

INSPECTION REPORT

RUSHEY GREEN PRIMARY SCHOOL

Catford, London

Lewisham

Unique reference number: 100701

Headteacher: Ms Y Morris (Acting)

Reporting inspector: Mr Barney Payne
4890

Dates of inspection: 13 – 16 November 2000

Inspection number: 224323

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
School address:	Culverley Road Catford London
Postcode:	SE6 2LA
Telephone number:	0208 698 8241
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Appropriate authority:	The Local Education Authority
Name of chair of governors:	Mr Tony Castro
Date of previous inspection:	17 June 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr Barney Payne 4890	Registered inspector	Art and Design	What sort of school is it?
			What should the school do to improve further?
			The school's results and pupils' achievements
			How well are pupils taught?
			How well is the school led and managed?
Mrs Rosalind Wingrove 9370	Lay inspector		Pupils' attitudes, values and personal development
			How well does the school care for its pupils?
			How well does the school work in partnership with parents?
Mrs Pat Holwill 11902	Team inspector	English	
		Information Technology	
		Religious Education	
		Equal Opportunities	
Mrs Janet Dye 15028	Team inspector	Physical Education	How good are the curricular and other opportunities offered to pupils?
		Under Fives	
Mrs Margaret Skinner 27895	Team inspector	Mathematics	
		Geography	
		History	
		English as an additional language	
Mrs Janet Larkey 30676	Team inspector	Science	
		Design Technology	
		Music	
		Special Educational	

		Needs	
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Rushey Green Primary provides education for pupils from nursery age to age eleven. The school has a 70 place nursery unit. The school is much bigger than other primary schools and has 485 pupils on roll. The largest minority group, making up around 24 per cent of the school population, is of black Caribbean heritage. Forty-nine pupils receive funded minority ethnic support from the Ethnic Minority Achievement Strategy (EMAS). The percentage of pupils known to be eligible for free school meals is above the national average. Attainment on entry covers a range, but overall is below that expected nationally.

The percentage of pupils speaking English as an additional language is very high. Sixty-three have English as an additional language and 23 are at an early stage of English language acquisition. Main languages other than English are Turkish, Tamil, Urdu and Vietnamese (in that order of frequency).

The percentage of pupils identified as having special educational needs (SEN), and the percentage with statements of SEN are broadly in line with the national average. Ninety-four pupils are at Stages 1-2 of the SEN Code of Practice and 32 at stages 3-5. Special needs cover a range, mostly speech and communication; moderate learning; and emotional and behavioural difficulties. A hearing impaired unit has just been opened within the school. It opened in September and will take up to 12 children.

The school has a high mobility rate. Forty seven pupils joined the school in the last school year other than at the usual time of first admission and 54 pupils left the school other than at the usual time of leaving or transfer. The school estimates that the 1999-2000 Year 6 cohort lost 24 per cent of its original pupils between Year 2 and Year 6.

The school's aims are published in its prospectus and displayed around the school. They are based on partnership with parents, celebrating success and valuing differences. They include aims for the children themselves and for their dealings with others. The governors' and senior leadership team's priority is to raise attainment in literacy and numeracy at Key Stage 2. The school is a member of the Downham and Bellingham Education Achievement Zone and has successfully bid for funding from the zone to increase support for literacy and numeracy through staffing and the provision of literacy homework clubs.

The headteacher is absent and the deputy headteacher took on the role of acting head some five months before the inspection.

HOW GOOD THE SCHOOL IS

Rushey Green Primary is an improving school. Leadership and management are good and staff share a commitment to the school. They have a secure knowledge of national strategies that is raising attainment in English and mathematics. Overall, trends in national tests at the end of Key Stage 2 are upwards, in line with the national trend, but science attainment in tests is well below average. Costs per pupil are high, but the school is effective in targeting its resources to raise standards and provides satisfactory value for money.

What the school does well

- Teaching is good
- Standards in English and mathematics are improving.
- Pupils have positive attitudes, get on well together and have a very good level of respect for the feelings, values and beliefs of others.
- Provision for spiritual, moral, social and cultural development is good, with particularly good provision for celebrating a diversity of cultures.
- Pupils are well cared for.
- The school provides good quality information for parents, particularly reports.
- The acting headteacher, senior staff and governors succeed in providing a common sense of purpose, despite staff turnover and senior staff having to take on new roles at short notice.

What could be improved

- Pupils' attainment in national tests in science is well below average.
- Pupils' writing and presentation need improvement.
- Attendance is unsatisfactory.
- Subject co-ordinators need a greater role in monitoring and evaluating teaching and learning in their subjects.
- The school's initial planning for performance management places too great a responsibility on the acting headteacher and deputy.
- Governors need an overall school improvement plan that pulls together other action plans and sets the direction of the school for the coming years.
- The school needs more computers.
- Accommodation is unsatisfactory.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in 1996. Improvement has been good since that time, with attainment in music and religious education now at the expected standard and a curriculum that meets national requirements and represents a diversity of cultures. There is better use of information from tests and assessments by teachers to target support for pupils. Governors have improved their role in monitoring, and have a good understanding of strengths and weaknesses. They receive briefings from teachers that help inform visits arranged to look at the school's work. The number of exclusions has been reduced. Communication with parents has improved. Curriculum co-ordinators still need to develop a role in monitoring and evaluating teaching and learning in their subjects. Teachers still need to provide more challenging work for more able pupils in science.

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	E	E	C
mathematics	E	E	D	B
science	E	E	E	E

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

The table shows that in the Key Stage 2 national tests in 2000, pupils' attainment was well below the average for all schools in English and science and below average in mathematics. Compared with similar schools, attainment was average in English, above average in mathematics but well below average in science. In the Key Stage 1 National Curriculum tests and tasks in 2000, pupils' attainment was well below average in reading and writing compared with all schools nationally. In mathematics, attainment was below average. Teacher assessments showed attainment in science was below average compared with all schools nationally. Compared with similar schools, Key Stage 1 attainment was below average in reading but average in writing and mathematics. In science, Key Stage 1 attainment was above average compared with similar schools.

Evidence from lesson observations and pupils' work shows that the present Year 2 and Year 6 pupils in the school are likely to reach at least average levels of attainment in English and mathematics by the end of both key stages. The school has the capacity to improve on last year's levels of attainment in science and current work is broadly in line with the levels expected. There has been a significant improvement over the past four years at Key Stage 2 and the school has kept in line with the national upward trend in all core subjects. Pupils with special educational needs and those for whom English is an additional language make good progress.

The school has targeted Key Stage 2 English and mathematics in its plan for improvement. Its targets are suitably challenging and it is meeting them effectively.

Attainment in most other subjects meets the nationally expected standard overall, and in religious education meets the standard expected in the locally agreed syllabus. Attainment in information and communication technology (ICT) is below average due to lack of access to computers, though pupils make good progress in ICT lessons. In art and design, pupils' work is at the expected level for Key Stage 1, but, while there is good work at Key Stage 2, helped by some very good teaching, attainment at the end of Key Stage 2 is below average.

Children under 5 years are likely to attain the expected goals by the time they start Year 1. Baseline assessment indicates that children are at the average for the local education authority.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	The children are keen to come to school. They are interested in their lessons and show positive attitudes when answering questions or given work to do individually or in small groups.
Behaviour, in and out of classrooms	The school is an orderly community. Pupils behave well in and around the school, show courtesy to adults and to one another, and respect for the feelings of other pupils and for school property.
Personal development and relationships	The personal development of pupils is carefully monitored from nursery to Year 6. Relationships are very good and the teaching assistants, lunchtime supervisors and teachers provide friendship and support to all their pupils.
Attendance	Attendance is giving cause for concern. The number of unauthorised absences has grown. Monitoring through recently introduced technology needs to be focused and the school needs to work with the local authority to determine whether pupils who are absent without any information have actually left the school.

Pupils like coming to school. Relationships are good and pupils care for one another. Adults working in the school play a key role in making the school a place in which children enjoy working and playing. Attendance has got worse, partly as a result of a high mobility rate, with pupils leaving the school but remaining on roll.

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 is of good quality. In 96 per cent of lessons, teaching is satisfactory or better. In 60 per cent of lessons it is good or very good. There is very good teaching in 15 per cent of lessons and less than satisfactory teaching in four per cent. Although good overall, there is more variation in teaching at Key Stage 1 than other age groups, with nearly a third of teaching very good but also 10 per cent of teaching that is less than satisfactory. Teaching is better than it was at the time of the last inspection, when under four per cent of teaching was very good or better and 15 per cent less than satisfactory. Teaching in English and mathematics is good. Teachers have a good understanding of the national strategies for literacy and numeracy. Pupils learn well, including those with special educational needs and those for whom English is an additional language. Pupils' pace of work and levels of interest, concentration and independence are satisfactory. Written work and presentation need to be improved.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. An appropriate curriculum is in place, but the school has a poor ratio of pupils to computers which inhibits full coverage of the new National Curriculum. Literacy and numeracy strategies are effective.
Provision for pupils with special educational needs	Pupils with special educational needs are well provided for and they make good progress. SEN provision is satisfactorily managed and effective support is available to pupils, who receive good advice on how to become more effective learners through the positive support they receive. Individual education plans are in place, but smaller steps need identifying in them to make them more useful to teachers and pupils.
Provision for pupils with English as an additional language	Staff supporting pupils for whom English as an additional language plan, monitor, and assess pupils' work effectively, in collaboration with class teachers and other staff.
Provision for pupils' personal, including spiritual, moral, social and cultural development	There is good provision for pupils' personal development. Provision for cultural development is very good, moral and social development good and spiritual development satisfactory.
How well the school cares for its pupils	The school has good procedures for child protection and for ensuring pupils' welfare.

The school has improved the quality of information it provides for parents. Parents find the school welcoming. They were involved with the headteacher in formulating the home learning policy after they had expressed concerns about homework. A home/school agreement was issued following consultation with parents.

The school's curriculum meets statutory requirements and provides a satisfactory range of learning opportunities. The development of ICT skills is limited due to a shortage of computers. Two weekly homework clubs for Year 5 pupils effectively extend their opportunities for study. Cultural development is well provided for, through work across the curriculum and through visits and effective use of resources in school. The school cares for its pupils effectively and they, in turn, care for one another. The school works hard to eliminate bad behaviour and bullying.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The acting headteacher and key staff provide good leadership, supported by the governors. Despite high staff turnover, the school's leadership has succeeded in giving staff a common sense of purpose. The school needs a coherent plan for improvement.
How well the governors fulfil their responsibilities	The governing body fulfils its statutory functions. Governors are well informed and have a clear view of the school's strengths and weaknesses.
The school's evaluation of its performance	The school has evaluated its performance, identified weaknesses and taken decisive action to overcome them.
The strategic use of resources	The school targets its resources effectively to raise standards, including deploying teachers, targeting support staff and using additional funding through bids to the Education Achievement Zone.

The school has adequate staff with a good overall match to the demands of the curriculum. Effective support from EMAS and other support staff ensures good progress by pupils for whom English is an additional language and those with special educational needs. Accommodation is unsatisfactory, but the school makes effective use of it. The school has a good level of resources, apart from ICT.

