. The inspection findings indicate that achievements of most pupils by the age of 11 are in line with national expectations.
91. These standards are an improvement on those seen at the time of the last inspection although much of this improvement has taken place in the last year. A new senior management team, whole-school planning, the use of the National Literacy Strategy and improvements in the quality of teaching, have had a very positive impact on the quality of speaking and listening and reading and writing. There has been an increase in the numbers of pupils for whom English is an additional language and an increase in the numbers of pupils with special educational needs. However, both groups of pupils make good progress in relation to prior attainment. This is reflected in part by National Curriculum test results as well as by the scrutiny of work, lesson observations and reference to targets in individual education plans. During the inspection no difference was noted in the performance of boys and girls at either key stage.
92. At the end of Key Stage 1, standards in speaking and listening meet national expectations. Most pupils speak clearly and respond confidently to teachers' questions. They listen attentively; for example, to explanations of the meaning and use of adjectives and gradually come to a clearer understanding of when to use them. They are able to explain what their group tasks are and make good use of technical words such as 'compound words' or 'phonemes'. Pupils with special educational needs also show confidence. One pupil with a statement of special educational needs is able to speak confidently to the whole class. By the end of Key Stage 2, pupils meet standards expected for their age. They listen attentively and take turns to share in class discussions. They express themselves clearly. Pupils demonstrate confidence in speaking to a large audience, including parents and visitors as well as the whole school community, and reciting their own and others' poetry. No role-play or drama was seen during the inspection.

93. Pupils are achieving well in reading at Key Stage 1. By the age of seven, most pupils reach expected standards in reading. Pupils read aloud with good word and sound fluency. During guided reading older pupils use a range of strategies to tackle unfamiliar words. Able pupils read simple books confidently and discuss the characters and stories. They are becoming aware of contents and index pages and beginning to use simple dictionaries. Reading is promoted well. All pupils at Key Stage 1 have reading bags and a reading record. Consequently, most benefit from regular practice of reading both at home and school.
94. At Key Stage 2, pupils' progress and standards in reading are variable. Standards in Year 6 are broadly in line with national expectations and more able pupils read challenging texts, such as 'The Lord of the Flies' with interest and fluency. However, in Years 4 and 5 standards are below those expected and pupils' achievements are unsatisfactory and many pupils read hesitantly and without expression. Guided reading within the literacy hour is well-structured throughout the key stage. However, monitoring of progress is unsatisfactory. Reading records are not kept and there is sometimes a poor match of book to the ability of the pupils.
95. By the end of key Stage 1, pupils' attainment in writing is broadly in line with the national average and has greatly improved since the last inspection. Most pupils know their letter sounds and are able to blend them into words. They spell familiar words correctly. Classrooms provide a supportive environment for learning with displays on how to write a story, 'flying phonemes' and displays of pupils' own work. Many, using pictures as cues, describe a noun and write a sentence. Others, who need additional support, identify and fill in missing letters from words. The majority of pupils use capital letters and full stops correctly and a small number of higher attaining pupils are beginning to use other punctuation, such as speech marks correctly. Pupils write for a range of purposes, such as a narrative story about a dog that got lost in Richmond Park, or writing their own poem about a friend. Handwriting is frequently very good and usually correctly formed.
96. Pupils' writing at the end of Key Stage 2 is in line with national averages and has improved since the last inspection. In extended writing pupils plan and draft their work systematically, although insufficient use is made of word processing to present their work for display. Higher attaining pupils know how to use paragraphs systematically. Letter writing is well structured. Extended writing, such as a story, 'Lost in the desert', is lively and thoughtful. However, there is insufficient marking of some technical aspects of writing, such as spelling and punctuation. All pupils have personal targets in writing and many examples were seen where pupils had improved their writing against their targets. Few examples were seen of persuasive writing but good work had been done in giving information or instructions and sometimes in playscripts.
97. The school satisfactorily promotes literacy across the curriculum. Pupils at both key stages enjoy reading and the quality of literature in most classrooms has been enhanced by the local authority library service which provides resources to support topic. However, the school library is not well resourced with new books and is under-used as a support to literacy across the curriculum. Good examples of writing were seen in science, where Year 3 pupils were planning an investigation on materials and their properties. In a Year 3 history lesson, pupils discuss well the difference between Celts and Romans and understand that writing in history may be biased according to the writer's background.
98. Pupils make satisfactory progress at both key stages in speaking and listening and writing. Progress in reading is satisfactory in Key Stage 1 but unsatisfactory in the middle years of Key Stage 2. Progress for most pupils is enhanced through reading at home and, in some classes, by the completion of reading diaries. The consistent approach, through the National Literacy Strategy, to the development of writing skills, has a positive effect on progress. The progress of pupils with special educational needs is good. Where pupils receive extra support, either in small groups, or individually in Reading Recovery sessions, or with learning support assistants in class, they make good progress. Generally teachers make effective use of pupils' individual education plans to provide work at appropriate levels. The quality of this work has improved since the last inspection. Occasionally, pupils with more complex needs do not have targets planned at a level which would enable them to make progress in appropriately small steps.

