

## INSPECTION REPORT

**Harbinger Primary School**  
London

LEA area: Tower Hamlets

Unique Reference Number: 100904

Headteacher: Mrs M Boutwood

Reporting inspector: Mrs M E Parfitt  
21660

Dates of inspection: 1 - 4 November 1999

Under OFSTED contract number: 706555

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
Type of control:	County
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Cahir Street London E14 3QP
Telephone number:	0171 987 1924
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Appropriate authority:	The governing body
Name of chair of governors:	Mr Jon Dunning
Date of previous inspection:	December 1994

## INFORMATION ABOUT THE INSPECTION TEAM

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Margaret Parfitt, Rgl	History	Attainment and progress
	Areas of learning for children under five	Teaching
	Special educational needs	Leadership and management
Ann Bennett, Lay Inspector		Attendance
		Support, guidance and pupils' welfare
		Partnership with parents and the community
		The efficiency of the school
Lionel Farraway	Information technology	Attitudes, behaviour and personal development
	Religious education	Pupils' spiritual, moral, social and cultural development
	Geography	
	Equality of opportunity	
David Parfitt	English	Curriculum and assessment
	Physical education	
Sandra Teacher	Science	Staffing and accommodation
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## MAIN FINDINGS

### WHAT THE SCHOOL DOES WELL

- . It makes very good provision for children in the early years, which enables most to make good progress.
- . The school promotes excellent relationships with parents and the community.
- . The school provides a very good number of teachers and support staff who support pupils with special educational needs and those with English as a second language very well.
- . The school makes very good provision for social and cultural development.
- . There is a very positive ethos, which helps to promote very good relationships and behaviour and good attitudes to work.
- . The headteacher provides positive leadership and promotes good teamwork.
- . The governing body is supportive and well informed.

### WHERE THE SCHOOL HAS WEAKNESSES

- I. Standards in English attained by the seven and eleven-year-olds are below average.
- II. There is a small amount of unsatisfactory teaching at Key Stage 2.
- III. There are inconsistent procedures for assessing pupils' on-going progress in different year groups.
- IV. Higher attainers are not always given work which is difficult enough.
- V. Day-to-day school administration is unsatisfactory.

**The school has many strengths which outweigh the weaknesses. However, the weaknesses will form the basis of the governors' action plan, which will be sent to all parents or guardians of the pupils at the school.**

### HOW THE SCHOOL HAS IMPROVED SINCE THE LAST INSPECTION

The school has made satisfactory improvements since the last inspection. Standards in the core subjects of English, mathematics and science have improved overall, although in English they still remain below average. Since the last inspection, the senior management team and the governors have developed effective, whole-school, long-term planning, supported by relevant schemes of work except for art. The short-term planning clearly identifies learning intentions. The headteacher and governors have put a useful system in place to enable teachers to make informed judgements to identify potentially more able pupils and these are reviewed termly. However, there is little evidence of appropriate and challenging provision for these pupils in teachers' lesson plans.

The management has made significant improvements since the last inspection in the development of a range of systems for the assessment and recording of pupils' achievements, using its own level descriptors at the time of the annual review. However, the use of this is not consistent in format across the year groups. The effective teamwork established amongst the staff and the commitment of the governors and headteacher are key elements in the school's sound capacity to continue to improve.

## STANDARDS IN SUBJECTS

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

Performance in	Compared with all schools	Compared with similar schools	
English	D	A	
Mathematics	D	A	
Science	C	A*	

  

<b>Key</b>	
<i>well above average</i>	A
<i>above average</i>	B
<i>average</i>	C
<i>below average</i>	D
<i>well below average</i>	E

The table shows that in 1999, standards for eleven-year-olds in English and mathematics at the end of Key Stage 2 were below the national average and were broadly in line in science. Attainment in English and mathematics was well above the average and was very high in science when compared with attainment in similar schools. This represents a marked improvement over the previous year. During the inspection, standards in English were found to be below average and those in mathematics and science were broadly in line with national expectations.

At Key Stage 1, in 1999, results in National Curriculum tests in reading and writing were well below the national average and were below the average in mathematics. Results when compared with those from similar schools show that reading and mathematics were above average and that writing was broadly in line. This shows a substantial reduction in the numbers reaching the expected average levels. During the inspection inspectors found standards in English were below national expectation. In mathematics they were broadly in line with the expected average levels. Attainment on entry is mainly well below the expected average and a high proportion of pupils have special educational needs or speak English as an additional language. The range of ability within cohorts each year can vary, which causes some fluctuation in the standards which pupils reach.