Senior staff have had to take on new roles at short notice and have done so effectively. Working with the governors, they have kept the school on track and maintained its sense of direction. The school uses action plans for subjects and other aspects of its work, but these need tying to an overall plan for improvement for this and future years. The school compares its performance with other schools, and sees improved attainment as a key indicator to raise its profile within the local community. Funds are used effectively and efficiently, in line with the principles of best value.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The school expects good behaviour • Very good multicultural provision and promotion of respect for the values and beliefs of others • Teachers are approachable • Children are keen to attend school • The nursery gives a good foundation • Hearing impaired children make good progress • Support for special educational needs • The new Year 5 homework clubs 	<ul style="list-style-type: none"> • Standards, particularly challenge for the more able • Lack of extra-curricular activities • Uncertainty about when the headteacher is returning • Music provision, particularly extra-curricular

Inspectors agree with the positive views of parents. The school works hard to promote good behaviour. Multicultural provision is a strength. The children enjoy school. The nursery provision is good. Hearing impaired pupils are making good progress. The homework clubs show great potential for improving the written work of Year 5 pupils and introducing them to new ideas. There are extracurricular activities in addition to homework clubs. There are football teams and Turkish lessons, but, if possible, more sport, music, drama and possibly lunchtime clubs would widen the horizons of the children. Standards have been too low, but are improving. The more able need more challenge in science. Curriculum provision for music is satisfactory. The senior leadership team and governors are successfully keeping the school on course during the absence of the headteacher.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. By the end of the reception year most children achieve the early learning goals for the Foundation Stage. Children quickly become confident and are eager to learn. Most speak confidently. They learn to recognise words, start to write and enjoy sharing books. They learn to sort and count objects, understand the concepts of more and less and to recognise and write numbers. Children develop their knowledge and understanding of the world through observing living and growing things, planting bulbs and seeds, and finding out why things happen and how things work. They develop their creativity through using a range of materials, taking part in role play and learning to recognise symbols in music. Baseline assessment indicates that children are at the average for the local education authority.

2. Attainment on entry to Key Stage 1 covers a range, but overall is below that expected nationally. Through its own assessments, the school was aware of the likely low attainment, overall, of last year's Year 2 cohort before they sat national tests. This cohort has a significant percentage of pupils with special educational needs. Subsequently, and appropriately, staff and support have been carefully targeted at this year group to bring about improvements.

3. Key Stage 1 National Curriculum tests and tasks for 2000 show that pupils' attainment was well below average in reading and writing compared with all schools nationally. In mathematics, attainment was below average. Teacher assessments showed attainment in science was below average compared with all schools nationally. Compared with schools in similar contexts, attainment was below average in reading but average in writing and mathematics. In science, attainment was above average compared with schools in similar contexts.

4. The percentage of pupils exceeding the expected National Curriculum Level 2 and reaching Level 3 was below average in reading but reached the national average in writing, mathematics and science. Compared with similar schools, the percentage of pupils reaching Level 3 was above average in reading, writing, mathematics and science.

5. Key Stage 2 national tests show that pupils' attainment was well below the average for all schools in English and below average in mathematics. Compared with schools in similar contexts, attainment was average in English, above average in mathematics but well below average in science.

6. The percentage of pupils exceeding the expected Level 4 at the end of Key Stage 2, and attaining Level 5 was below the national average in mathematics, well below average in English and very low in science. Compared with schools in similar contexts, the percentage reaching Level 5 was average in English, above average in mathematics and well below average in science.

7. Trends in English and mathematics over time show a dip in Key Stage 1 reading in 2000 compared with 1999, a slight dip in writing and a maintained level in mathematics. Levels reached in 1998 in both subjects have been maintained after significant dips in attainment from 1997-1998. The proportion of pupils who reached Level 3 in 2000 indicates that the able pupils in this cohort achieved well.

8. At Key Stage 2, there has been a significant improvement over the past four years

and the school has kept in line with the national trend. The school has targeted Key Stage 2 English and mathematics in its plan for improvement. Its targets are suitably challenging and it is meeting them effectively. Work seen and analysed during the inspection shows that standards in English, mathematics and science reach the nationally expected standard overall and that pupils of all abilities achieve at satisfactory levels. English and mathematics have been strategically targeted and pupils with special educational needs and those for whom English is an additional language make good progress. In Year 6, setting in mathematics is used well.

9. In English, standards of speaking and listening are in line with the national average. By the end of key Stage 1, most pupils are able to express their ideas clearly using appropriate, if at times limited, vocabulary. By the end of Key Stage 2, they develop confidence and the highest attainers use a wide vocabulary. Most pupils listen well to others. Pupils make good progress in this element of the curriculum.

10. By the end of both key stages, some pupils read appropriate texts for their age but the majority of pupils' reading is at a lower level. The school needs to improve the ways in which progress in reading is checked and the consistency of opportunities to read outside the literacy hour. At Key Stage 2, there is a much more rigorous system in place for reading than at Key Stage 1. Most pupils develop confidence in reading, make relevant comments about what they are reading and a small number predict what might happen next in a story.

11. In writing at Key Stage 1, the higher attainers are likely to meet most of the expectations, but the majority do not yet communicate meaning in writing. There is variability in punctuation and spelling and pupils work at a slow pace. By the end of Key Stage 2, above average pupils produce a good range of writing, though standards of grammar, spelling and punctuation are lower than expected. The quantity of writing is adequate, but pupils need to improve their use of drafting techniques. Standards of handwriting and presentation vary widely, although there are some excellent examples of handwriting in Year 6.

12. In mathematics, many pupils can, by the age of seven, count in fours and fives to 100. Using mathematical language, the more able can explain the reasons for multiplication. They know some of the properties of 2D and 3D shapes, the more able stating the properties that make a square different to a rectangle. Pupils with SEN recognise a square and a triangle. By the age of 11, pupils can complete mental calculations quickly and use mathematical language clearly to explain their work. They use fractions, understand angles and degrees and can use and interpret a range of diagrams and charts. Key Stage 2 pupils check their results and make sensible estimations. In Year 6, ability setting and the use of targets give confidence to pupils to apply their knowledge and understanding. Presentation in mathematics is variable in quality and only in Year 6 is it uniformly good.

13. In science, standards vary at Key Stage 1. In work on materials, some pupils are effectively challenged and show good understanding, but others are unclear about the task. This reflects variability in teachers' planning. At Key Stage 2, because objectives are made clear at the start of lesson, pupils' achievement is satisfactory. Pupils are able to name and locate major organs of the body and know how they sustain life. In Year 6, they know how certain solids can dissolve and how evaporation from a solution leaves a solid behind. At Key Stage 2, there is insufficient work set at different levels according to ability. In particular, pupils need to improve their use of scientific enquiry. Greater attention needs to be paid to handwriting and presentation, particularly at Key Stage 2.

14. Pupils of both genders and from all ethnic backgrounds achieve at similarly satisfactory levels. Compared with national attainment by gender, boys' performance falls below the national average in all core subjects and more in science than in English and

mathematics. Girls' performance is below the national average but better than the boys'. Girls' attainment in science is also significantly lower than in English and mathematics.

15. In the national tests in 2000 at Key Stage 2 attainment by pupils who have English as an additional language was below average when compared to the whole school, but made a very significant improvement upon the previous year. Evidence from lesson observations and scrutiny of work suggests that the present Year 2 and Year 6 are likely to continue this upward trend. The school has worked hard since the last report to raise standards of attainment by identifying needs, targeting specific groups of pupils and very effective use of support staff.

16. In other subjects, pupils mostly reach the standards expected for their ages. In art, there is some good achievement, but standards at the end of Key Stage 2 are lower than expected. In design and technology, geography, history, and music, attainment meets national expectations. In information technology, standards are below average because of restricted access to computers. Where they do use them, pupils make good progress. It is not possible to make secure judgements about standards in physical education, but the indications are that they meet the national expectation.

Pupils' attitudes, values and personal development

17. Parents speak positively about how the school has benefited their children and how eager the children are to come to school. In class, pupils are attentive and keen to work hard. There are very few examples of children losing interest in what they are doing. This only happens when lessons move slowly or are not sufficiently challenging. Pupils in class are eager to answer questions and proud to show their work.

18. Relationships in the school are very good between adults and pupils and good when the children are working or playing together. Pupils are polite and courteous towards their teachers and visitors. Photographs of pupils on classroom doors remind them to hold doors open for other people and they do so with a good grace. They are lively young people with a lot of energy so that in the playgrounds they are typically noisy. There are a lot of games which involve running around, but behaviour is generally good and the children are considerate towards each other and very caring if anyone falls over.

19. Behaviour generally reflects the importance placed upon it in the home/school agreement and a range of policies that have been agreed with parents. There are plenty of classroom assistants and lunchtime supervisors who are treated as good friends by the children and to whom they can turn if they feel they are being harassed or bullied. The way in which children from many cultural and ethnic backgrounds enjoy being together is a major strength of the school. The number of exclusions has dropped.

20. Responsibilities are given to Year 6 pupils such as collecting registers, and even reception class children are chosen to perform various tasks, such as closing curtains and collecting workbooks. The school aims to foster a love of learning and they are succeeding with most of the pupils. In a mathematics class when they were using protractors to measure different types of angles, some children did not want to stop at the end of the lesson.

21. Visitors to the school, outings to places of interest and at least one residential week for Year 6 pupils all help children to develop their personalities.

22. The school is aware that the attendance rate is worsening and works with the local educational social worker to find out what has happened when children fail to attend school for more than a few days. The mobility of the population is partly responsible but some

parents need to be reminded of the importance of children attending school regularly so that they may benefit from the wide range of opportunities and learning experiences provided for them and make good progress.

HOW WELL ARE PUPILS TAUGHT?

23. Teaching is of good quality. In well over nine in every ten lessons, teaching is satisfactory or better. In six in every ten lessons it is good or very good. There is very good teaching in 15 per cent of lessons and unsatisfactory teaching in four per cent. Teaching is better than it was at the time of the last inspection, when under four per cent of teaching was very good or better and 15 per cent less than satisfactory. Although good overall, there is more variation in teaching at Key Stage 1 than other age groups, with nearly a third of teaching very good but also ten per cent of teaching that is less than satisfactory.

24. Teachers have a good knowledge and understanding of the curriculum for the age groups they teach. They have developed effective expertise in teaching literacy and numeracy. For example, in a numeracy lesson with a reception class, the teacher made careful and effective use of a range of activities to consolidate and extend the children's understanding of number, leading to sustained group work in which all the children knew what they had to do. Literacy and numeracy are well established throughout the school leading to considerable improvements in National Curriculum tests at the end of Key Stage 2.

25. Teachers' planning is satisfactory and their expectations of pupils, and what they can do, are appropriate. In the four per cent of lessons where teaching is unsatisfactory, the significant shortcomings are in planning for the lessons, leading to poor learning outcomes. Occasionally, in science, tasks are insufficiently clear and pupils lose interest.

26. There is some effective use of activities set at different levels for each range of ability, but the more able should be asked to do more in science, where there is effectively organised work at different levels in some classes but not in others.

27. Teachers use effective teaching methods and their management of pupils is very good. For example, in a Year 1 literacy lesson, the teacher made very effective use of a poem using the children's names. The pupils were highly excited by this and it gave them confidence as they started new work on rhymes, which they undertook with a high level of involvement and motivation. Teachers make effective use of the ICT resources available, but these are insufficient to provide the access needed.

28. Teachers use time and support staff well and employ a wide range of resources to make the work interesting for pupils. In a Year 6 mathematics lesson, the teacher gave clear instructions regarding the amount of time to spend on activities, ensuring that the lesson had pace and the available time was used well. In a Year 3 art lesson, the teacher used Turkish, Ghanaian and Tudor patterns to stimulate ideas for pupils' own repeat designs in printmaking.

29. Teachers' use of ongoing assessment is satisfactory and developing, in line with a new approach to assessment that includes sharing clear learning intentions with pupils and setting targets. In English mathematics and science, teachers mark pupils' work regularly, but do not always show through the marking how pupils can improve their work. Reading records are not kept consistently and do not always contain sufficient evidence of skill progression.