99. Pupils' attitudes in English and their behaviour in lessons are good throughout the school and this contributes positively to the standards achieved. They are enthusiastic learners and are willing to discuss their work with adults. Insufficient opportunities are provided to enable them to work independently. They do, however, show good concentration and generally listen well to each other's answers. The relationships between staff and pupils are good and they enjoy working with others.
100. Overall, the quality of teaching is good and at Key Stage 1, the majority of lessons are very good. No unsatisfactory teaching was seen. Where teaching is very good there are very good, clear introductory and plenary sessions. All teachers make the learning outcomes for the lesson very clear. Even young pupils are able to see when they have met the objective. Another strength is the very good use that is made of the assessment of the previous day's lesson. In addition, both pupils and teachers are familiar with their writing targets and this is a powerful tool for promoting progress. There is very good use made of other adults to support learning and pupils with special educational needs are fully included in lessons. Teaching and supporting activities are built up clearly and logically; as, for example, in a Year 2 lesson on adjectives. Lower attaining pupils are supported in a variety of ways. Some small groups taken outside the classroom are particularly well matched to pupils' abilities and they enjoy the success they experience, for example, in reading or making up a sentence. In Reading Recovery sessions, teaching is very skilled in helping pupils to acquire and internalise reading strategies. There is very firm management of behaviour and this does enable all pupils to proceed with their own work without being interrupted. Occasionally there are some weaknesses in teaching. For example, although some marking is superb in indicating to pupils how to improve their work, other marking is poor and neither celebrates success nor offers a guide to future improvement. In addition, the strong management of behaviour limits spontaneity and extended discussion and, at times, the pleasure pupils should get from poetry and creative writing.
101. Assessment procedures are satisfactory overall. Teachers assess progress in learning after each lesson and this enables an overview to be developed. Opportunities are given for teachers to discuss and assess work together, to develop further skills in assessing work. A portfolio of work is kept to show examples of assessed work. The assessment of reading at Key Stage 2 is unsatisfactory, as pupils do not have individual records which would help to evaluate the progress they make. Homework is set regularly. Assessments of language and literacy of pupils with special educational needs, by both the special educational needs co-ordinator and the Reading Recovery specialist are of a very high quality and inform teaching programmes in English.
102. The management of the subject is very good. Both the headteacher and the deputy headteacher have taken an active role in shaping recent developments, particularly the effective introduction of the Literacy Strategy. The new subject co-ordinator is therefore very well placed for making further improvements in the subject. The use of drama is not sufficiently clearly planned across the school to enable an evaluation to be made of progression throughout the school. Resources have improved and the subject shows a good improvement since the last inspection.

English as an Additional Language (EAL)

103. Nearly 40 per cent of the school's population have English as an additional language and about a half of these pupils are at an early stage of English language acquisition when they start school. The provision within the school is good and the pupils for whom English is an additional language make good progress.
104. EAL pupils have good access to the curriculum. The school uses a mixture of withdrawal and in-class support to give them access to the curriculum. There is a clear procedure for the identification of the linguistic and learning needs. Distinction is made between the needs of pupils with EAL and those with special educational needs. The management and co-ordination of EAL support is effective.

105. EAL pupils are taught mainly in mainstream lessons but newly arrived beginners in English receive an induction for a limited period. The quality of EAL teaching is good. The teacher working under Ethnic Minority and Travellers Grant (EMTAG) teaches EAL pupils the necessary vocabulary and adapts materials to meet their needs. Although planning for developing pupils' vocabulary is good it is not sufficiently rigorous in identifying language structures and skills in different forms of writing required in lessons. In a small group work in Year 6, the teacher offered pupils plenty of opportunities for speaking and listening in a writing session where the pupils were taught to use the past tense. The work for the lesson was well prepared, building on assessment of prior learning. Termly targets are set for pupils and their progress is monitored. The teacher has good relationships with the pupils which helps to develop their confidence. However, teaching points focused on the needs of pupils with EAL are not always present in class teachers' planning and teaching.
106. EAL pupils' attitudes to school and learning are good. They are well integrated into the life of the school. Pupils respond well to support given and participate well in group activities. They behave well and their relationships with teachers and other pupils are also good. Boys and girls, and pupils from different ethnic groups work harmoniously. The EAL coordinator has established good links with the parents who often help with translation and interpretation. The school needs to develop the skills of class teachers in addressing the needs of EAL pupils and to ensure that planning and teaching of EAL has a clear focus on language structures and different forms of writing skills.

MATHEMATICS

107. Pupils reach expected standards by the end of both key stages. This represents good improvement since the previous inspection when standards across the school were judged to be below national expectations.
108. There has been a steady downward trend in National Curriculum tests results at Key Stage 1 for three years from 1996, with overall performance being well below the national average. In 1999 the results in the national tests for seven-year olds indicate that standards were very low when compared with the national average as well as with those of similar schools. The proportion of pupils reaching the expected level was very low and the percentage of pupils exceeding the expected level was also low. Although both boys and girls performed poorly, boys overall attained better than girls.
109. There was an impressive improvement in test results for 2000. Results are in line with the national average with a significant increase in the number of pupils exceeding the expected level. Inspection evidence confirms that standards of attainment in lessons at Key Stage 1 are in line with national expectations. Most pupils in Year 2 are in line to achieve at least the nationally expected level with many attaining the higher level.
110. At Key Stage 2 the downward trend in results from 1996 was reversed with in the 1999 tests which showed a slight improvement. Results in the 1999 national tests for eleven-year olds were still well below the national average but average in comparison to similar schools. Results of the national tests in 2000 were at least in line with the national average at the end of Key Stage 2. The percentage of pupils achieving the nationally expected level was higher than the national average but the percentage of pupils achieving results at higher levels has not increased. In the 2000 tests, the school exceeded its target of 75 per cent of pupils attaining Level 4 or above in the national tests. Inspection evidence confirms that standards of attainment have improved and are in line with national standards.
111. Overall, standards at the end of both key stages are now higher than those reported at the time of the last inspection. Over time pupils have made satisfactory progress at both key stages. In the past pupils' progress has been hindered by the high turnover of staff. However, progress made in the last year has been good and continues to be good. This is due to the strong leadership from the school management team and the effectiveness of the strategies to raise standards. In particular there is evidence of improvement in the quality of learning at both key stages with successful implementation of the National Numeracy Strategy.