Few children under five achieve the expected outcomes in language and literacy and mathematics. The majority reach the targets set as desirable outcomes in knowledge and understanding of the world and in creative, physical and personal and social development. From a low starting point they make at least good progress relative to prior attainment when they start in the Early Years Unit.

## QUALITY OF TEACHING

Teaching in:	Under 5	5 - 7 years	7 - 11 years
English	Good	Satisfactory	Satisfactory
Mathematics	Good	Good	Good
Science		Satisfactory	Satisfactory
Information technology		Satisfactory	Satisfactory
Religious education		Satisfactory	Good
Other subjects	Good	Satisfactory	Satisfactory

Teaching is good overall. Just over 50 per cent is good or very good and most of the remainder is satisfactory. At Key Stage 2, 15 per cent of the teaching is very good, which is higher than at Key Stage 1 and all the teaching for the under-fives is good. Eight per cent of the lessons at Key Stage 2 are unsatisfactory. The main contributory factors are slow pace of lessons, ineffective use of time and lack of suitably challenging tasks to match pupils' prior attainment. In most classes, the teaching is organised and managed effectively, planning overall is satisfactory and teachers manage pupils' behaviour very well. In very good lessons there are high expectations of higher-attaining pupils but in other lessons this is not always the case. The provision made for pupils with special



educational needs and those for whom English is an additional language is very good and staff support these pupils well.

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

**OTHER ASPECTS OF THE SCHOOL**

<b>Aspect</b>	<b>Comment</b>
Behaviour	The behaviour of most pupils in lessons and around the school is very good.
Attendance	Satisfactory but below the national average. Too much unauthorized absence and a few pupils frequently arrive late at school.
Ethos*	Very good. There is a positive and caring atmosphere and everyone is valued. Pupils' attitudes to their learning are good. Relationships are very good.
Leadership and management	The headteacher provides positive leadership. Governors are committed, well informed and fully supportive. Targets have been set to help the school improve. The school is committed to raising standards. Statutory requirements for collective worship are not met.
Curriculum	Satisfactory; the curriculum is broadly balanced and gives equality of opportunity to all pupils. There is very good provision for pupils under five. Assessment procedures are satisfactory but formats used are inconsistent and make it difficult to track the on-going progress of individual pupils through the year and from one year to the next.
Pupils with special educational needs	Very good provision. Pupils are well supported with the special educational needs provision. Targets set are well focused to improve progress.
Spiritual, moral, social & cultural development	Very good provision for pupils' social and cultural development, good provision for moral and satisfactory provision for their spiritual development.
Staffing, resources and accommodation	Good overall. Very good provision of teaching and support staff. Provision of resources is good and the school's accommodation provides sufficient space to support the curriculum.
Value for money	Good, in spite of the high unit cost. There are weaknesses in school administration.

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

## THE PARENTS' VIEWS OF THE SCHOOL

<b>What most parents like about the School</b>	<b>What some parents are not happy about</b>
VI. The way the school encourages parents to play an active part in the life of the school and to express their views. VII. The valuing of all cultures. VIII. Children are treated equally and encouraged to do their best. IX. The very good quality of the early years provision. X. The involvement of the school in the community.	XI. No significant concerns were raised by

The inspectors agree with the parents' positive comments.

## KEY ISSUES FOR ACTION

In order to build on the school's strengths and to raise standards further, the headteacher, governors and staff should:

- XII. Raise standards of attainment in English at both key stages by:
  - setting out a clear plan of action, which identifies what needs to be done and who needs to take action;
  - providing appropriate guidance and in-service training for teachers to improve competence;
  - using staff with subject knowledge to support colleagues.(paragraphs 6, 7, 10, 86, 90)
  
- . Ensure that assessment procedures are consistent in format across the year groups and are used to track pupils' on-going progress accurately throughout the year.  
(paragraphs 40, 118, 123, 130, 141, 146)
  
- . Improve unsatisfactory aspects of teaching at Key Stage 2 by identifying and sharing good teaching practice throughout the school.  
(paragraphs 26, 31, 92, 101, 117, 130, 135, 151, 156)
  
- . Improve the efficiency of school administration by:
  - focusing clearly on tasks which support the work of the school;
  - simplifying procedures;
  - reducing the unnecessary tasks.(paragraph 72)
  
- . Improve challenge for higher attaining pupils.  
(paragraphs 31, 92, 96, 101, 108, 122, 140, 145)
  
- . Meet statutory requirements in respect of collective worship.  
(paragraph 57)

The school has identified the need to improve writing in its school development plan and plans to address it.