30. Staff supporting pupils for whom English is an additional language plan, monitor, and assess pupils' work effectively, in collaboration with class teachers and other staff. New pupils are assessed for competence in English, mother tongue and numeracy, and then

detailed records of progress to targets are maintained. In a Year 5 history lesson the support teacher was translating in French for a new pupil and in an English lesson a bilingual book was being used to introduce prepositions to a Tamil-speaking pupil. In many lessons pupils are encouraged to discuss and pose questions. Throughout the school there are many displays, such as Black History Month, celebrating a range of cultures.

31. Pupils work at a satisfactory pace and show a satisfactory level of interest, concentration and independence. Their acquisition of skills, knowledge and understanding is good across the school, as are their intellectual, physical and creative efforts. For example, they apply their prior knowledge of multiplication to solve unfamiliar problems in numeracy in Year 4 and use their knowledge of symmetry and repeat pattern to plan printmaking in Year 3.

32. Teacher's use of clear learning objectives that are shared with pupils leads to good knowledge of their own learning. For example, in a physical education lesson with a reception class, the teaching was carefully planned and the teacher ensured that the children knew why they were undertaking the activities and involved them in thinking of ways of improving their work.

33. Teacher's use of homework is satisfactory. It is set mostly in English and mathematics and is relevant and appropriate. The Year 5 homework club, which is run effectively by teaching assistants, provides a very good opportunity for pupils to extend their skills, knowledge and understanding. Most parents tend to agree that their children get the right amount of work to do at home.

34. Pupils with special educational needs and those for whom English is an additional language learn well. The learning of hearing impaired pupils is helped by some very good work with teaching assistants, who work patiently to stimulate pupils and ensure their inclusion in whole class activities.

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

35. There has been a satisfactory improvement in curricular and other opportunities offered to pupils since the last inspection. There is a policy written for each subject and plans are made for each subject for each year group. However, partly due to staff changes, there are insufficient systematic procedures established for involving subject co-ordinators in monitoring and supporting teaching and learning in classrooms.

36. The curriculum is broad, balanced and it provides a satisfactory range of learning opportunities for pupils at each key stage. It prepares them effectively for the next stage of education. It includes all the subjects of the National Curriculum and religious education and it meets statutory requirements, including those for sex and drugs education. Personal, social and health education is included in the curriculum. Appropriate emphasis is given to English and mathematics with daily sessions for literacy and numeracy. Although some ICT skills are being taught, these are limited due to the lack of computers.

37. The school promotes equality of opportunity satisfactorily. There is a strong ethos of respect and care for all pupils and their cultural diversity is viewed as a strength. Boys and girls work together equally in all subjects and they get on well at playtimes and lunchtimes. They have equal access to all the opportunities within the school. The needs of pupils with statements of special educational needs are met satisfactorily by the learning support assistants assigned to them in withdrawal groups and in classes. However, sometimes the support offered in the classroom is less effective when teachers do not plan appropriate learning activities in enough detail.

38. The curricular activities offered by the school are restricted by the accommodation available. Class areas are small, particularly for older pupils, and this restricts opportunities for group and investigative work and display. The open plan design also means that legitimate noise from music and drama can disturb others. Poor acoustics lead to echoes in the infant school hall that make it difficult to hear, which is a particular problem for hearing impaired pupils. The school's older computers and software are usable but they limit the opportunities to develop, fully, the use of information and communication technology skills.

39. Currently there are few extra-curricular activities. There are two football teams for boys and one for girls, which meet weekly. About 35 pupils take part in football. Piano lessons and recorder lessons attract about ten pupils who pay to learn. The two weekly homework clubs cater for about 30 pupils and have strong support from parents.

40. School visits, and visitors to the school enhance the curriculum. Pupils in Year 5 take part in a residential visit with an environmental and outward bound focus. Pupils in Year 1 have an opportunity to sleep for one night in school as part of their study of light and dark. Theatre visits and visits to the zoo and local environmental studies centres support work in a range of subjects at both key stages. Visitors make a valuable contribution to pupils' understanding of the cultures represented in the school. A poet, African dance group and a school gospel choir came to school recently as part of a black awareness project. The pupils visit the local church for the celebration of Christmas and have visited other places of worship as part of their work in religious education. There is also an opportunity for some pupils to learn Turkish in school. There are good links with partner institutions. Subject co-ordinators are in touch with colleagues in other primary schools and the school has regular contact with teacher training and nursery nurse training institutions.

41. The school's overall provision for pupils' spiritual, moral, social and cultural development is good. Provision for pupils' spiritual development is satisfactory. There are daily assemblies for each key stage and these provide for a time of reflection and are broadly Christian in nature. There are many opportunities for pupils to respond sensitively in assembly and in lessons, for example, when hearing a teacher talk about the birth of a baby in a Key Stage 1 assembly. Another example occurred in a Year 6 English lesson, when one pupil responded to a poem composed by another. Other moments occur as pupils look at natural objects and respond to literature, art and music. Pupils develop an understanding and respect for the beliefs of others through their study of Christianity and other faiths, for example, their recent study of Diwali.

42. The provision for pupils' moral development is good. Pupils are taught to understand the difference between right and wrong. There are circle times planned to help deal with moral and social issues. The school rules are known and adhered to and pupils have compiled some of them. Good behaviour is recognised through teachers' use of praise and encouragement and in celebration assemblies. Adults who work in school provide good role models and the quality of relationships between members of the school community is good.

43. The provision for social development is good. Pupils are given some opportunities to work together in literacy and numeracy and other lessons. Pupils are given some responsibilities, for example, getting out apparatus for physical education, preparing the hall for assemblies and tidying their rooms. Older boys help in the reception and nursery classes to give younger pupils good role models. There are school council members from each class who are encouraged to raise issues of concern to the pupils. They have emphasised the importance of re-furbishing the toilets and the provision of playground equipment. Pupils' participation in extra-curricular activities and residential visits provides further valuable opportunities for personal and social development.

44. There is very good provision for cultural development. Pupils are aware of different cultures in the past and present. This is developed through their study of art, geography,

history, music and literature. Visits to theatres, museums and places of interest and visits from dancers and musicians enhance pupils' knowledge and understanding. Displays about life in other countries and in different times, containing artefacts and pupils' writing, show an understanding of cultural differences. Religious education lessons give opportunities to learn about the cultures linked to world religions. In mathematics, some work on patterns is effectively linked to Islamic patterns. Texts studied as part of the literacy hour include material from a range of cultures. Pupils have a good understanding of the multicultural nature of their school, the local community and the wider world.

45. In all aspects of school life the staff actively promote pupils' awareness of many different cultures. The parents positively support this aim. Display boards celebrate in many languages the achievements of different ethnic groups and religions, such as a display on Buddhism and the visit of Dame Sybil Phoenix, a distinguished black community leader. The curriculum is enriched by study of Caribbean history. The Turkish Embassy finances additional Turkish lessons.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

46. At the time of the previous inspection, the care that children showed for one another was considered to be a strength of the school. This is still true. Many examples were seen during this inspection. For example, in a reception class, a boy wanted to be certain that his teacher understood what a little girl with a hearing problem was trying to tell her, as he could not understand what the girl was saying. The school council meets every other week and its members, who are elected by their classmates, discuss with the special needs co-ordinator important matters, seek improvements and give the pupils' view. Adults in the school are good, caring role models. There is help and guidance for parents of children entering school for the first time and for parents of children in Year 6 who have to decide which of many secondary schools they will attend.

47. The school works hard to eliminate bad behaviour and bullying. Children know that they can take their problems to a teacher, class assistant or lunchtime supervisor and be sure that someone will listen and help them as necessary. Most parents tend to agree that behaviour in school is good. Rewards in the form of certificates and stickers are awarded for good work and behaviour and there is a weekly awards assembly. Although the dining hall is sometimes noisy, children know the routines well and their table manners are good. The school kitchen provides good meals with sufficient choice and the lunchtime staff find the children polite and co-operative.

48. The acting headteacher is the designated member of staff to deal with child protection and has just attended training for this. Class registers and the staff handbook contain advice for teachers on how to be observant for signs of abuse or neglect and, should it be necessary, the school will involve the local education authority or social services in helping to care for a child or a family.

49. The previous inspection report was critical of the assessment of children's progress and considered that it needed to be improved and used in the planning of the curriculum. While there is no current assessment policy, the school has reviewed its practice and is establishing a formative approach to assessment based on teachers sharing learning intentions with pupils. Individual targets that are set for all pupils, most of which are literacy based. Very thorough and useful records are kept of children in the nursery to advise their teachers when they move into the reception class and full-time school.

50. Pupils with special educational needs are well provided for and they make good progress. SEN provision is satisfactorily managed and pupils receive good advice on how to

become more effective learners through the effective and positive support they receive. Some of the support given to children on a one-to-one basis is excellent. The hearing impaired unit, which opened recently, will be a great benefit to children in the area as it has the expertise to enable children with these difficulties to work alongside other children and to make good progress. Governors keep themselves well informed about children with special needs. Individual education plans are in place, but smaller steps need identifying in them to make them more useful to teachers and pupils.

51. The school is addressing the unsatisfactory attendance rate. An item in the recent weekly newsletter reminds parents that they must inform the school of the reason for any absence. A few children leave the area and their names remain on the roll, although they may be attending school elsewhere in the country or even abroad. This gives an unrealistic attendance record, and the school is working with the local authority to try to trace such children more quickly so that their names may be removed from the register. Lateness is becoming less of a problem since the new security measures mean that doors are locked after morning school starts and children have to ring to be admitted. Consequently, their late arrival is easily recorded and their parents receive a letter if it continues.

52. Children are given regular reminders in assembly and by visiting police officers about road safety and other dangers and there are cycling proficiency events. The staff make certain that pupils are collected by the right people at the end of the day. Medical and dental checks are available for pupils. In various lessons, opportunities are taken to remind children of the importance of good health and hygiene, and sweets and chewing gum are not allowed in school.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

53. The first aim of the school is to work in partnership with parents to provide the highest quality education for their children.

54. The previous inspection report recommended that information provided for parents should be improved. This has been done and parents and carers now receive frequent details of the curriculum to be studied. There is a weekly newsletter, which covers events in school, advice, sports news and forthcoming events. Reports issued in the summer term are very full and child specific. They give targets for improvement too. Reading diaries and homework files provide a two-way link between home and school. Meetings are arranged in school so that parents can find out about new initiatives in the curriculum and coffee mornings are held before assemblies. Meetings are held for parents of children moving from the infant school to the junior school. There are frequent opportunities for parents to talk to teachers as well as the two formal ones when appointments are made. Parents feel that the school welcomes them and the staff are very approachable. Good working relationships exist between teachers and parents.

55. The Governors' Annual Report and the school prospectus give parents plenty of useful information and meet legal requirements. A questionnaire was sent out last year and parents' responses were discussed. Responses to the questionnaire for this inspection were few, but those received were supportive of the school and the only real concern was the lack of extracurricular provision. An after-school homework club has started for children in Year 5 and is proving very successful in helping children to extend their thinking and improve their writing. Their current topic, on children in the Second World War, has led to the creation of a good display in one of the corridors. The children have also heard first-hand experiences from a local resident and learned of the war-time career of the father of one of the teachers. Funding for the club comes from the Education Achievement Zone. Parents also co-operated with the headteacher in writing the home learning policy after they expressed concerns about too little homework. The Home/School Agreement was issued in 1999 after

consultation with parents.

56. The Rushey Green School Association, which runs events to raise funds for the school, is doing well but needs more support from parents in organising events. A number of parents work in the school as supervisors and classroom assistants and more are welcomed to hear children read and assist in other ways. Their help and support is much appreciated by the school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

57. The acting headteacher and key staff provide good leadership. Governors have a clear view of the school's strengths and weaknesses and a vision of how they see the school progressing. The school's priorities for development, literacy and numeracy, are relevant and appropriate. Senior staff and governors have taken decisive action, working with the local education authority, to improve English and mathematics results at Key Stage 2. The action is reflected in the most recent results and key factors are the recruitment and deployment of staff, groupings of pupils at the end of Key Stage 2, targeted use of support staff and successful bidding for Education Achievement Zone funding to provide extra support for targeted pupils. There is very good reflection of the school's aims and values in its work. Teachers and support staff share a commitment to improvement.