112. By the end of Key Stage 1, the majority of pupils are confident in mental calculation skills and are developing an appropriate mathematical vocabulary. They add and subtract numbers up to, and beyond 20, and count up to 100 and understand place value to 100. The majority of pupils know the difference between even and odd numbers, and can recognise patterns in a series of numbers. Pupils understand the difference between standard and non-standard measures, and can use standard measures such as centimetres. An effective use and application of number was seen in a Year 2 lesson where the pupils had to buy things using the fewest number of coins or to work out various ways of exchanging one pound. Pupils also display data using pictograms and bar graphs of how they come to school.
113. By the end of Key Stage 2, the majority show an understanding of place value in numbers up to 1000 and beyond. They apply the four rules of number to thousands, hundreds, tens and units generally accurately, and use number facts up to 10×10 . Their knowledge and understanding of fractions, decimals and percentages is sound. They measure the areas of shapes using the correct units of measurement, and recognise the lines of symmetry in shapes. Pupils can draw and measure angles using the appropriate equipment. They also collect and record data on blocks and line graphs and access information they require satisfactorily. Most pupils understand and use vocabulary associated with work in mathematics. For example, the pupils in Year 6 used words such as improper fractions and mixed numbers accurately.
114. The quality of teaching of mathematics has improved since the last inspection. Then it was generally satisfactory now it is good overall. It is stronger in Key Stage 1 than in Key Stage 2 but teaching is very good at the end of each key stage. About two-thirds of the lessons are good or better and a third is satisfactory, and no unsatisfactory lessons were seen. Planning and teaching of key vocabulary and number skills are good, and much of this planning is based on on-going assessment. A well-structured lesson with main activities at three levels is a strong feature in every lesson. Teachers know their pupils well and offer them tasks well matched to their needs so that pupils can work at their own pace and make good progress. A high proportion of direct teaching that includes clear explanation and demonstration using pupils helps to engage the whole class. The good organisation and management of group activities keep pupils on task through out the lesson. Teachers make daily assessment of pupils and give regular feedback to pupils to find out what pupils have achieved. In lessons where teaching is only satisfactory, although teaching follows from the numeracy framework, the pace of lessons is slow and mental activity is not challenging, offering good opportunities for quick responses. There is also a reliance on the use of worksheet, which limits the opportunity for pupils to engage in independent learning.
115. Pupils' learning is good and they show interest and enthusiasm to the subject. They enjoy mental arithmetic in numeracy sessions. They are achieving well now in the development of number skills at the end of both key stages. Higher-attaining pupils are undertaking extended work to achieve higher levels. Pupils' behaviour and attitudes to learning are good in both key stages. Pupils listen well in whole class sessions and take their turns to answer questions. They are keen to contribute to the development of the lesson and to the summing up during plenary. Pupils with special educational needs (SEN) and those learning English as an additional language (EAL) make good progress at each key stage. Classroom assistants and additional teaching staff for SEN and EAL offer effective support to meet the particular needs of these pupils. During group activities pupils are able to remain on task without supervision from adults.
116. The school has addressed successfully almost all the weaknesses identified in the last inspection. Strong leadership from the headteacher and deputy, clear guidance for staff and enthusiasm for the subject have contributed to the improvement achieved in mathematics. Teachers are now clear about the focus on knowledge, understanding and skills required in mathematics. The quality and use of on-going assessment in planning is now good, and teachers match work carefully to meet the needs of high attainers. Although the quality marking has improved and some teachers tell pupils how to improve their work, it is not always consistent across the school. These improvements have contributed to the consistency in the quality of teaching, which is now good. Pupils' ability to apply their numeracy skills confidently is promoted in science and history but less so in geography.

and design and technology. In order to raise standards further the school should improve the pace in mental mathematics sessions and develop the use of numeracy across the curriculum.