In addition to the key issues, the following points should be considered for inclusion in the action plan:

- . Improve attendance and punctuality.  
(paragraph 25)
  
- . Develop the use of the library for independent research.  
(paragraphs 68, 71, 94)
  
- . Make suitable accommodation arrangements for the care of pupils who are unwell in school.  
(paragraph 50)

## INTRODUCTION

### Characteristics of the school

1. Harbinger is an above-average size primary school. There are 330 pupils on roll, made up of 169 boys and 161 girls. Forty-five of these are under four, and 45 are under five: these children are taught in the Early Years Unit. The school is situated in East London, on the Isle of Dogs, within a Single Regeneration Budget area. It serves a socially mixed urban community, with the majority of families living in local authority rented accommodation. The area is characterized by various forms of social disadvantage: there is significant unemployment; many pupils have disrupted family backgrounds. Nearly 70 per cent of the pupils are known to be eligible for free school meals (well above average). Sixty per cent of the pupils in the school come from homes where English is not the first language (very high). Most have received pre-school educational experiences. Nearly all of these children have attended the Early Years Unit where they remain as Reception age pupils for a further year, before moving into the Year 1 class at the beginning of the year in which they are six.
2. The school's baseline testing shows that a significant proportion of the children start in the Reception classes with well below average attainment. About a third of the pupils have currently been identified with special needs and 11 of these have a Statement of Special Educational Need and this is well above average. Since the previous OFSTED inspection there has been no significant change in the characteristics of the school.
3. The school aims are to create an educational community where high standards of learning and teaching enable all children to develop as purposeful, independent learners. It is concerned that the school should be a safe place for all, where mutual respect and co-operation can flourish, allowing personal challenge and preparation for citizenship.
4. The school's main targets are to improve writing at Key Stages 1 and 2 and to ensure the successful implementation of the numeracy project.

## Key Indicators

### Attainment at Key Stage 1<sup>1</sup>

Number of registered pupils in final year of Key Stage 1 for latest reporting year:

Year 1999	Boys 21	Girls 20	Total 41
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<b>National Curriculum Test/Task Results</b>		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or Above	Boys	16	15	17
	Girls	13	14	18
	Total	29	29	35
Percentage at NC Level 2 or above	School	71(87)	71(84)	85(89)
	National	79(80)	83(81)	86(84)

<b>Teacher Assessments</b>		English	Mathematics	Science
Number of pupils at NC Level 2 or Above	Boys	16	17	18
	Girls	13	18	17
	Total	29	35	35
Percentage at NC Level 2 or above	School	71(84)	85(89)	85(91)
	National	82(81)	86(85)	87(86)

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1

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

## Attainment at Key Stage 2<sup>2</sup>

Number of registered pupils in final year of Key Stage 2  
for latest reporting year:

Year	Boys	Girls	Total
1999	20	27	47

<b>National Curriculum Test Results</b>		English	Mathematics	Science
Number of pupils at NC Level 4 or Above	Boys	13	13	18
	Girls	21	18	22
	Total	34	31	40
Percentage at NC Level 4 or above	School	72(41)	66(43)	92(51)
	National	70(65)	69(59)	78(69)

<b>Teacher Assessments</b>		English	Mathematics	Science
Number of pupils at NC Level 4 or Above	Boys	14	12	18
	Girls	20	19	22
	Total	34	31	40
Percentage at NC Level 4 or above	School	72(41)	66(54)	85(51)
	National	68(65)	69(65)	75(72)

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<sup>2</sup>

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

#### 4. Attendance

Percentage of half days  
(sessions)

missed through absence for the  
latest complete reporting year

		%
Authorised Absence	School	4.8
	National comparative data	5.7
Unauthorise d Absence	School	2.3
	National comparative data	0.5

#### Exclusions

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

	Number
Fixed period	0
Permanent	0

#### Quality of teaching

Percentage of teaching observed which is :

	%
Very good or better	12
Satisfactory or better	94
Less than satisfactory	6

4.