58. The school has made good improvement, overall, since the last inspection, with attainment in music and religious education now at the expected standard and a curriculum that meets national requirements and represents a diversity of cultures. There is better use of information from tests and assessments by teachers to target support for pupils. Governors have a good understanding of strengths and weaknesses, and agree on how the school should improve. They receive briefings from teachers that help inform visits arranged to look at the school's work. The number of exclusions has been reduced. Communication with parents has improved. Curriculum co-ordinators still need to develop a role in monitoring and evaluating teaching and learning in their subjects. Teachers still need to provide more challenging work for more able pupils, specifically in science.

59. The governing body fulfils its statutory functions. Governors have kept well informed about national strategies, and have visited all year groups to see the National Numeracy Strategy in action. The SEN governor feels well informed by the special educational needs co-ordinator. Governors have given direction to the school, working with and supporting senior staff. They lack an overall school improvement plan, relying instead on a collection of action plans covering different areas. There is no outline plan that looks ahead and sets out the school's vision for the coming years. Governors need a coherent plan that draws together existing action plans, in order to clarify how separate subjects and aspects will have an impact on current and future priorities. For example, the school is anticipating funding for ICT resources through the National Grid for Learning and ICT is a strand running through the Key Stage 2 National Curriculum for nearly all subjects. This is not reflected in existing subject action plans.

60. The governing body has pinpointed improving performance compared with other schools as a key priority to which resources are targeted. Governors are committed to raising the school's profile within the local community, making the school a first choice for parents and recognising that results in national tests are key indicators for parents. Unit costs in the school are high, but resources are used effectively to raise standards and value for money is satisfactory. The school is committed to consultation and has sent out a questionnaire to parents within the last year in order to find out their views of the school's work. A meeting for parents to discuss the 1999 Key Stage 2 results reflected a commitment to accountability and to keeping parents informed. A policy for home learning also involved

parental consultation. A school council involves pupils in discussing and providing ideas that help determine the school's work.

61. The school, particularly through its finance and administration officer, uses the principles of best value to ensure that funds are used efficiently when buying resources and contracting for work. The most recent audit report shows secure financial controls are in place. Governors are well informed about finances, with good quality information provided by the finance and administration officer to help them track budgets and determine costs. The school makes good use of new technology to underpin administration and is developing its use to analyse data and track pupils' progress.

62. The senior leadership team has maintained clear educational direction at a time when they have had to take on new roles and responsibilities at short notice. However, subject co-ordinators have insufficient involvement in monitoring and evaluating teaching and learning in their subjects. This was a key issue for action identified in the last inspection. Literacy and numeracy, in particular, are now well established and the next step is to use staff leading these subjects to assess the progress the school is making. The school's initial plans for the introduction of performance management place far too much responsibility on the acting headteacher and deputy and, with such a large school, responsibilities need to be shared more evenly.

63. A hearing impaired unit has recently been opened at the school. The teacher in charge has a very good understanding of all the management issues that need to be addressed in order to ensure its success, including policies, standards, curriculum and liaison.

64. The school has adequate staffing with a good match, overall, of teachers and support staff to the demands of the curriculum. Effective support from the Ethnic Minority Achievement Strategy (EMAS) team and from other support staff ensure good progress by pupils for whom English is an additional language and those with special educational needs.

65. There has been high staff turnover in the past two years, yet the school has succeeded in giving staff a common sense of purpose. In the small number of lessons where teaching is unsatisfactory, the school's leadership team needs to ensure that there is consistency in lesson planning. Lessons taught by supply teachers are not always supported with sufficient planning to help them continue work in the absence of the class teacher. Where staff have moved from one key stage to another they sometimes find difficulties in working with a new age group. The leadership team provides appropriate support in these circumstances to help with planning, though planned work is not always put into practice effectively in the classroom.

66. Teachers from EMAS, who support pupils for whom English is an additional language, are well qualified. They raise the awareness of staff about second language pupils and support staff by providing expert knowledge and materials. Well-developed procedures are in place for new arrivals from other countries and to track their progress through the school. There are productive relationships with parents. The good quality resources are widely used. The specific grant is being used very effectively to raise minority ethnic achievements.

67. Support staff are very hardworking, caring and committed to supporting the pupils with special educational needs who are targeted for extra help.

68. The school has very good provision for the induction of newly qualified teachers. Relevant agreed objectives between teacher and mentor, regular meetings and access to local education authority induction courses provide a good foundation for teachers new to the profession. The newly qualified teacher is regularly observed in lessons and has sufficient

non-contact time. The school is also committed to providing placements for student teachers, who are given good opportunities to plan their work with experienced colleagues and lead their own lessons.

69. Accommodation is unsatisfactory and, in the circumstances, staff do well to provide a broad and balanced curriculum. Classrooms for older pupils have been extended through internal remodelling. Through extending two spaces, the school has managed to provide a hearing impaired unit base and a music room. Shared areas are used well by support staff. However, leaking flat roofs and cramped classrooms add to the daily burden of teachers.

70. The school has a good level of resources, apart from ICT provision, which is poor. The school has increased its spending on educational resources this year and teachers use a wide range, including visitors, journeys to museums and other places of interest and a range of artefacts. There is a good use of displays and resources that reflect the contributions of people from a variety of times and cultures. For example, support staff who lead the after school homework club have put together a display of World War 2 artefacts that helps provide pupils with a context for their current topic. Throughout the school resources to support pupils with special educational needs are plentiful and of a good variety.

71. The school's ratio of pupils to computers is poor and the school is not able to teach the full National Curriculum with the current level of ICT resources. It is anticipating funding through the National Grid for Learning and has appropriate plans to make best use of resources through buying portable laptop computers. Currently, teachers make good use of the limited ICT resources they have at their disposal.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to continue to raise standards and improve provision the governing body and acting headteacher should:

1. Improve attainment in science to bring it into line with English and mathematics, particularly through:
 - improving use of scientific enquiry (paragraphs 126, 132)
 - providing different levels of work for different abilities, including extension work for the more able (paragraphs 13, 26, 58, 123, 126, 132)
 - placing more emphasis on pupils' recording in science and less on commercial worksheets (paragraphs 126, 132)
 - giving pupils more opportunity to explain their thinking (paragraphs 127, 132)
 - setting more science homework (paragraph 132).
2. Improve attendance through:
 - keeping attendance as a high priority, working with appropriate outside agencies
 - identifying pupils who have left the school but are still on roll and updating records as soon as possible
 - reminding all parents of the emphasis the school places on attendance (paragraph 22).
3. Extend the range of staff involved in monitoring and evaluation through:
 - developing the role of subject co-ordinators to include monitoring and evaluating teaching and learning in their subjects (paragraphs 35, 58, 62, 108, 109, 118, 119, 136, 137, 147, 148, 153, 154, 175, 176, 182, 184)
 - investigating ways to increase the number of staff involved in team leader responsibilities as part of performance management (paragraph 62).
4. Improve pupils' standards of writing and how they present their work through:
 - increasing the focus on letter formation and pencil control at Key Stage 1 (paragraph 104)
 - improving the use of drafting techniques (paragraphs 11, 104)
 - improving grammar, punctuation and spelling (paragraphs 11, 104)
 - making presentation a significant element in all subjects (paragraphs 11, 12, 13, 104, 115, 130).
5. Develop an overall school improvement plan that pulls together other action plans and sets the direction of the school for the coming years (paragraph 59).
6. Address the following resource issues:
 - the ratio of pupils to computers (paragraphs 16, 27, 36, 70, 71, 107, 116, 155, 161)
 - unsatisfactory accommodation, particularly through improving acoustics in the school hall to benefit hearing impaired pupils and through involving outside agencies in looking for ways to improve the internal and external accommodation (paragraphs 38, 69, 172).

OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL

- Identifying smaller steps in individual education plans to make them more useful to pupils with special educational needs and their teachers (paragraph 50)
- Improving the consistency of teaching, particularly at Key Stage 1, through ensuring that planned activities secure pupils' interest, lead to brisk pace and provide sufficient challenge (paragraphs 23, 25, 65, 113, 129)
- Establishing a more rigorous system to promote reading at Key Stage 1 (paragraphs 10, 102, 107)
- Raising attainment in art at the end of Key Stage 2 through extending the range of sources and starting points available to pupils and identifying areas for staff development (paragraphs 133, 135, 137)
- Increasing opportunities for children under five to select and organise activities and draw and write on topics of their choice (paragraphs 79, 82, 83, 86, 92, 97)
- Improving the quality of marking in English, science and mathematics through giving pupils clear ways to improve their work (paragraphs 29, 107, 115, 126)
- Developing manageable assessment systems in art and design, design and technology, geography and history (paragraphs 136, 137, 142, 147, 148, 153, 154)
- In music, increasing the range of opportunities for composing and singing, giving Key Stage 2 pupils more time to explore ideas and improving the range of pitched instruments (paragraphs 166, 167, 168)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	78
Number of discussions with staff, governors, other adults and pupils	21

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
	15	45	36	3	1	

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)	52	454
Number of full-time pupils eligible for free school meals		168

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	0
Number of pupils on the school's special educational needs register	5	126

English as an additional language	No of pupils
Number of pupils with English as an additional language	63

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	47
Pupils who left the school other than at the usual time of leaving	54

Attendance

Authorised absence

	%
School data	92.1
National comparative data	94.4

Unauthorised absence

	%
School data	2.7
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
		2000	30	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	20	21	28
	Girls	22	23	23
	Total	42	44	51
Percentage of pupils at NC Level 2 or above	School	70 (75)	73 (78)	85 (88)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	18	28	27
	Girls	23	24	25
	Total	41	52	52
Percentage of pupils at NC Level 2 or above	School	68 (75)	87 (83)	87 (90)
	National	84 (82)	88 (86)	88 (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
		2000	36	24

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	21	22	25
	Girls	17	14	17
	Total	38	36	42
Percentage of pupils at NC Level 4 or above	School	63 (50)	60 (51)	70 (56)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	22	22	24
	Girls	17	17	17
	Total	39	39	41
Percentage of pupils at NC Level 4 or above	School	65 (56)	65 (59)	69 (59)
	National	70 (68)	72 (69)	80 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	85
Black – African heritage	16
Black – other	25
Indian	2
Pakistani	5
Bangladeshi	0
Chinese	5
White	168
Any other minority ethnic group	52

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	7	
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White	2	
Other minority ethnic groups	2	

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)	22.3
Number of pupils per qualified teacher	20.6
Average class size	29.9

Education support staff: YN – Y6

Total number of education support staff	15
Total aggregate hours worked per week	224

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	2
Number of pupils per qualified teacher	35

Total number of education support staff	3
Total aggregate hours worked per week	68

Number of pupils per FTE adult	17.5
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FTE means full-time equivalent.