SCIENCE

117. Pupils achieve expected standards by the end of both key stages. This represents good improvement since the previous inspection when standards across the school were judged to be below national expectations and pupils were making unsatisfactory progress.
118. The results of the 1999 National Curriculum tests for 11-year olds were below the national average, though in comparison with similar schools, they were broadly in line. However, the test results for 2000 are significantly better than the previous year. Teachers' assessments at the end of Key Stage 1 indicate that standards were very low in comparison with national average in 1999 and were low when compared with results from similar schools. The results for 2000 show a significant improvement from the previous year. Inspection evidence indicates that standards of attainment by the ages of seven and 11 currently meet national expectations and that pupils are making good progress.
119. By the age of seven, pupils are aware of the need to make tests fair and are beginning to plan tests with the support of the teachers. They can make their own predictions about what might happen in an experiment and record their results, comparing them with their expectations. For example, what will happen if there is a break in the circuit, what will happen to the growth of plants if they do not get light, and which activities causes the heart to beat faster. In one lesson, pupils showed good understanding in the pattern of human growth from infancy to old age. They were able to discuss physical and social requirements for a baby to grow. Pupils make good progress in all areas of the subject. Their work is well presented with neat drawings and tables and legible written accounts.
120. By the age of 11, nearly all pupils have a good understanding of how to construct a fair test and are beginning to draw inferences from their results. This aspect of learning is a major strength of the school. Most pupils have an understanding of the workings of the main organs of the body, such as the eye and the heart and can recall specialised vocabulary. They can name parts of plants and they understand food chain, life cycles and electric circuits. In one Year 3 lesson, pupils were able to discuss materials, their properties and their uses. Pupils effectively used this learning in a design and technology lesson to decide on the best material for packaging crisps. In one Year 6 lesson, in relation to the study of forces, the higher attaining pupils were able to independently plan an investigation that 'heavier the weight, the further the elastic band will stretch'. Most pupils' work is neatly presented, with carefully drawn diagrams and clearly legible tables of results.
121. Pupils who have special educational needs and those who have English as an additional language receive good support from the learning support assistants and make good progress.
122. The quality of teaching has improved significantly since the last inspection. Then teaching was unsatisfactory now teaching is good throughout the school and often very good in classes at the end of both key stages. Teachers' knowledge and understanding of science is generally good. Teachers' lesson planning is good, including clearly written learning objectives which pupils should know by the end of the lessons. They share this information with pupils, which helps them to focus on the major areas of learning. Assessment practices are good. Most teachers assess their pupils' learning during lessons and record the results to use for future planning. This supports the quality of learning and helps pupils make good progress. All teachers use appropriate specific vocabulary for their topics and display this for pupils to learn. Lessons are well structured with a good introduction, a main practical activity and a final discussion. This pattern allows pupils of all abilities to make progress including pupils who have special educational needs and those who have English as an additional language. The main weakness is that not all teachers plan challenging tasks for higher attaining pupils.
123. The school's provision is developing well and shows good improvement since the last inspection. The co-ordinator provides good leadership, ensuring the development and implementation of clear policy that gives consistency across the school. Good documentation provides appropriate guidance to support teachers in their planning. The school has adopted the Qualification and Curriculum Authority's recommended scheme of work. This ensures that teachers cover the

National Curriculum requirements, plan work effectively, and maintain progression and continuity in pupils' learning from one year to the next. The co-ordinator has provided in-service training for all staff, ensuring that appropriate work is carried out for scientific investigations. Good assessment procedures have been developed and are used effectively in all classes. Resources are adequate and easily accessible with the exception of up-to-date programs to support pupils learning through the use of information and communication technology.

ART

124. Standards of work seen at Key Stage 1 are broadly in line with national expectations but standards at Key Stage 2 are below expected levels. This is a similar picture to the findings of the last inspection.
125. Pupils in Year 1 can make clay tiles covered with different materials to give them a sense of texture and paint pictures in the style of Matisse. In Key Stage 2, pupils have constructed and painted Greek masks. Examples were seen of 'pointillism' and good mosaic designs. Older pupils have developed some good painting and drawing techniques, with some good still-life painting and some designs for homes. By Year 6, pupils have studied perspective and the effect 'vanishing point' in their pictures. However progress is unsatisfactory because the lack of a scheme of work means that skills are not developed systematically.
126. Teaching is overall satisfactory. Not all classes were studying art during the inspection, as the time allocated is shared with design and technology. Four lessons were seen of which one was unsatisfactory and the others satisfactory. A strength in teaching is the reference to other artists' work and the use made of examples for pupils to develop their own work. A wide range of artists from European traditions was shown as models but insufficient use was made of art from American, Asian and African cultures. Another strength is the help of parents with specialised knowledge as parents with artistic talents are welcome to come and help in lessons. In a Year 5 lesson on Degas, this was very valuable. Pupils are well managed and organised. The main weakness is teachers' general lack of subject expertise and skills. There is a lack of ability to demonstrate techniques clearly to pupils or to consistently develop concepts such as the use of colour, shape and space and the use of aspects of art to represent their ideas and feelings. The quality of learning is also undermined because teachers are unclear whether their expectations of pupils are appropriate. There is a lack of appropriate guidance and in consequence, planning does not give sufficient detail in terms of the knowledge, understanding and skills pupils should acquire.
127. There has been no significant improvement in provision since the last inspection. This is largely due to the school's need to raise standards in core subjects. Given the school's other priorities there has been insufficient time available to develop a suitable curriculum which would enable class teachers to identify the knowledge, understanding and skills that should be aimed at progressively across the school. Nevertheless, there has been improvement in some aspects. There is a new and enthusiastic co-ordinator. There is a good ethos for art and a successful art club which pupils enjoy. Pupils have painted striking murals on the playground walls and have developed collages and sculptures of a very good quality. There have been visits to galleries. The school has a specialist art room, although it is not fully used. Resources are inadequate and need to be developed. Assessment strategies need to be developed alongside a scheme of work.

DESIGN AND TECHNOLOGY

128. Overall standards in both key stages are similar to those expected. This is an improvement in standards at Key Stage 2 since the last inspection and the school has maintained satisfactory standards in Key Stage 1.
129. Planning shows that appropriate skills are introduced in classes for younger pupils. Pupils develop their competence in using simple tools and equipment such as scissors, adhesives, and split pins, and cut and join and decorate a range of materials. Pupils in Year 2 make wheeled vehicles out of recycled materials, using axles. They learn appropriate vocabulary and are able to use words such as 'wheel', 'axle' and 'chassis'. Pupils make preparatory drawings and the development of their knowledge is supported by good selection of resources. However, teachers often give the required

resources and pupils do not get opportunities to select and make independent choices. Pupils enjoy the subject and they make good progress in planning, designing, making and evaluating.