## **PART A: ASPECTS OF THE SCHOOL**

### **EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL**

#### **Attainment and progress**

5. Results of assessments and other evidence indicate that pupils' attainment on entry is well below the national average. The intake includes very few higher-attaining pupils. The school has a well-above average proportion of pupils with identified special needs. About a third are on the school's special needs register. At the time of the inspection 11 pupils had Statements of Special Educational Need. Another factor adversely affects pupils' progress, which is that nearly 60 per cent are from homes where English is not the first language. Some of these pupils speak no English.
6. In 1999, at Key Stage 1, when compared with schools nationally, results for tests show that standards of attainment in reading and writing were well below average and in mathematics they were below. When compared with pupils from similar backgrounds, results in reading and mathematics were above average and in writing they were close to the national average. The school's results show that standards in the three subjects have fallen from the improved levels reached in 1998.
7. National comparisons at Key Stage 2 in 1999 show that standards of attainment in English and mathematics were below national averages and in science they were broadly in line. When these results are compared with those of pupils from similar schools they show pupils attained well above average in English and mathematics and achieved very high standards in science. This represents a significant improvement over the previous year. Inspection evidence indicates that at the ends of Key Stages 1 and 2, standards of attainment in English are below average. Standards in mathematics and science meet expectations at both key stages.
8. Over the last three years for which comparative data is available, 1996-1998, results at Key Stage 1 show that reading standards rose to average levels, mathematics was above average overall and writing remained around the national average. Results in 1999 at Key Stage 1 show a downward trend to well below average levels in reading and writing and to below average in mathematics in comparison with all schools. In comparison with similar schools there was a less marked downward trend, which showed results in reading and mathematics were above the average and writing was broadly in line. Evidence from the inspection shows that, at Key Stage 1, attainment in mathematics has improved to reach the average level and that in reading and writing standards have improved but are still below average. Over the last two years, indications are that, at Key Stage 1, the number of higher-attaining pupils is maintained at close to average levels in mathematics and science and has risen in reading.
9. At Key Stage 2, over the period 1996-1998, results in English and mathematics rose steadily from well below average to being close to the national average and fell back to well below average. In science, attainment rose to above average in 1997 but dropped to well below the national average in 1998. In 1999 there were improvements in English and mathematics to below national averages and in science they matched the average. In comparison with similar schools results in the three subjects showed improvements to well above average in English and mathematics and showed very high attainment in science. The percentage of higher scores has increased in science, but has remained broadly similar in English and mathematics. Fluctuations in attainment from 1996-1999 at Key Stage 2 are due mainly to the varying range of ability in the cohort each year. Inspection evidence showed no significant difference between the performance of boys and girls at both key stages.
10. The National Literacy Strategy has been successfully introduced. During the inspection there was some evidence to show that it is beginning to have a positive impact on standards although



English is below national expectations at the end of both key stages. Standards in speaking and listening are below average. Many pupils are beginning to make better progress as a result of improved opportunities to develop the skills of speaking and listening across the curriculum. Pupils in Year 2 listen carefully and about half of them include appropriate detail in discussions. In Year 6, most pupils respond appropriately to questions but do not use interesting or extended vocabulary. Standards in reading are below average. By Year 2, most average pupils need a good deal of support with unfamiliar books; higher attainers make good progress tackling demanding texts with confidence; the lower attainers make unsatisfactory progress and need adult help to support their reading. In Year 6, about a quarter of whom are above average, pupils make good progress to find information from books. Lower attainers read hesitantly and without expression. Challenging tasks in writing set by the school have not yet impacted positively on attainment and progress is unsatisfactory. A small number of pupils in Year 2 write extended and descriptive stories but the majority do not yet form letters correctly. In Year 6, most pupils write for a satisfactory range of purposes, but the work of the majority lacks extension with unsatisfactory spelling, punctuation and presentation.

11. At the ends of both key stages standards in mathematics are close to national expectations. By the end of Key Stage 1, most pupils apply their knowledge of number using addition, subtraction, multiplication and division. They make sound progress when predicting, estimating and using the correct mathematical vocabulary. Progress across Key Stage 2 is satisfactory. Pupils gain fluency in number through mental and investigational work and most know their multiplication tables and use their knowledge to solve a variety of problems.
12. Attainment in science is close to the expected averages at the ends of both key stages. Pupils in Key Stage 1 develop their observational skills and describe what they see. Most make predictions but only a few find answers from books. Pupils have had few opportunities provided to record the results of their investigations in their books and consequently writing and presentation skills are unsatisfactory. Progress is mainly satisfactory through Key Stage 2. By Year 6, pupils name major organs and functions of the body and understand how light travels. They show satisfactory understanding of materials and of life processes such as health and diet. Pupils make good progress in the development of their recording skills by being able to write their results accurately.
13. Standards in information technology are in line with expectations by the ends of Key Stage 1 and Key 2. Higher attaining pupils at Key Stage 1 present data in a range of graphs. Most pupils change fonts and highlight and paragraph satisfactorily. Lower juniors make slow progress. By Years 5 and 6, progress improves and pupils, who, for example, combine text and graphs to produce newspaper pages make good progress.
14. In religious education standards of attainment meet the requirements of the Agreed Syllabus. Pupils in Year 2 understand some of the similarities and differences between major world religions such as Hinduism and Christianity and in Year 6 they have an understanding of some of the important religious concepts and relate them to their own lives. During the inspection little recorded evidence was available.
15. In art in Key Stage 1, pupils make satisfactory progress making observational drawings and use their imagination well when modelling clay. In Key Stage 2, they work with a range of materials and in different styles, making satisfactory progress. In design and technology, younger pupils make satisfactory progress fashioning divas for Diwali and older pupils develop practical skills appropriately using a range of tools. The majority of pupils make satisfactory progress in geography and at Key Stage 2 older pupils make good progress developing mapping skills. Progress in history is satisfactory. As they move through the school, pupils learn to use historical evidence to gather information about changes which occur over a period of time. In music, most pupils sing well and the youngest explore the sounds percussion instruments make. Pupils in Key Stage 2, who learn stringed instruments, make good progress in the