Financial information

Financial year	1999/2000
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	£
Total income	1,163,977
Total expenditure	1,128,763
Expenditure per pupil	2,328
Balance brought forward from previous year	12,287
Balance carried forward to next year	47,601

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	471
Number of questionnaires returned	36

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	64	31	6	3	0
My child is making good progress in school.	42	50	6	3	0
Behaviour in the school is good.	41	50	0	6	3
My child gets the right amount of work to do at home.	18	53	15	9	6
The teaching is good.	42	47	6	0	6
I am kept well informed about how my child is getting on.	34	54	9	3	0
I would feel comfortable about approaching the school with questions or a problem.	75	25	0	0	0
The school expects my child to work hard and achieve his or her best.	50	39	3	3	6
The school works closely with parents.	39	50	8	3	0
The school is well led and managed.	29	54	6	3	9
The school is helping my child become mature and responsible.	37	46	3	3	11
The school provides an interesting range of activities outside lessons.	9	34	40	3	14

Other issues raised by parents

Parents who attended the meeting held before the inspection identified very good multicultural provision and promotion of respect for the values and beliefs of others as strengths of the school. They also find teachers approachable and that their children are keen to attend school. They hold the nursery in high esteem. They also commented on the good progress made by hearing impaired children and the effective support for special educational needs. The new Year 5 homework clubs were felt to be valuable. Parents at the meeting considered standards to be too low, and particularly wanted increased challenge for the more able. They felt that there are too few extra-curricular activities, such as music after school. They were concerned about the absence of the headteacher.

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

72. Children enter the nursery classes twice a year in September and January, soon after they are three and a half years old. They attend part-time in mornings or afternoons at first, then full-time during the term before attending school. They usually attend the nursery for a year before entering the reception class in the school or another school. They attend the reception class full-time. Children enter the reception classes twice yearly at approximately four and a half years old. The nursery caters for 33 part-time children and 35 full-time children in the care of two teachers and two qualified nursery nurses.

73. Currently, both reception classes cater for 18 children in the care of one teacher and one teaching assistant each. More children will enter the classes later in the year. At present, about a quarter of the children in reception classes did not attend the nursery and some have no pre-school experience.

74. Parents have a very high opinion of the nursery. Most children enter the nursery with a level of attainment which is similar to that seen locally. By the time they reach the end of the Foundation Stage at the end of the reception year, most are achieving in line with national expectations.

Personal, Social and Emotional Development

75. By the end of the reception year, most children achieve the early learning goals for the Foundation Stage in personal, social and emotional development.

76. Children settle happily into the nursery class. Provision for their personal, social and emotional development is sound and they respond well. Staff often make home visits to the children before they begin attending the nursery. This has a positive impact on the quality of home-school relationships and the children's sense of security and well being, as the adults often know their parents and home circumstances before they come to nursery.

77. Children quickly become confident and are eager to learn and try new experiences. They form sound relationships with adults and other children. They co-operate well, share materials and take turns to use equipment appropriately. They begin to understand the difference between right and wrong and they learn to abide by the rules and routines of the nursery. They show respect for materials and property and are interested in living things. They are beginning to learn about other cultures, for example, by hearing African music, or looking at picture books about life in other places.

78. In the reception classes, all these aspects of learning are further developed and children without pre-school experience are soon well integrated into school activities. By the end of the Foundation Stage, children are at ease in the main school, including staying to lunch, attending assemblies, taking part in whole key stage playtimes and finding their way round a large building. They concentrate well at self-chosen and teacher-directed activities. They listen attentively to adults and co-operate well as a whole class or in smaller groups. They are enthusiastic about their work and activities and remain well motivated to learn, as they are confident in their environment. They are aware of the needs of others, help and support each other and co-operate with adults. They are able to organise activities themselves when there are opportunities to do so.

79. Teaching for personal, social and emotional development is good in the nursery and reception classes. All staff have good relationships with children and offer sensitive, caring support to develop children's skills and sense of well-being. Whilst staff ensure that children have a range of learning experiences, they sometimes give children too few opportunities to select and organise activities themselves using their own interests as starting points for learning.

Language and Literacy

80. By the end of the reception year, most children achieve the early learning goals in language and literacy for the end of the Foundation Stage.

81. Most children speak quite confidently to each other and to adults. They have a satisfactory vocabulary and general knowledge for their age group and can talk about events in their lives, listen carefully to adult talk, to stories and poems and soon learn the words of songs. In the nursery, children begin to show sound control of pencils and crayons when drawing and beginning to write their names or to copy captions for their drawings. They recognise their names and some words and enjoy sharing books. Many children know that print carries meaning and that in English print goes from left to right and top to bottom. Some children know letter sounds and enjoy beginning to write.

82. In the reception classes, children participate in the literacy hour each day. They begin to learn more letter names and sounds and begin to learn to read in groups as well as individually. They take library books home to share and most 'read' several times a week. Most children can re-tell simple events or stories and can undertake more complex conversations, for example, in the class cafés in roles as waitresses, cooks or customers. Some children begin to read caption books and rhymes for themselves and begin to write a few words and sentences. In the nursery and reception classes, teachers give children too few opportunities to use their own interests as starting points for writing and to become authors and illustrators of their own short books.

83. Teaching in the nursery and reception classes in language and literacy is good in the support and provision made for speaking and listening and for reading and it is satisfactory for writing. In both settings, teachers need to provide more opportunities for children to draw and begin to write on topics of their choice and to work together to provide more continuity of approach between the nursery and reception classes.

Mathematics

84. By the end of the reception year, most children achieve the early learning goals in mathematics for the end of the Foundation Stage.

85. In the nursery classes, children have regular opportunities to sort and count objects and to recognise and write numbers to ten or more. They begin to know the names of shapes and compare sizes as they use construction materials and make collages. They understand when containers are full or half full with sand or water and begin to estimate the capacity of different sized containers. They enjoy number rhymes and songs and counting activities. In the reception classes, children have an hour-long numeracy session each day. They continue to learn to count and recognise and write numbers to ten and twenty and to know about more and less. Children enjoy using the class cafés and will use money and write pretend bills there. Currently, there are few opportunities for practical work and problem solving in length, weight and capacity. Children enjoy number games involving matching and

counting and by the end of the reception year, most will be able to make simple recordings of their work.

86. Teaching is satisfactory in the nursery and reception classes. There are strengths in the teaching and teachers plan a range of number activities and support children effectively to focus on specific work. Sometimes children have too few informal opportunities to select mathematical activities and games to develop their skills in a range of contexts.

Knowledge and Understanding of the World

87. By the end of the reception year, most children achieve the early learning goals for the end of the Foundation Stage in knowledge and understanding of the world.

88. In the nursery, children observe living and growing things and investigate the properties of materials. They can talk about events in their lives and begin to have knowledge of the local area. Good early scientific experience comes as they plant bulbs and watch seeds grow and observe the birds and insects in the garden. They enjoy using binoculars and many are confident in using direction keys on the computer. Children cut, fold and join materials to make models. They enjoy using a range of small world materials and are keen to find out why things happen and how things work. Good provision is made for role play and currently, children are enjoying hospital play. Many of these activities are continued and extended in the reception classes. At present, children are learning about day and night, light and dark and they enjoy experimenting with torches to see which materials allow light to shine through. They also enjoy role-play in the cafés and looking at books about life in other places.

89. Teaching is good in the nursery and reception classes. Activities are carefully planned and adults' effective input, questions and explanations help to take learning forward and good use is made of available resources. The practical activities provide good early opportunities for careful observation and problem solving.

Creative Development

90. By the end of the reception year, most children achieve the early learning goals in creative development for the end of the Foundation Stage.

91. In the nursery, teachers plan for children to have regular opportunities to use paint, dough to make collage, to print and make models. Children can explore sound using a range of instruments and they enjoy singing and singing games. Teachers ensure that children have opportunities for a range of role play and small world play indoors and outside in which to express ideas, thoughts and feelings. Children show good control of materials and concentrate on activities for long periods of time.

92. In reception classes, there are fewer creative opportunities. Children make drawings, collage and paintings, often to focus on a whole-class theme, such as *Day and Night*. Children are learning to recognise symbols for long and short sounds in music and they respond well to the teacher's high expectations in singing and music making. They enjoy role-play in the cafés and home corner but sometimes they have insufficient opportunities to develop extended scenarios due to timetable constraints.

93. Teaching in the nursery is good. Teachers plan for a range of activities to extend children's skills and imagination. In the reception classes, teaching is satisfactory. Children have fewer opportunities for creative work, but respond well to effectively structured music teaching that leads to good progress.

Physical Development

94. By the end of the reception year, most children achieve the early learning goals in physical development for the end of the Foundation Stage and a proportion are likely to achieve at a higher level.

95. Children in the nursery and reception classes handle tools, objects and malleable materials safely and with increasing control. They can cut, colour, draw and paint effectively and show sound levels of control for their age group. The nursery children use the slides, climbing apparatus and wheeled toys with ease and enjoyment in the garden area. They sometimes use small apparatus and control this appropriately. The reception classes use the hall, outdoor playground and field for physical education. Children show high levels of skill on large apparatus and jump, land, climb and roll to develop a sequence of movement with good control. They manage to get out and put away the apparatus with care and proper attention to safety.

96. Teaching is good in the nursery and reception classes. Teachers plan effectively and support children well individually and in groups. The organisation and management of sessions are good and teachers' input helps to take learning forward.

Teaching Summary

97. Overall, teaching is good in the nursery and reception classes. Generally adults are well deployed. All staff have good relationships with children and support their learning well. Sessions are carefully planned with a range of activities which build on children's experience and extend their learning day by day. Adults are skilful in developing children's understanding through discussion and by careful in-put or challenging questions. Sensitive support takes learning forward and sufficient activities and resources are available to support the work. The organisation and management of sessions ensures that children can concentrate on their chosen activity or work for sufficient time to complete it. Adults are well deployed and do not over-direct the work. Occasionally, the adult input is too long or not well matched to the child's stage of development, or there are too few challenging activities available for older or more able children, or there are too few resources available. Sometimes, there are insufficient opportunities for children to express their own ideas or use their own interests as starting points for learning.

98. Good contact is maintained with parents and records are kept of each child's development. These are up-dated termly. Baseline assessment is carried out in the first half term of the children's entry to the reception classes. Planning continues to develop to reflect the changes to the early learning goals and the introduction of the Foundation Stage. The co-ordinator for the Foundation Stage plans to work even more closely with the reception class teachers to ensure continuity in approach across the Foundation Stage. The nursery and reception classes are well equipped and resources are well maintained and organised.

ENGLISH

99. In the national tests in 2000 in comparison with all schools, attainment in English was well below average at the end of both key stages. At the end of Key Stage 1, when compared with similar schools, attainment was below average in reading and broadly in line in writing. At the end of Key Stage 2, attainment in English was in line with similar schools. These results show significant improvement on the last year's results. In the past, there has been a high level of pupil mobility, especially at Key Stage 2, and this has had a significant adverse effect on standards.

100. Evidence from the lesson observations and analysis of pupils' work shows that the present Year 2 and Year 6 pupils in the school are likely to reach at least average levels of attainment by the end of both key stages. The school has worked hard since the last report to raise standards of attainment in English by the introduction of guided reading, extended writing and by successfully implementing the literacy strategy. It also targets extra support to pupils with special educational needs. All these measures have had a positive impact on pupils' standards of achievement. The school successfully promotes literacy across the curriculum. There is equal access for boys and girls and pupils with special educational needs make good progress towards the targets set for them.

101. Pupils' standards of attainment in speaking and listening are in line with the national average. Most pupils listen to each other and speak with confidence in a wide range of contexts. They take an active part in discussions and report on their work with confidence and pride in their achievements, for instance during plenaries in literacy sessions. In a Year 1 class, for example, pupils enjoyed playing with nonsense rhymes using the names of their friends. They gained confidence and skill and as a result made rapid progress in recognising and finding new rhyming words to use them in their work. By the end of the key stage most pupils are able to express their ideas clearly using appropriate, although sometimes limited vocabulary. As pupils move through into Key Stage 2, pupils develop more confidence in speaking and the highest attainers use a wide vocabulary to express their opinions and ideas. Their speech is more complex and they use humour when performing to their class groups. In class discussions, most pupils listen well to others and show respect and appreciation for their efforts and different points of view. Pupils make good progress in this element of the curriculum.