130. The learning is appropriately extended in the Key Stage 2 classes. In one lesson, in Year 3 class, pupils were designing a crisp packet. They were able to talk about the best material for the purpose and linked their work to their science topic on materials, their properties and the usage. Year 6 pupils were able to talk about musical instruments they had designed and made when they were in Year 5. They used appropriate vocabulary and explained the use of materials such as clay, paper mache' and wood used for making their instruments. Pupils are able to evaluate their work and identify changes needing to improve the design and the product. They make satisfactory progress throughout Key Stage 2.
131. Pupils who have special educational needs and those who speak English as an additional language make good progress with help from the learning support staff. Responses to practical work are good. They enjoy making things and use tools safely.
132. Generally teaching is good in Key Stage 1 and satisfactory in Key Stage 2 classes. Teachers plan effectively, sharing learning objectives with their pupils and assess individual progress against them. They explain, and demonstrate effectively what pupils need to do, always using appropriate vocabulary relevant to the subject. Resources are often well prepared and used successfully. Literacy skills are used to write instructions and methods used to plan and make the design. Numeracy skills are used for shape and space and to measure materials. However, there was no work seen on moving toys/control mechanism though Year 6 had made moveable structures and it is also planned for Spring Term in Year 4 and 5 classes.
133. The school has developed a policy and scheme of work and this is an improvement from the previous inspection. The school policy is implemented effectively. The time devoted to the subject is broadly sufficient to cover the programmes of study and this is an improvement from the previous inspection. The newly appointed co-ordinator has recently introduced the schemes of work recommended by the Qualification and Curriculum Authority. Evidence shows that it is having a good impact on teachers' knowledge and understanding of the subject, and thereby, the development of pupils' skills. The resources are adequate. The co-ordinator's action plan appropriately indicates the need for staff training to improve standards further.

GEOGRAPHY

134. Standards are broadly in line with national expectations at Key Stage 1. At Key Stage 2 pupils make unsatisfactory progress and standards are below expected levels. Standards at Key Stage 1 are similar to those at the last inspection but at Key Stage 2 standards have deteriorated.
135. Very little teaching of geography was observed during the inspection. There was very limited recorded evidence of pupils' work in Years 2 but discussions with pupils and an analysis of a limited amount of work indicate that pupils' standards of attainment are broadly in line with national expectations at the end of Key Stage 1. There was insufficient evidence that would enable an informed judgement about what pupils know and can do by Year 6 as the school was not able to provide adequate samples of pupils' work.
136. The pupils in Year 2 can use geographical terms, e.g. road, street, shop, market and traffic lights in exploring their localities. They have an awareness of places beyond their own locality, and they can talk about places beyond Brackenbury Road and London. They know the physical features of places, e.g. town, country, desert, mountain and jungle and can tell what to take if they were to visit these places. Pupils have knowledge of maps and plans and can describe overhead views of an object or a place. In Year 1, the pupils show an awareness of their local area and plot on a simple route where they live and what they see on their way to school. They know their address and find out how they come to school. Pupils make satisfactory progress in this key stage. Pupils with special educational needs and those learning English as an additional language make satisfactory progress.

137. The work seen in Years 3, 4 and 5 indicate that pupils' progress is unsatisfactory in Key Stage 2. Their knowledge, understanding and skills required for studying a range of places and themes are not sufficiently developed for their ages. In Year 3 pupils study weather round the world and develop basic mapping skills. In Year 4, the pupils study briefly population, settlement and pollution. The pupils in Year 5 study the water cycle and rivers. There is a limited evidence of map work or study of localities in Key Stage 2.
138. During the week of the inspection geography was taught only in Year 1. Consequently, no judgements can be made about the teaching and learning of geography in classes in Key Stage 2. The quality of teaching in the one lesson observed was good. The teacher has a secure knowledge of the subject and plan lessons effectively, using strategies and activities that match learning objectives. She provided tasks that are well matched to the needs of pupils who show interest in and enthusiasm for the subject. Pupils' behaviour and attitudes to learning are good.
139. The subject has not been a school priority since the last inspection and in consequence improvements since the last inspection has been less than satisfactory. The curriculum is disjointed. The curriculum framework indicates that geography is taught at various times during the year for example in Year 2, geography is taught in the second half of each term, while in Year 6, it is taught mainly in the spring term. However, the time allocation is too limited to ensure that pupils receive a worthwhile range of learning experiences. Although the co-ordinator has updated the policy and teachers' planning follows the Qualification and Curriculum Authority's scheme of work, the medium term plans are not rigorous in indicating the knowledge, understanding and skills pupils should acquire. In order to implement the curriculum 2000, the school should give more attention to the subject, ensuring that geographical enquiry and skills, and knowledge and understanding of places and environmental changes are planned and taught systematically.

HISTORY

140. The standards achieved by pupils across the key stages are in line with national expectations and they reach satisfactory standards in developing their skills and knowledge in history. In both key stages, the majority of pupils including those with special educational needs, and those with English as an additional language make satisfactory progress. The standards of work in history remain the same as judged during the last inspection.
141. In Key Stage 1, pupils develop simple ideas of the past by looking at Victorian kitchens and modern kitchens and pictures from the past. In Year 2, pupils study the lives of famous people of the present time and of the past. They study the life of Florence Nightingale and make a time line of the events of her life. Their work shows their developing sense of chronology and knowledge of the changes that have taken place between 1820 when Florence Nightingale was born and now.
142. The pupils in Year 6 study Britain since 1930s in depth through research using documents, photographs and pictures. They learn to ask historical questions in their research. This was observed in a Year 6 lesson where the pupils were reading old documents and preparing questions to ask the authors of the documents, who lived in the 1950s. The pupils have the knowledge of the main events in the history topics they have studied. Their investigative skills are appropriately developed for their age. There is a range of work available within Key Stage 2, which indicates satisfactory progress across the key stage. The pupils acquire satisfactory knowledge and understanding of some of the important periods in British history. The pupils in Year 3 study the Romans and the Celts, the pupils in Year 4 study the Tudors and the Year 5 make an in-depth study of the Greeks and the Victorians. The pupils show an understanding of different points of views in history. For example, in a Year 3 lesson, the pupils looked at a picture of Queen Boudicca and discussed how the Romans and the Celts described her. In Year 5, the pupils also show an empathy with the people in the past when they write a diary of a Victorian child or a week in the life of a Victorian mother.