development of string technique and general musicianship. In physical education, most pupils make good progress throughout the school. The majority swim 25 metres. Many make very good progress in the development of effective and efficient swimming strokes.

16. The early years phase is a strength of the school. When children start in the nursery they show a wide variation in their readiness for school. They differ significantly in their confidence and social development, skills, general knowledge and understanding of the world around them. Attainment is generally very low. A broad and balanced curriculum is followed which successfully addresses all the recommended areas of learning and enables children to make good progress in relation to their prior attainment. By the age of five, few of the children reach the nationally recommended targets in language and literacy and mathematics. The majority reach expected levels in knowledge and understanding of the world and in creative, physical and personal and social development.
17. Pupils with special educational needs make good progress mainly because of the significant level of support in lessons. Individual education plans are helpful and class teachers have effective guidance to provide these pupils with a curriculum appropriate to their needs. Very good support is provided for the high numbers of pupils with little or no English and there is good assessment of their needs.
18. Overall, the situation has improved since the last inspection report.

18. **Attitudes, behaviour and personal development**

19. Pupils' attitudes to learning are good. This makes a positive contribution to their attainment and progress. They are attentive, keen to answer questions and undertake tasks enthusiastically. Powers of concentration are at least satisfactory and most pupils want to answer questions and join in discussions. They sustain interest in their work and are keen to show their efforts to adults. However, many take insufficient care with the quality of the presentation of written work. Pupils work well together in lessons and share resources fairly.
20. Behaviour is mainly very good in the classroom, in assembly and when moving around the school. Although older pupils are noisy while they wait for lunch, once in the dining hall they behave well. Pupils, including those with behavioural problems, are aware of the high standards of behaviour expected and respond well to discipline, which creates a very orderly environment conducive to learning. The playground, which is well organised into different play areas, is used very sensibly by pupils who play happily together. There have been no exclusions in the past year.
21. Relationships are very good. The school celebrates very effectively its multi-racial identity and places very good emphasis on the development of respect for the views of others. This results in very good relationships between pupils from different ethnic backgrounds. They show respect for and listen to others. They also care for and help others. Relationships between pupils and staff are very good and pupils feel very secure in their relationships with other adults. For example, they are friendly, courteous and polite to visitors. Pupils care for their local environment and show respect for the school's resources and other people's property. They are aware of others' needs, and raise funds for various charities.
22. Pupils' personal development is good. They willingly take on increasing responsibilities such as science managers and librarians as they progress through the school, which contributes positively to their personal development. During residential visits they experience living together, learning to co-operate and take responsibility. Pupils learn to work fruitfully with their parents and other adults when attending the Saturday workshops held in school. When theatre and other workshop groups visit the school pupils participate well in the prepared activities. However, pupils' personal study skills and research skills are under-developed because of the

limited opportunities provided.

23. A happy and well-ordered learning environment has been successfully created at the school. Pupils develop as well-rounded and confident individuals, which prepares them well for the next stage in their education.

24. The good standards identified in this area at the last inspection have been maintained well.

24. **Attendance**

25. Attendance at the school is satisfactory although it was below the national average for 1997 to 1998. The amount of authorised absence is broadly similar to other schools nationally, and this includes those pupils taking extended family holidays to their countries of origin. The school correctly applies the local education authority's guidelines for such holidays. The amount of unauthorised absence, for which the school receives no acceptable reason, is very high, and has been rising over the last four years. Although most pupils arrive in time for school each day, a few frequently arrive late.