102. By the end of both key stages, some pupils read appropriate texts for their age but at present the majority of pupils' reading is at a lower level. Pupils' choice of books and their progress in reading are not checked sufficiently well in some classes and they are given insufficient opportunities to read outside the literacy hour. Although some older pupils in Key Stage 1 read frequently to their teacher and take books home regularly, many of the younger Year 2 pupils do not have a similar experience and their progress is unsatisfactory. Although pupils' attainment in reading was below average at the end of Key Stage 2, there is a much more rigorous system in place for reading. Regular opportunities are provided for pupils to read in class. The majority of pupils heard reading during the inspection commented on the plot, the characters, expressed their preference about what they read and their favourite authors. Most pupils read increasingly challenging words with confidence. A small number of pupils predict what might happen next in a story but in general, many pupils have difficulty in making predictions and drawing inferences. Pupils, who attain the expected standards, read with fluency, expression and with an understanding that goes beyond the literal.

103. Pupils at both key stages make good use of the school and public libraries. At Key Stage 2 most pupils are confident and their research skills are sufficient to enable them to locate books and find information. The school library's supply of books has recently been reviewed and replenished with many new books selected by the pupils themselves during a book week held earlier in the year. Other aspects of library management are developing well with a good system for pupils to borrow books and procedures for recording their choice.

104. Attainment in writing, by the end Key Stages 1 and 2 was below the national average. At the time of the inspection, whilst the higher attainers are likely to meet most of the expectations of the end of Key Stage 1, the majority of pupils do not yet communicate meaning in their writing. In many cases, their teacher scribes much of the writing for them. When attempting to write, pupils work at a slow pace and this is sometimes exacerbated by the cramped conditions in both of the Year 2 classes. Many pupils have variable standards of punctuation and spelling. By the end of Key Stage 2, the pupils who are above average

produce a range of writing of narrative and non-narrative texts with some good examples of creative writing and poetry which is well sustained over a period of time. Evidence from previous work shows that pupils write for different purposes and audiences, for example, letter writing, book reviews, newspaper articles and some poetry. Standards of grammar, spelling and punctuation in this work are at a lower level than expected of pupils of similar age. The quantity of writing overall is adequate, but pupils do not write at length using drafting techniques. Standards of presentation and handwriting vary widely across the school. Insufficient attention to correct letter formation and pencil control is given at Key Stage 1. As a result, pupils in the lower classes of Key Stage 2, find difficulty in correcting these faults and their handwriting and presentation of work across the curriculum is unsatisfactory. However, in the Year 6 classes there are some excellent examples of pupils' handwriting.

105. Pupils with special educational needs are provided with good levels of additional support from their teachers, learning support assistants and the special needs co-ordinator. All these initiatives help pupils to make good progress towards the targets in their individual education plans. Work in English lessons is well matched to the needs of these pupils and those for whom English is an additional language.

106. Pupils' have positive attitudes to English and usually enjoy the work. Pupils are well behaved in lessons in response to the effective management of behaviour by all teachers. Pupils are keen, well focussed and engage well with activities in both key stages. In a Year 2 class, pupils responded with eagerness when invited to discuss words with similar letter endings and demonstrated perseverance in tackling their tasks. At Key Stage 2, pupils in the Year 6 classes collaborated effectively to produce modern versions of traditional stories. The task resulted in some excellent, original ideas which, when shared with the rest of the class, received spontaneous and appreciative comments and applause from them.

107. The quality of teaching is good overall, and during the inspection some examples of very good teaching were seen at both key stages. Teachers have good subject knowledge and their lessons are well planned, prepared and paced. Teachers make good use of questioning to assess pupils' understanding, challenge their thinking and move their learning forward. In the best teaching they are aware of the different abilities of the pupils and set work at an appropriately challenging level. Teachers provide a balanced programme of speaking and listening, reading and writing, and opportunities to link their work with ICT outside the literacy hour. This has a positive impact on pupils' progress. At present, there are too few computers in the school for teachers to provide enough incidental opportunities for pupils to use ICT during the day to support their English work. Pupils' work is marked regularly, but although teachers' comments are often encouraging, they do not always clearly show pupils how to improve their work further. All teachers have attended training for the National Literacy Strategy and they are competent at teaching phonics, as well as the other basic skills of grammar, spelling and punctuation. Homework, where it is used, also has a positive effect on the standards of pupils' work. Reading records are not consistently kept in some classes and do not always provide enough clear evidence of skill progression from emergent to fluent readers. Ongoing assessment is used well and pupils are involved in setting their own literacy learning objectives, which are clearly displayed in class, or in pupils' books. In the best teaching, the plenary session is used effectively to revisit objectives in a creative way with a clear focus on consolidating and developing speaking and listening. This helps pupils to know how to improve their work and provides a good measure of progress.

108. The school has a newly appointed English co-ordinator who works closely with the co-ordinator for the library. The co-ordinator has good expertise and data is being collected systematically to ensure that reading and writing are sufficiently linked to levels of attainment, and that action is focused on a programme of improvements, especially for Year 2 pupils. At

present the co-ordinator has no time allocated to monitor the quality of teaching and learning in the classrooms. The time allocated to literacy is often extended on a daily basis in the morning with additional provision in the afternoon. This means that, in effect, the structured hour is increased which cumulatively has a detrimental effect on the time allocation and the breadth of the curriculum in other areas. The co-ordinator is aware of this and is endeavouring to harness the use of literacy skills in other subjects. However, there are some good opportunities for pupils to develop their spiritual, moral, social and cultural development through the English curriculum.

109. In order to continue improvement in English the school should:

- develop the co-ordinators' role to include monitoring and evaluating teaching and learning
- improve writing, the use of drafting and presentation;
- improve the consistency with which reading records are kept;
- ensure marking consistently shows pupils how to improve their work.

MATHEMATICS

110. In the national tests in 2000 in comparison with all schools, attainment in mathematics was below average at the end of both key stages. At the end of Key Stage 1, attainment was in line with similar schools and at Key Stage 2 attainment was above average when compared with similar schools. These results show a significant improvement over the last year's results at Key Stage 2.

111. Lesson observations and analysis of pupils' work shows that the present Year 2 and Year 6 pupils are likely to reach at least average levels of attainment by the end of both key stages. The school has worked hard since the last report to raise standards of attainment and identify areas of further improvement, using finance from the Downham and Bellingham Education Achievement Zone to allow setting in Year 6 and Year 3 to extend the most able and provide support for pupils with special educational needs. These measures have a positive impact on pupils' standards but there is some variation between classes. The school successfully promotes numeracy across the curriculum. There is equal access for boys and girls. Pupils with special educational needs or English as an additional language make good progress towards the targets set for them.

112. At the age of seven many pupils can count in fours and fives to a 100 and using mathematical language the more able can explain the reasons for multiplication. They know some of the properties of 2D and 3D shapes, the more able stating the properties that make a square different from other rectangles and those with special educational needs are able to recognise a square and a triangle. At the age of 11 pupils can complete mental calculations quickly and in clear mathematical language explain their method of working. They understand fractions, prove that the angles of a quadrilateral equal to 360° and can use and interpret a range of diagrams and charts. At Key Stage 2, pupils are repeatedly encouraged to check results and make sensible estimations. In Year 6, as a result of setting and fortnightly individual targets, pupils have the confidence to apply their mathematical knowledge to problems.

113. The quality of the teaching and learning throughout the school is nearly always at least satisfactory and half is good or better. At Key Stage 1 the teaching varies from very good to, in one instance, poor. At Key Stage 2 there is more good than satisfactory teaching with, again, one unsatisfactory lesson. The successful lessons were as a result of teachers implementing fully and effectively the careful lesson planning that is developed by every year group based upon the school plan and incorporating differentiated tasks for each ability group.

114. In the best lessons, pupils are encouraged to solve problems their own way, they use practical apparatus if appropriate and the tasks make them think hard. For example, the younger pupils were encouraged to make groups of four for the early stages of four times table, then identify the patterns they could see in the answer. In another successful lesson, older pupils when challenged to calculate difficult multiplication problems, started from known facts and then showed confidence in tackling the problem.

115. The teachers, all of whom have attended training, are familiar and secure with the National Numeracy Strategy, which they apply effectively. The three-part lesson structure is firmly established and planning is good. The aim of the lesson is clearly defined and this objective is usually shared with pupils at the start of the lesson and later reinforced. At the end of the lesson most teachers assess what the pupils have understood. The teachers use a good range of vocabulary and this results in the pupils using the correct terminology. The oral and mental sessions are usually delivered with enthusiasm and questions targeted to different abilities and based upon previous knowledge. The main teaching activities involve pupils practising their skills co-operatively, collaboratively and independently. In the majority of classes pupils work with sustained and focussed concentration. The school has good resources, which are used effectively. The presentation of work is variable and only in Year 6 is the quality uniformly good. Work is marked regularly but, although comments are encouraging, they rarely show pupils how to improve their work.

116. At present there are too few computers in the school for pupils to develop their mathematical knowledge, skills and understanding using information and communication technology. Pupils use mathematics to help learning in other subjects, for example, in map work and analysing data in geography. Each class and corridor area has a numeracy board, with language and information based upon the current targets. The lower school has a variety of colourful displays based upon measuring, shape and number bands to 20.

117. Teachers use informal observations and newly introduced half-termly tests to assess pupil's attainment. The results will be recorded to help future planning and track progress of pupils throughout the school. Targets for Year 6 are set fortnightly and the rest of the school have half-yearly targets which are reviewed with children and parents. Parents and governors were given a presentation about the National Numeracy Strategy. Homework is regularly set in Year 6.

118. The mathematics co-ordinator is well qualified for this post. She has been involved in raising standards, developing half-yearly plans for teaching, and assessment. At the moment there is no time allocated to monitor and evaluate teacher's planning or to observe teaching on a regular basis.

119. In order to continue improvement in mathematics the school should:

- enable the co-ordinator to monitor and evaluate all planning and assessment with an organised programme of classroom observations to assess the quality of teaching of mathematics on a regular basis;
- improve the presentation of pupils' work to reach a uniform standard;
- improve the quality of marking in order to inform pupils more thoroughly.

SCIENCE

120. At Key Stage 1 in 2000 the school's performance in science teacher assessments was below the national average for pupils reaching Level 2 and above, in comparison with all

schools, and close to the national average for pupils reaching Level 3 and above.

121. In the national tests in 2000 the school's performance in science at Key Stage 2 was well below the national average for pupils reaching Level 4 and above. At Level 5 and above the school's performance in science was very low in comparison with the national average. The school's performance in the Key Stage 2 science tests was well below average in comparison with similar schools.

122. Evidence from the inspection shows that the school has the capacity to improve on last year's levels of attainment by the end of Key Stage 1 and Key Stage 2. The school has begun to take specific actions, such as attention to scientific enquiry, that are likely to lead to improvements.

123. Although the school trend in science is upwards overall, attainment is only broadly in line with national expectation at the present time. Standards at Key Stage 1 are variable. In their work on materials, some children are challenged well and understand the properties of their materials. For some children, the task is unclear and without direction, so that the outcome is unsatisfactory.

124. Achievement at Key Stage 2 is satisfactory. Objectives are made clear at the start of lessons and plenaries planned for the end. Concept mapping is used by some classes at the beginning and end of a topic, and forms part of assessment. Pupils are able to name and locate major organs of the body and know how they sustain life. In Year 6 they know how certain solids can dissolve and how evaporation from a solution leaves the solid behind.