143. The quality of teaching is good. The teachers plan their lessons carefully using a secure knowledge of the subject so that pupils can learn through research and investigation. The teachers encourage pupils to study the past using primary and secondary sources, the impact of which is evident in their study of the history of Brackenbury, a Victorian school. They plan suitable activities and know how to integrate history with other subjects in the curriculum such as art, English and drama. The pupils learn to use reference books, pictures and photographs as evidence to know about the past. Teachers manage classes effectively so that pupils can learn and make progress. This contributes to the development of positive attitudes to learning in pupils and they behave well in lessons. The pupils work with interest and enthusiasm, and make good progress in lessons but their progress over time is only satisfactory as history is taught mainly in autumn and summer terms with too large a gap of time in between. Consequently, pupils do not always retain what they have learnt and skills and concepts are not built sufficiently upon year on year. The school offers pupils a sound experience of the past through visits, visiting speakers and the observation of pictures and artefacts.
144. The subject makes a sound contribution to the development of pupils' literacy skills but there are insufficient opportunities for information technology to support pupils learning. There has been some improvement in the provision for history since the last inspection. The school has updated the policy and is using the scheme of work recommended by the Qualification and Curriculum Authority which in turn has made a positive impact on the quality of teaching and learning.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

145. In the previous inspection, pupils made unsatisfactory progress at both key stages. Standards were below national expectations at Key Stage 1 and well below at Key Stage 2. Since then the school has made good progress in improving its provision and raising standards. An information and communication technology suite has been established and all pupils have access to the computers at least for an hour a week. A new scheme of work has been implemented and skills are now taught regularly in separate lessons in the information and communication technology suite. Consequently, at Key Stage 1 pupils make a good start in acquiring information and communication technology skills and reach appropriate standards by the end of the key stage. At Key Stage 2 the improved provision has not yet fully compensated for past deficiencies. Standards are improving but fall short of expected levels.
146. At Key Stage 1 most pupils open computer programs, enter, save and retrieve work. They understand the use of caps lock and the shift key for capital letters and can use the mouse to open menus, select icons and change the font. They understand the use of the backspace key to delete words, and the use of space bar. Most can use the mouse efficiently to draw and paint pictures and paste these graphics with the support from adults to their word-processed short stories. Pupils use a data-handling programme to enter information about the class to produce bar charts. However, sometimes, higher attaining pupils are not given challenging work and their progress remains only satisfactory.
147. At Key Stage 2 the curriculum planning for the first autumn half-term focuses on general technological awareness and developing keyboard skills. Pupils are making good progress in acquiring keyboard skills. They are able to word-process stories, poems and the school newsletter. They can paste graphics to illustrate their work. Year 6 pupils could talk about their work completed in Year 5. They explained their work on individual and class databases, saving and retrieving work without using the mouse, and work on bar charts and line graphs of the class pets. They used appropriate vocabulary such as 'field', 'import graphics', 'email'. Pupils who have computers at home are able to use email and have sent messages to classmates and have explored the internet and imported graphics to make posters about football. However, because of a lack of software, pupils have little experiences in control and monitoring.

148. Teaching is good at both key stages. The quality of teaching has improved significantly since the last inspection. Then there was very little direct teaching of skills, now all classes have regular focused teaching. Teachers identify clear learning objectives that are shared with pupils and discussed in plenary sessions. Teachers' demonstrations are well paced and they question pupils effectively to assess their knowledge and understanding. They make good use of assessment information. They record these assessments and use them for planning the next steps in pupils' learning. Teachers have a reasonable level of competency in the subject and are well supported by schemes of work. At Key Stage 2, due to lack of sufficient in resources, control and monitoring is not being taught. However, the school recognises this deficiency and steps have been taken to purchase the necessary software.
149. Pupils who have special educational needs and those who speak English as an additional language make good progress. They are well supported by learning support assistants. All pupils enjoy using information and communication technology. They worked well in pairs and groups of threes to practise keyboard skills on a computer. Pupils enjoyed talking about their experience of using the computers both in school and at home.
150. Since the last inspection, a policy has been produced that clearly sets out what should be taught. Schemes of work recommended by the Qualification and Curriculum Authority and another commercially published scheme that support progression and continuity in pupils' learning have been implemented. This is beginning to have a positive impact on the quality of teaching in the subject across the school. Resources are still limited. There is an inadequate ratio of computers to pupils. There are ten computers in the suite but few computers in classrooms. Although the computer suite is a valuable resource, it difficult for staff to integrate information and communication technology into the day-to-day organisation of teaching. Therefore, although there are some opportunities for information and communication technology to support pupils learning in literacy, numeracy science, art and music, links across subjects are at an embryonic stage of development. Despite improvements current curriculum provision at Key Stage 2 is unsatisfactory. The control and monitoring aspect of the curriculum is not being taught due to lack of software. However, the school is positive about software being in school by end of October 2000. The co-ordinator provides good leadership. She has provided in-service training to all staff and monitors their planning. Her action plan appropriately highlights the need for more resources and more in-service training. There is good capacity for improvement.