25. **QUALITY OF EDUCATION PROVIDED**

**Teaching**

26. Teaching is good overall. Just over 50 per cent is good or very good and most of the remainder is satisfactory. At Key Stage 2, 15 per cent of the teaching is very good, which is higher than at Key Stage 1, and all the teaching for the under-fives is good. Eight per cent of the lessons at Key Stage 2 are unsatisfactory. The main contributory factors are slow pace of lessons, ineffective use of time and lack of suitably challenging tasks to match pupils' prior attainment. In most classes, the teaching is organised and managed effectively, planning is satisfactory overall and teachers manage pupils' behaviour very well. In very good lessons there are high expectations of higher-attaining pupils but in other lessons this is not always the case. The provision made for pupils with special educational needs and those for whom English is an additional language is very good and staff support these pupils very well.

27. The teaching of the literacy hour is usually satisfactory and sometimes good, characterised by well organised plenary and group sessions with examples of effective on-going assessment. In one Key Stage 2 class, for example, the teacher made good use of the introduction to tease out developing ability to find inner meanings in the text. The work of each group was well matched to pupils' prior attainment. There was brisk, on-going assessment, well designed to move pupils forward. The final plenary session was used to reinforce and consolidate learning and make clear to pupils what they will learn in the next lesson.

28. The planning of most lessons is satisfactory and is supported by subject and topic frameworks. Learning intentions are mainly clear as are activities for each subject. Better lesson plans identify clearly the challenge expected of more able pupils and the help to be given by learning support assistants is clearly indicated. Teachers' relationships with pupils are very good. Teachers manage them well and promote high standards of behaviour in a positive and caring way. In one science lesson for upper juniors, for example, there was good use of praise to generate enthusiastic and committed response from pupils. Firm management is successful in diverting potentially inappropriate behaviour, and most pupils work productively. The youngest children, recently admitted to the school, are supported sympathetically and as a result have settled very well.

29. Many lessons are characterised by a purposeful learning atmosphere in which pupils are able to make good progress. In some lessons, teachers have high expectations of pupils' involvement and response. For example, in a guided reading group, the teacher demanded a high level of attention to details such as expression and fluency. Teachers' subject knowledge overall is

good. Through confident expositions, explanations and relevant questions, teachers demonstrate secure subject knowledge across the full range of subjects. Children of non-statutory school age and Reception children are taught in the Early Years Unit. Staff working with children under the age of five have a very good understanding of how young children learn, placing a strong emphasis on active learning.

30. Teachers are making good progress in implementing the National Numeracy Strategy and are focused appropriately on the planned objectives. They are working well in its development led by a strong curriculum team.
31. The main weaknesses of the teaching are overlong introductions to lessons and, in some cases, insufficient difference in the levels of work to match pupils' learning needs. In an information technology lesson, the opening session took too long, pupils became restless and time was wasted refocusing pupils' attention. Consequently, there was insufficient time to teach the use of the computer. In an investigation of materials in a science lesson, all pupils were expected to complete the same worksheets and no extension material was provided to challenge the higher attainers. In these instances, teaching is not sufficiently focused on the progressive development of knowledge and skills matched to pupils' levels of attainment.
32. Pupils with special educational needs and those with English as an additional language, are taught very well. Teachers are very aware of the contents of pupils' individual educational plans and the needs of those whose command of English is under-developed. Teachers make very good use of the support teachers, classroom assistants and bilingual instructors who are very well briefed to provide very good support throughout the lessons.
33. Marking is positive and encouraging. It is often constructive and reflects the policy in identifying points for improvement. At Key Stage 2 particularly, teachers use marking effectively as a way of raising standards and helping pupils see where they can improve their work. Extensive and thorough observation notes of the responses of children under the age of five provide a very effective record of their progress and inform their next learning steps. They also provide useful liaison between the teachers and teaching assistants who work with these children.

### **The curriculum and assessment**

34. The curriculum is appropriately broad and balanced. Overall, it has a positive impact on pupils' academic, social and physical development. Statutory requirements are met in the teaching of the National Curriculum in English, mathematics and science at Key Stages 1 and 2, and religious education conforms to the requirements of the locally Agreed Syllabus. Satisfactory provision is made for sex education and for teaching about the misuse of drugs in science and personal, social and health education lessons. At both key stages, the teaching of English, mathematics and science accounts for more than half of the curriculum with more time spent on literacy. This is allowing pupils to make at least satisfactory and often good progress from a low starting point. The amount of time allocated to the other subjects is broadly in line with recommendations, but the blocking of some subjects such as science, design and technology, and history does not always guarantee that the planned allocated time matches the practice, nor does it ensure continuous progress across the year groups. The curriculum for children under the age of five is broad and balanced and covers all the required areas of learning. These include a well-organized range of activities which promote learning well.
35. The governors take their responsibilities seriously. They ensure that statutory requirements are met and receive and discuss regular presentations from subject co-ordinators about development and progress. However, the governors have yet to develop and implement an effective system of monitoring the teaching of the curriculum.
36. Teachers long and medium-term planning is detailed and thorough and is derived independently