125. Analysis of work at Key Stage 1 shows that teachers set work at different levels according to ability. The pupils' work is consistently marked and up to date. In Year 1, clear, useful assessment comments are made. This is not always the case in Year 2 and most of the work seen related to life processes. Achievement is appropriate in relation to the national expectation. There is little evidence of collaborative work.

126. At Key Stage 2, there is little evidence of work being set at different levels according to ability and there is reliance on commercial work sheets. Recording skills and diagrams are used by pupils, but directed by the teacher or the demands of the worksheets. Pupils are, therefore, not in the position to make decisions. Scientific enquiry is not apparent in pupils' work. Marking is up to date, praise is given but there is little in the way of critical advice. The needs of the more able are not always addressed via extension work

127. Pupils' attitudes at Key Stage 1 are variable. Some are interested and responsive, but others are inattentive and unable to stay on task. At Key Stage 2, pupils' attitudes to work are positive and they are willing to respond to questions, but are not always given the opportunity to elaborate on answers and use their knowledge. They are able to work collaboratively and sustain pace and effort.

128. Progress during lessons is variable at Key Stage 1 and satisfactory at Key Stage 2. Progress across the key stages is satisfactory. Greater emphasis needs to be placed on the concept of fair testing. There is some evidence of ICT skills being used effectively by pupils, for example, to work on the effect of dissolving materials. Where support staff work with targeted pupils with SEN they make good progress.

129. The quality of teaching at the end of Key Stage 1 is very variable. Some teaching is good, with objectives that are coherent and the teacher ensuring that pupils understand the purpose of the lesson. The teacher ensures the pace and rigour of the lesson, regularly

reinforcing teaching points whilst moving round the room. Some teaching is unsatisfactory and tasks are insufficiently clear for the pupils to follow, leading to pupils losing interest. SEN support is very effective. In one science lesson, the teaching assistant and class teacher were both able to use the communication aid, and the hearing impaired pupil was sensitively guided and helped throughout the lesson.

130. At both key stages, teachers plan together in year group teams, so they regularly share ideas. At Key Stage 2, lesson objectives are made clear and suitable resources are used, and the quality of teaching is good. Greater attention needs to be paid to handwriting and presentation, particularly at Key Stage 2.

131. The school provides a good range of resources that are well organised and support the science curriculum. The school is very fortunate to have an outside environment, including a wildlife area, ponds and wood to support work on life processes.

132. The curriculum throughout the school, at both key stages needs greater consistency. In order to continue improvement in science the school should:

- ensure the concepts of scientific enquiry and physical processes are developed;
- plan extension work for the more able;
- set more science homework;
- give pupils greater opportunity to discuss, explain their thinking, clarify their understanding and emphasise a scientific approach;
- place greater emphasis on teaching children how to record and less emphasis on commercial work sheets;
- develop a science policy and scheme of work, including assessment and recording.

ART AND DESIGN

133. At Key Stage 1, standards in art and design are at the level expected for age. At Key Stage 2, there is some variation across the key stage. Very good teaching raises standards in Year 3, but, by the end of Key Stage 2, standards are below the level expected. This matches the school's own analysis of standards. Art has not been a priority for the school in recent years, but the art co-ordinator is preparing resource packs to help teachers teach the QCA schemes that the school has adopted and new work being undertaken is likely to raise standards across the school. For example, pupils at Key Stage 1 use a variety of starting points for their work, including Hindu gods and goddesses, work from observation of natural form and collections of natural objects that they have used to make sculptures, having looked at the artist Andy Goldsworthy. In Year 3, very good teaching led pupils step by step to create repeat patterns to be developed as two colour relief prints. Well chosen examples, from different times and cultures, both consolidated and extended understanding of repeat patterns.

134. At the time of the last inspection attainment in art was broadly in line with the national expectation. The school has maintained this at Key Stage 1. At Key Stage 2, there is some variation in attainment, but the last inspection also noted variation across year groups and the school's approach to developing the art curriculum is likely to lead to the improvements required.

135. Teaching at the time of the last inspection was sound. It is now at least sound, with examples of very secure subject knowledge evident in Key Stage 1 displays and some very good teaching at Key Stage 2. Where there are areas in teaching that need improvement, they are to do with making the most effective use of available resources rather than any weaknesses in teachers' approaches to the subject. Teachers of older Key Stage 2 pupils need to focus on colour mixing, as weaknesses in this area bring down the overall quality of

the work produced. In Year 6, starting points for work need supporting by resources that will stimulate innovative ideas from pupils. Currently, there is too much reliance on blank sheets of paper on which pupils have to generate ideas. They do so enthusiastically, and some are very imaginative, but the art co-ordinator has identified the need for resource packs to support each unit of the scheme of work and this should provide the impetus necessary for improvement.

136. There has been some monitoring of work in art, through an audit of sketchbooks. As the new scheme of work is established, the need for formal monitoring of outcomes will increase. The art co-ordinator has identified use of ICT as a priority. There is no formal assessment system for art and design and teachers need guidance on how to evaluate the impact of the new scheme on pupils' attainment.

137. In order to continue improvement in art and design the school should:

- use monitoring and evaluation to identify areas for staff development;
- develop a manageable assessment system tied to learning objects set out in each unit of work, referring to QCA guidance.

DESIGN AND TECHNOLOGY

138. Very little teaching was observed during the inspection. However, from discussions with Year 5 and 6 pupils and work on display, there is evidence that pupils are able to design and make interesting models and artefacts, such as the life-size Iron Man in the school entrance, and clothing for soft toys to keep them dry in Year 3. In one class at Key Stage 1, pupils are able to discuss the best materials to use for a purpose. At Key Stage 2, a group of Year 6 pupils are able to explain very clearly the designing and making skills needed in design and technology. By the end of each key stage, attainment is broadly in line with national expectations.

139. Progress in Key Stage 1 lessons is good and the quality of teaching observed at Key Stage 1 was very good. Pupils are able to talk about their ideas, evaluate the strength of the houses they had made and recognise the characteristics of materials. No lessons were observed at Key Stage 2.

140. Pupils in Key Stage 1 are very well motivated and absorbed. Year 6 pupils, in conversation, are very enthusiastic and keen to explain their knowledge. They are able to refer very comprehensively to the skills required for design and technology, and describe in detail work undertaken previously. They are able to remember work and activities from previous years. References are also made to past uses of ICT and pupils would like to use them more.

141. The school follows the QCA scheme for design and technology and acknowledges that this area of the curriculum needs to be developed and professional development provided for teachers. The teachers plan across year groups. The provision of resources is good, with sets of tools and a wide variety of materials at both key stages.

142. In order to continue improvement in design and technology the school should:

- develop assessment and recording when the policy and scheme of work are reviewed.

GEOGRAPHY

143. The last time the school was inspected attainment met the national expectations at the end of each key stage. At this inspection, as a result of timetabling history and geography on alternate weeks, no lessons were observed so judgements are based on scrutiny of work, teachers' plans, and discussion with pupils and staff. It is likely that by the end of each key stage standards are in line with those expected of pupils of this age.

144. At the end of Key Stage 1 pupils have developed mapping skills using atlas, globes and aerial photographs, studied different ways of travelling to school and constructed charts to display information using the computer and paper. Fieldwork is emphasised by contrasting Horton Kirby Field Centre with their own local community. Maps of the world were prominent in all classes and observed being used in a Year 2 history lesson to identify locations.

145. At the end of Key Stage 2 pupils were able to use ordnance survey maps, compass directions, and scales; they also examine aerial photographs to determine land usage. Following a visit to Horton Kirby Field Centre they showed a good grasp of the issues and views of different lobby groups for and against a chalk quarry. They investigate proposals concerning how to ease local traffic congestion. In Year 6 work is very well presented and teachers regularly assess progress. In Year 3 the river study is linked to the history topic of Egypt and pupils produced maps of the Nile using the computer together with a local river study. In Year 4 mapping skills linked to their Greek history topic and a locality study at Horton Kirby. In Year 5 pupils studied the diets of many regions of the world.

146. As no lessons were seen judgements on teaching, attitudes and behaviour cannot be made.

147. The new, enthusiastic co-ordinator has produced a whole school scheme of work based upon the new curriculum. Good resources, including many new globes and atlases, are available and every year group uses the Horton Kirby Field Centre. There are no systematic procedures for assessing attainment and progress, or for monitoring teaching and learning.

148. In order to continue improvement in geography the school should implement procedures to allow the co-ordinator to:

- review weekly and termly planning;
- assess attainment and record progress;
- monitor and evaluate classroom teaching.

HISTORY

149. At the end of each key stage pupils' attainment meets the levels expected nationally, as it did at the last inspection.

150. At the age of seven pupils develop their knowledge and understanding of the lives of people in the past. For example, some could re-tell how Mary Seacole helped prisoners in the Crimea War. Pupils also knew what sources to use to gain information. This work is successful because the teacher has a clear grasp of the subject, as shown by perceptive and challenging questioning which sustain the pupils' interest and a good use of resources. At the age of eleven pupils have a good knowledge of Egyptian, Greek, Roman and Tudor history. They used this knowledge well and analysed pictorial evidence to explore consumer marketing and design in the Beatles time compared to today. At both key stages the pupils' sense of time is developing well. In Key Stage 1 they show this by making comparisons between past and present household objects like irons.

151. Pupils also understand that history can be interpreted in many different ways. In Year 2 some pupils knew why many Victorian people did not think a Jamaican woman would be able to prescribe medicines. In a Year 5 class pupils were examining the quality of Tudor building from various perspectives of rich and poor. In a discussion with Year 6 pupils they were able to state how the First World War would be viewed differently by the opposing sides. Regular school visits to primary sources enhance the pupils' understanding. For example, Year 6 pupils could explain how Shakespeare's plays were originally performed after a visit to the Globe theatre.

152. Teaching is effective throughout the school. This is because the work is well planned. The teachers share the learning objectives with the pupils, and the lessons are a good balance between teachers imparting knowledge and pupils becoming effective learners analysing information from a variety of sources. In Year 2 a good television programme was used, in Year 3 pupils used computers to find pictures of pyramids. The teaching motivates the pupils who apply themselves very well and who show much interest in their work. Working co-operatively and collaboratively in both large and small discussion groups. Work is well presented throughout the school. Children with special educational needs and English as an additional language make the same progress as the rest of the class. In one class, the support teacher was talking in French to a new pupil.

153. The history co-ordinator is new but has produced a whole school scheme of work, in line with the new curriculum including a section on Caribbean history. She has assembled resources in topic boxes, which are very effectively used. There are no systematic procedures for assessing attainment and progress or for monitoring teaching and learning.

154. In order to continue improvement in history, the school should implement procedures to allow the co-ordinator to:

- review weekly and termly planning;
- assess attainment and record progress;
- monitor and evaluate classroom teaching.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

155. The last inspection reported that pupils' attainments at the end of both key stages were satisfactory. Since then ICT has become a key part of the National Curriculum requirements. At present the school has only a very small number of computers, approximately one per class. Towards the end of the Autumn term, the school is expecting to receive a number of *i* books through the National Grid for Learning project (NGfL). This will ensure that there will be enough machines for a class of pupils to use, sharing one between two. In addition the computer in every class will have access to the Internet and e-mail and have a colour printer. At the time of the inspection pupils' access to ICT was severely limited. In spite of a strict rota being kept by all teachers, individual pupils may only be able to work on the computer for a very short period of time each week. Because of this, pupils' standards of attainment in information and communication technology are below average in relation to the requirements of the National Curriculum, the age of pupils and levels in other schools. Pupils make good progress as they move through the school.

156. The school has made great efforts to overcome many of their difficulties. In all the lessons seen, pupils' achievements were satisfactory. During the inspection it was noticeable that all available computers were fully in use by pupils for the greater part of the school day. Pupils in Key Stage 1 can use the mouse and keyboard skills for reading and simple number games. By the end of the key stage, pupils use the controls competently

when they learn do word processing. Year 2 pupils type their names and letters, use capital letters and are able to position the cursor accurately when deleting or modifying text. They can enter information and text on the computer.