MUSIC

151. At the time of the previous inspection pupils made satisfactory progress and standards of attainment were at expected levels. This remains the case in the lessons observed during this inspection.
152. There is insufficient evidence to make an overall judgement on standards at Key Stage 1 as only one lesson in music was observed at this key stage. In this lesson pupils' attainment was in line with expected standards. Pupils were using their listening skills to good effect. They were choosing instruments to build up short pieces on the theme of "musical meals", each food being represented by a different sound. Pupils thought carefully about the textures of the foods they had chosen and chose appropriate sounds to represent these.
153. At Key Stage 2 pupils' attainment is broadly in line with expected levels, though the current Year 6 are not confident in their use of specific musical language. Pupils in Year 4 are learning to play the recorder. The majority listen with care and are able to produce a reasonable tone for beginners. They play the first notes reasonably accurately and enjoy playing together as a group. Year 6 pupils are working on short compositions. They have written their own lyrics and are now working on the rhythmic scheme. In listening to a taped example, the song "Help" many pupils found it difficult to identify the separate strands that go to build up the whole, though the tape was very well prepared to demonstrate this. A number of pupils were confused at the distinction between pulse and rhythm. When working in small groups only a small number were able to establish their rhythmic patterns along with a steady pulse. Many groups found this difficult. In assemblies pupils sing with pleasant tone and are reasonably secure in pitch and rhythm. The school has

properly concentrated on pupils' attainment in the core subjects and this has had an adverse effect on the attainment in music of older pupils.

154. Teaching in music is satisfactory. The school employs a specialist teacher to teach music on one day each week. Each class has a lesson with this specialist teacher once a fortnight. On alternate weeks, the class teacher takes the music lesson following plans provided by the specialist teacher. The teacher liaises with the class teacher about the topics being followed so that appropriate curriculum links can be made, for example, Year 5 classes are currently studying the Victorian era in their history lessons and their music lessons include learning a Victorian music hall song, and composition of a piece representing a Victorian train journey.
155. The specialist teacher has very good subject knowledge. Her lessons are very well planned and prepared. However, over the year the time each class has with specialist teaching is insufficient to make full use of her expertise. She does provide appropriate lesson plans for teachers and they work hard to support her but some lack the expertise and confidence to develop pupils' musical skills in a systematic way. This is particularly true in Key Stage 2 where the demands of the subject are more complex. The class teachers are also present in a supporting role during lessons and work well to support the teaching. The organisation of the lesson at Key stage 1 was unsatisfactory. The time allowed for the lesson was taken up with discussing the sounds and choosing the instruments. This meant that there was insufficient time for the pupils to develop and play their short "musical" meals. Relationships are good and teachers manage pupils well. In return pupils generally have positive attitudes and enjoy their music lessons. They work well together in groups and try hard. They are particularly responsive to practical work.
156. Music makes an effective contribution to pupils' social and cultural development. Pupils have a sound range of opportunities to enjoy music through extra-curricular activities. These include a choir, a guitar club and the performing arts club. Pupils have taken part in local musical events such as the choral festival organised by the Local Education Authority and workshops with the Lyric Theatre. The choir makes visits to local homes for the elderly and the school has taken part in gospel singing workshops. There has recently been a visit to the school from a group of Romani musicians and dancers. However, the school does not provide enough opportunities for pupils to experience a range of cultural traditions.
157. The curriculum has been developed and reviewed to ensure that it meets the requirements of the revised National Curriculum orders. End of unit assessments of pupils' progress are being introduced but are not yet sufficiently established to inform teachers' planning. Lessons are thoroughly planned and cover all aspects of the music curriculum. The school is well resourced with a good range of tuned and untuned instruments. There is some computer software for music and pupils have used the computer to write graphic scores for different pieces. The school has a good range of listening resources including examples from a range of cultural traditions. The school's provision for music depends heavily on the expertise of the specialist teacher. There is a need to develop the skills and knowledge of class teachers to support her work in order that the time allocated to music can be used to best effect.

PHYSICAL EDUCATION

158. At the time of the previous inspection pupils made satisfactory progress and standards of attainment were at expected levels. This remains the case. Standards have been maintained since the previous inspection and are broadly at expected levels in the lessons seen at both key stages.
159. Year 1 pupils listen and follow instructions sensibly as they find different ways of travelling. They move in a variety of ways at different pace and are beginning to put movements together in a simple sequence. They show varying degrees of ability in their movements and can change direction confidently with sufficient control to avoid others when moving. Year 2 pupils use space appropriately and show sound co-ordination in their movements. They show a variety of ways of jumping, moving with control and thought to change height, length and direction. They show confidence and sound control in experimenting with different ways of travelling, balancing and jumping off small pieces of apparatus. Year 3 pupils practise basic gymnastic movements creating their own simple sequences. Working in pairs they perform simple sequences of shape and symmetry. They show sound skills in control as they work together to create symmetrical

movements and sequences combining different elements of shape, speed and levels. Year 4 practise skills at sending and receiving balls and do so with varying degrees of accuracy. Pupils of all ages understand the importance of exercise and warm up. However their ability to evaluate the performance of others is underdeveloped, particularly in lessons at Key Stage 2. No lessons in Years 5 and 6 were seen.