from a whole school curriculum plan. There are satisfactory schemes of work for all subjects, except art. This represents an improvement since the last inspection when there was a lack of schemes of work to guide planning for continuity and progression. However, teachers' planning for individual lessons is inconsistent across the school and the curriculum. Activities seen as appropriate for pupils of different attainment are not always identified clearly. When this occurs all pupils are set the same task. This means that on occasions the higher attainers are not sufficiently well challenged. The school follows closely the National Literacy and Numeracy Strategies for planning in English and mathematics.

37. Provision for all pupils to have equal access to the curriculum is good. The large number of support teachers and learning assistants are very well deployed to allow almost all learning support to take place alongside pupils in mainstream lessons. Provision for pupils with special educational needs is very good. Pupils' individual education plans contain very clearly defined specific targets. They meet statutory requirements and are frequently and regularly monitored and formally reviewed. There is a very high level of in-class support. Provision for pupils for whom English is an additional language is very good. The specialist support teachers and well-trained learning assistants continuously support pupils with development of understanding and fluency in reading, writing and speaking. They make sure that pupils are clear about instructions and tasks in all subjects and religious education.
38. There is a good number of activities through a school year that takes place outside school time. Up to a third of the pupils take advantage of these clubs and more than a third of the teachers take part in the organisation. The school makes very good provision for pupils to take advantage of visitors to school, for example a visit during the inspection of a children's theatre company. This gave pupils a good opportunity to develop their skills in drama, music and art. Visits to places of cultural interest provide good opportunities for pupils to develop socially.
39. Procedures for assessing pupils' attainment meet statutory requirements. The information gathered from the baseline assessment carried out as pupils enter the school is used very effectively to enable the school to make sound judgements in relation to national standards. Satisfactory assessments are made and records kept in English, mathematics, and to a lesser extent, in science. In some cases these are passed on as pupils move through the school. There is an agreed whole school approach to keeping records of individual progress. However, there is variation and inconsistency in teachers' practice in implementing the system. Provision of assessment for pupils with special educational needs and those with English as an additional language is very good. The school has made good progress in the development of a range of systems for the assessment of pupils' achievements using its own level descriptors at the time of the annual review. Teachers complete termly evaluations of time spent and programmes of study covered.
40. The results of the national tests are analysed with particular reference to equality of opportunity and the differences between the performances of boys and girls. The analysis, together with evidence from monitoring folders of pupils' work, is used effectively to set targets, for example improvements in writing during the current year. The intention is that monitoring will be more closely tied into assessment practice to ensure that individuals are on track in making the expected progress in learning and thus the targets will be realised. However, apart from literacy and numeracy, the samples of work are not consistently annotated against a whole school set of criteria. Currently, there is not an adequate system used across the whole school in all subjects which enables teachers to adjust the curriculum planning sufficiently frequently. This aspect of assessment remains an issue from the last inspection.

### **Pupils' spiritual, moral, social and cultural development**

41. The provision for social and cultural development is very good. It is good for moral and satisfactory for spiritual development. In the previous report, provision for the spiritual, moral,

social and cultural development of pupils was a strength of the school and this continues mainly to be the case. The school has a policy for spiritual, moral, social and cultural development as an integral part of curriculum planning.