157. At Key Stage 2 most pupils show fluency in basic operations such as the use of the keyboard and the mouse and they work confidently with toolbars and menus. Their good progress continues into the upper school. In all classes, pupils understand and respond well to the teacher's instructions and have a clear understanding of the vocabulary and terms used. Year 4 pupils have experience of using the computer to design the front page of a newspaper. They skilfully move text and images, alter fonts, use click and drag techniques, and work at their own pace, sometimes experimenting with colour to produce different styles of presentation of their work. Year 5/6 pupils are familiar with other means of communication, for example, e-mail and fax and a good start has been made in using the Internet as a resource for learning. At the end of each session, pupils save their work into a folder so that they can continue their work later.

158. Throughout the school, pupils have very good attitudes to their work in ICT. They are well motivated, confident and make good progress in the subject. They apply themselves well and do not waste their time when using computers. They are very co-operative when it is necessary to share computer facilities and freely help each other without prompting. During the periods they were observed, pupils enjoyed the activities and worked well together. They eagerly pass on their knowledge to others and when explaining their work, they handle equipment carefully. Pupils are proud of their output and like to see it displayed when this is appropriate. Older pupils use word processing to present examples of work, and many turn to it with a sense of familiarity as a means of improving the quality and presentation of their writing.

159. The quality of teaching is good at both key stages. A strong feature of the school is that pupils are given a clear and sound understanding of computer skills and procedures through regular and direct class teaching. Another strength is that teachers' plan the use of ICT to support work in other curriculum areas. For example, pupils in Year 6 used ICT to draw and write about their science experiments with filtration. In Year 5, pupils confidently used word processing to support a range of writing purposes and to design spreadsheets in mathematics. Year 3 pupils used the computer to import images into text to illustrate their work in history. Throughout the school pupils are given a clear understanding of the impact that information and communication technology has in assisting them to draft and edit their written work in English. They are also familiar with other aspects of the subject such as data handling and modelling.

160. There is a very good scheme of work for information and communication technology, which has been recently reviewed to take account of the QCA guidance. Although some of the pupils' fluency, knowledge and understanding is often gained outside school, the policy and scheme ensures that pupils are able to make progress in a continuous and progressive way at a pace suited to their needs. The subject co-ordinator has a high level of expertise, supports her colleagues and takes charge of ordering appropriate software resources. The co-ordinator also organises in-service training for all members of staff. Learning information and communication technology skills, which is the present priority for the school, should then have an even greater impact on pupils' work. In the near future there will be a very good resource in the number of computers available and the school also has an appropriate range of software for teaching the National Curriculum.

161. In order to continue improvement in ICT the school should:

- improve the ratio of pupils to computers.

MUSIC

162. Pupils throughout the school attain standards broadly in line with national expectations for their age and enjoy their music making activities and music appreciation. No evidence was heard of children's ability to sing, either in lessons or assemblies.

163. At Key Stage 1 some pupils are able to listen carefully to the music being played. They are attentive when listening and can respond and interpret the mood of music, through drawing and discussion. They are beginning to understand specialist musical vocabulary, such as 'composer' and 'conductor'.

164. Pupils at Key Stage 2 are able to beat a repeated pattern to a steady pulse. They know how rhythms can be described using musical terms such as 'tempo' and 'bstinato'. They are able to handle unpitched percussion instruments sensibly, although there was little evidence that the names of the instruments were known.

165. Pupils' attitudes to work are good and they are responsive and attentive. A small minority misbehave in some lessons, but the majority persevere and stay on task. They co-operate well and are prepared to listen to each other. Progress over lessons is good at both key stages, although there is very little difference in the objectives between the bottom and top end of Key Stage 2.

166. The quality of teaching is good overall. Learning is good at Key Stage 1 and satisfactory at Key Stage 2. Lessons are well planned, prepared and organised. Teachers use strategies to ensure the pace of lessons. A wider range of opportunities for composing, with account taken of previous learning, and singing lessons, need to be introduced to enable pupils to make further progress. Pupils, particularly at Key Stage 2, needed to have time to explore their ideas and thoughts.

167. The school recognises that a specialist music teacher is needed to improve music standards. At the present time, staff are suitably deployed and the QCA curriculum is being followed. Little assessment occurs and there is a need for further opportunities for children to perform to wider audiences. The music area is well used, has a wide variety of CDs and tapes, and displays posters from different musical cultures. There are insufficient pitched instruments available, and the possibility of more children receiving individual instrumental lessons should be considered.

168. In order to continue improvement in music the school should:

- increase the range of opportunities for composition and singing
- give pupils at Key Stage 2 more time to explore ideas;
- improve the range of pitched instruments.

PHYSICAL EDUCATION

169. It was only possible to see one physical education lesson at Key Stage 1 and three lessons in Key Stage 2 during the inspection. From this evidence, it is not possible to make overall judgements about the standards of physical education. The dance lesson seen in Year 2 showed standards which are in line those of similar schools. Pupils use the space effectively and are confident in composing and performing movement in sequence whilst shadowing and mirroring a partner. Pupils work confidently and respond appropriately to music.

170. By the end of Key Stage 2, in Year 6, pupils show standards of work similar to other schools in gymnastics. They move well and show control and awareness of their bodies as they work on rotation and balance using a range of large apparatus. They hold good balance, jump and land with control and are able to plan and perform a sequence of movements. Some pupils are very skilful and cartwheel, roll and climb with full control. Pupils move with confidence and collaborate readily with others in indoor team games. They work safely and get out and put away apparatus efficiently. They are aware of the effect of exercise on their bodies.

171. Pupils in Years 3 and 4 show satisfactory control of small apparatus indoors and can throw and catch a ball and play simple team games involving running and collecting materials. They are developing good ball skills and using the correct techniques to throw and receive with increasing accuracy. Pupils in Year 5 are taught to swim and go to the local pool for lessons each week

172. The pressure on "hall time" limits physical education so pupils have limited time to work on and develop their skills. Also the halls are small for work on large apparatus and this limits older pupils' ability to move and develop sequences of movement using floor space and apparatus. Some boys and girls have opportunities to develop their football skills in after school clubs and the boys' team plays matches with other schools. At present, there are few opportunities for extra-curricular physical education activities for girls, though the school hopes to provide some soon.

173. The overall quality of teaching in the lessons seen is satisfactory with one very good lesson. In the good lesson, the planning is clear and the teacher's high expectations, good coaching, input and praise ensure that pupils refine and practise their skills appropriately and feel pride in achievement. One example occurred when older pupils developed a smooth rotational series of movements during a lesson and one pupil perfected a cartwheel, roll and star shape finish on mats. In another lesson, the teacher demonstrated catching techniques and so helped pupils to develop and refine their skills. In most lessons seen, teachers maintained a good pace and so ensured that pupils were on task for the whole lesson. All teachers ensure that pupils warm up and cool down properly and are aware of safety in lessons.

174. Pupils' learning improves when teachers use their knowledge and understanding to demonstrate a skill. One example occurred in a dance lesson when a teacher demonstrated a range of movements for warming up in which the pupils were able to adapt and develop during the lesson. By joining in and demonstrating, the teacher shared her skill and enthusiasm for the activity and gave it value. Learning is also increased when pupils are given the opportunity to watch other pupils work.

175. The management of the subject is satisfactory but its future development will benefit from extension of the co-ordinator's role to ensure that all classes have adequate attention given to the subject and to developing netball and extra-curricular activities for girls. The school also has equipment for short tennis and *unihoc* and plans to make more use of them in future.

176. In order to continue improvement in physical education the school should:

- extend the co-ordinator's monitoring role to ensure consistent attention is given to PE;
- develop extra-curricular opportunities for the girls.

RELIGIOUS EDUCATION

177. The last inspection found that standards of attainment were below average at the end of both key stages. Since then, it is clear that determined efforts have been made to raising the profile of RE throughout the school. As a result, standards have risen and are now in line with expectations of the locally agreed syllabus at both key stages. Although only three lessons of RE were seen during the inspection, the judgements are made on the basis of lessons, scrutiny of pupils' work and interviews with staff. The amount of pupils' work available for scrutiny was satisfactory and covered a wide range of topics involving Christianity and religious beliefs and traditions from other countries. On the basis of the evidence seen, the pupils' knowledge of Christianity and knowledge and understanding of other religions is secure.

178. Pupils in Key Stage 1 know that there are many different places of worship for followers of different religions. They know that each person is special. They recognise the names of important religious people such as Jesus. They are familiar with a good range of Bible stories from the New Testament and Christian festivals such as Christmas and Easter. They have a sound awareness of how stories from the New Testament can teach us many important lessons. They have also celebrated the festival of Diwali and have a developing understanding of the significance of special objects, symbols and stories about the family worship within other faiths. During the inspection, for example, pupils quickly grasped the good and bad characters of Rama and Sita. In Key Stage 2, older pupils explore the way in which religious celebration is an integral part of peoples' lives and how ideas and feelings can be expressed through stories, songs and quiet reflection. By the end of the key stage, pupils have a good understanding of the both the Old and New Testament. They also know that people believe different things and take different religious paths through their lives. One of the strengths of the school is the way in which pupils are encouraged to respect and appreciate the beliefs and religions of others. In addition to studying important events and miracles depicted in the Bible, pupils learn more about the customs and practices of a wide diversity of faiths, including Judaism, Buddhism, Sikhism and the Islamic faith.

179. Pupils in both key stages make sound progress. This is the result of effective teaching, teachers' sound subject knowledge and the way in which they relate religious stories to the practicalities of life. Most pupils show a keen interest in stories based on the Christian faith and other beliefs and this has a positive effect on their learning. They develop their understanding and knowledge of Christianity well and also increase their understanding and respect for other religious cultures and traditions. Pupils with special educational needs take a full and active part in all aspects of their learning.

180. Pupils' attitudes to RE are good. In the lessons seen they listen quietly to the teachers and to other pupils. Behaviour is good. Most pupils work equally well individually and when collaborating with others. They take pride in demonstrating their knowledge and understanding during lessons. They listen attentively to others and wait patiently to explain their own thoughts and ideas. They enjoy the variety of approaches their teachers encourage them to use. As a result, all pupils feel secure and confident to express their views to the rest of the class, including pupils with special educational needs.

181. The quality of teaching in RE is satisfactory in both key stages. Teachers' expectations are appropriate. They are aware of what pupils have done before and identify learning objectives that enable pupils to make satisfactory progress. Teachers give clear explanations about the task at the beginning of the lesson and make very effective use of questions to ensure pupils have understood the main teaching points.

182. Following the last inspection the policy and scheme of work have been reviewed in line with the locally agreed syllabus. They provide details of aims, objectives and a scheme

of work to show how pupils' learning should progress in order to develop their understanding and skills. There is detailed termly planning which links activities to learning objectives. The co-ordinator for the subject has a sound overview of the subject but has no opportunities to monitor teaching and learning in the classes. Management of the subject is directed largely towards monitoring progress from work samples and keeping teachers properly informed about the ongoing developments of the subject. However, the co-ordinator supports and helps colleagues with any difficulties they may have.

183. There is an adequate range of resources in the school to support RE teaching including books and artefacts to support teaching of Hinduism, Judaism and Christianity. Teachers use the Internet effectively to access information about many faiths, cultures and traditions. Religious education makes a good contribution to the spiritual, moral, cultural and social development of pupils and teachers ensure that themes discussed in assemblies are effectively followed up by the classes.

184. In order to continue improvement in religious education the school should:

- ensure the co-ordinator has opportunities to monitor teaching and learning in religious education.