160. During the course of the year pupils have an opportunity to participate in gymnastics, dance and games. All pupils have an opportunity to swim in Year 4. Pupils make satisfactory progress and the school tries to ensure that all pupils meet the target to swim 25 metres by the time they leave the school. Extra-curricular activities enhance the provision and the school takes part in competitive games with other schools in football, netball and athletics. However, pupils have only one physical education lesson a week. This is not enough to ensure the development of skills across the full range of physical activities.
161. The quality of teaching is satisfactory. Most lessons observed were at least satisfactory with some good teaching. One unsatisfactory lesson was seen. Lesson planning has improved since the previous inspection. Teachers plan lessons with greater attention to the learning intentions and therefore can give pupils a clear idea of what is expected. This is followed up during the lesson with clear explanations and sound demonstration. Most lessons are appropriately organised and structured. Teachers make the appropriate teaching points during lessons but do not always provide sufficient opportunities for pupils to evaluate their own or others performances. Teachers have appropriate expectations of pupils in terms of behaviour and the pace of their learning, so pupils stay well on task and show sound levels of application and concentration. In most lessons pupils' behaviour and attitudes to learning were good. Good lessons show appropriate development and progression in pupils' learning; for example in a Year 3 lesson pupils are asked to combine the elements already practised to develop a sequence of movement and shape with the teacher focusing their attention on making it better. There was clear progress seen when pupils demonstrate their symmetrical sequences to the rest of the class. A lesson in Year 1 was good because the clarity of instructions and expectations resulted in very good behaviour, attentive listening and enthusiastic response. One lesson in Year 4 was unsatisfactory because the teacher was not clear or focused on giving instructions so pupils did not carry out the activity in the way intended. Time is wasted in repetition and the behaviour of some pupils was unsatisfactory.
162. The co-ordinator is keen and enthusiastic but the subject is not a current school priority. The lack of a scheme of work means that teachers do not have sufficient guidance in planning activities that ensure that skills are sufficiently built upon. The school is aware of this shortcoming and has plans to address it. Teachers know their own pupils well through informal ongoing assessment. Facilities for physical education are barely adequate. The hall is small and restricts movement though there is a suitable hard surface area on the playground. The subject contributes positively to pupils' social and personal development.

RELIGIOUS EDUCATION

163. Pupils at the end of Key Stage 1 meet the requirements of the locally Agreed Syllabus. Pupils' attainment at the end of Key Stage 2 is below expected levels. Standards were low at the time of the last inspection. Although there is some improvement in standards at Key Stage 1 since then, there has been little improvement at Key Stage 2.
164. Pupils in Year 1 have recently visited a local church and could remember some of the artefacts they had seen there. Pupils could identify the activities that often take place in churches such as prayer and weddings. They know that some people go to a mosque to pray and understand that weddings can take place in different venues. Pupils said that people go to churches "to be close to God". Pupils in Year 2 were learning about parables. Some of the pupils knew that parables are stories told by Jesus to explain his message but in one lesson there were insufficient links made to significance of the parables in the Christian faith. The lesson made a good contribution to pupils' moral and social development but pupils were not being sufficiently supported in developing their skills.

165. In Year 3 pupils talk about the moral drawn from various stories from Aesop. The focus of the lesson was Humanism but there was insufficient attention drawn to the fact that many people without a religious belief can have strong moral codes by which they live. In Year 5 pupils were discussing the temptations of Christ in the wilderness. Pupils know that stories about Jesus are found in the New Testament. They then went on to complete a worksheet depicting various temptations they might meet in their own lives. There was insufficient opportunity for pupils to discuss temptation and develop an understanding of the concept, or how a religious belief might help different communities to address this. The analysis of pupils' past work in religious education shows that there is a heavy reliance on published worksheets. These focus on content and do not develop the skills of empathy and enquiry described in the Locally Agreed Syllabus or make an appropriate contribution to the development of their literacy skills.
166. Teaching in religious education is satisfactory at Key Stage 1 but unsatisfactory at Key Stage 2. Overall teachers lack confidence and subject knowledge to deliver the requirements of the Agreed Syllabus. Even when lessons are in other respects satisfactory they deal mainly with the implicit features of the subject and with content. There is an over emphasis on published worksheets, for example sequencing pictures to tell a story. Often planned activities do not elicit a thoughtful response from pupils. Teachers are heavily reliant on teaching pupils facts about faith and do not relate these sufficiently to their significance in the lives of faith communities. In one lesson at Key Stage 1 teaching was good. The lesson was about the parables of Jesus. The teacher related the parable to pupils' own experience which helped their understanding. The teacher gave a clear explanation of a parable as a story told by Jesus to explain his message. There is currently no agreed format for assessing pupils' progress in religious education.
167. The school has not made satisfactory improvement in its provision since the last inspection. Curriculum provision remains unsatisfactory at Key Stage 2. The school does not provide the quality and range of learning experiences because the emphasis is on teaching facts about religions and learning from human experiences is insufficiently developed. The school's programme of religious education is based on guidance from the locally Agreed Syllabus. The curriculum framework takes its content from that outlined in the syllabus. However, the school has not considered the most appropriate time for different elements to be taught as some topics are studied at inappropriate times of the year. In Key Stage 1, the curriculum addresses mainly the implicit aspects of religious education that deals with feelings and relationships. This is closely linked with work in personal, social and health education. The work on explicit themes in religious education focuses on the content rather than on what is important in the lives of believing communities.
168. The co-ordinator for religious education is new to the post and is in process of making an audit of curriculum and resources. She has not been in post long enough to have an impact on standards in the subject. Resources for religious education are limited. There is a limited collection of artefacts to support teaching and the very few books in the library are in poor condition. The subject does not make an effective contribution to the spiritual development of pupils.