42. The school effectively capitalises on its multi-faith population, celebrating the differences between people's beliefs and developing a respect for those from other religions. There are displays in classrooms and around the school about different religions. Examples are the Christian celebration of Harvest and a comparison of features of Islam and Christianity. The school ensures that there is a balanced representation of the main religions. There are table and wall displays with a wide range of artefacts, which describe and inform pupils about Christianity, Hinduism and Sikhism. There are opportunities to reflect upon these good quality displays. The emphasis within subjects reflects the caring ethos of the school rather than providing opportunities for pupils to reflect upon spiritual matters. There are some opportunities for spiritual reflection, for example when pupils experimented with light in a science lesson or in the celebration of Diwali for Year 1 pupils. There are opportunities for reflection in some school assemblies, for example when there is a visiting speaker, or through listening to music and singing together, but most assemblies are not of a mainly Christian character.
43. The school does not have an explicit code of conduct but a statement which emphasises self-discipline and self-esteem. There are however, agreed sets of class rules in some classrooms. Pupils know the difference between right and wrong and are given positive guidance on behaviour in lessons, however, many opportunities are missed to discuss moral issues as they arise. Moral issues are discussed in school assemblies and are reinforced by good display work around the school. An example is the story of Rumpelstiltskin and the theme of love rather than gold. There is an effective personal, social and health education programme which provides continuous and progressive development of social and moral education throughout both key stages.
44. Curriculum planning incorporates the development of pupils' social skills through whole class discussion, group work and working in pairs. Pupils generally work co-operatively together and are supportive of each other. There are very good relationships in classes between pupils and adults who provide good role models. Opportunities are provided for pupils to take responsibility within the class community. There is an emphasis on being a part of a community within the class, the school and the outside locality through a wide range of extra-curricular activities. An example is the opportunity to participate in three residential visits whilst in the school.
45. The school promotes its multi-cultural identity, celebrating its diversity. A knowledge and understanding of other cultures is embedded within the curriculum, particularly in the personal, social and health education programme. Cultural development is particularly well promoted in religious education, geography, art and music and through participation in local festivals and projects. Pupils are able to take advantage of their own geographical position and their proximity to central London. There is a wide range of extra-curricular activities, which includes music and school clubs. Opportunities for pupils to take part in sporting activities outside school are catered for mainly through facilities within the local community.

### **Support, guidance and pupils' welfare**

46. Procedures for monitoring pupils' progress and personal development are good. This area remains a strength of the school. Pupils, their homes and their cultures are valued. Specific provision is made for many kinds of need, language, behavioural, emotional and identified special educational need. Teachers know their pupils very well, and seek appropriate support so that pupils have ready access to the curriculum. The classrooms are busy places, often with many supporting adults present.
47. There are very good procedures for following up absences immediately by telephone, and using

the home and school liaison workers, both Bengali speakers, to focus on improving the level of attendance. There have been some notable successes in the past term. However, the school has recently reverted from a computerised to a manual registration system, as a result of software difficulties, and this makes attendance monitoring more time consuming. The home and school worker, who is funded from charitable sources for three days each week, is also able to follow up specific pupil concerns, be innovative, and to reach out to parents in a range of beneficial ways.

48. There are very effective measures to promote discipline and good behaviour, derived from the school's ethos of respecting individuals and these are consistently applied by all staff. The school's behaviour policy is being reviewed this year, so that it reflects developing practice, and consultation is planned with all concerned.
49. The school is very well aware of child protection issues, and raises concerns with the appropriate authorities. The school is pro-active in this area, and teaches pupils in their personal and social education programme about protecting themselves. This appropriately includes sex education and drugs awareness training. The school's concern about the health and welfare of the whole person is very well illustrated in its planned healthy schools initiative. Alongside teaching about hygiene and healthy eating the school is to offer treatment to all pupils under a local dental health initiative.
50. Although small, the playground offers an extensive range of activities for pupils at play, and by dividing it into areas and partial separation of pupils at break times, best use is made of the available space. There are satisfactory first aid arrangements for attending to pupils who are injured or unwell at school, but keeping pupils who are unwell in the crowded office is unsatisfactory. There are good arrangements for routinely checking the health and safety of the premises and reporting to governors.

### **Partnership with parents and the community**

51. The school's partnership with parents and the community is excellent. There is a very effective partnership with its parents, who are extremely satisfied with all aspects of its work. Over a period of years, the staff have very successfully focused on developing good relationships with parents. Nothing stands still: there is a succession of imaginative ideas for meeting specific needs and finding funds for the projects to be undertaken. Examples which enable parents to be more involved with their children's education include English lessons for Bengali parents and a toy library. The most recent is the development of holiday bags for pupils on extended holidays to their country of origin. These contain items which include a disposable camera and allow pupils to record the visit and share it with the class on their return. Parents endorse the school's philosophy of valuing the pupils' cultures. This area of the school's work is a considerable strength.
52. The school provides an extensive range of very good quality, written information for parents, some in three languages, and translators are provided for parents' consultation meetings. Pupils' annual reports are very comprehensive, with contributions from all those involved with the pupil. The class teacher's comments indicate clearly what the pupil knows, understands and can do. In English and mathematics they are personalised, identifying areas of difficulty or for improvement.
53. The school is held in high esteem in its local community. Teachers are constantly looking out for new and interesting opportunities for the pupils to extend and broaden their educational horizons. They have taken groups to introduce them to journalism, the oil industry and an Oxford college; pupils participate in singing and sporting events. Teachers make excellent use of the wide range of resources available in London, both visiting places of interest linked to the curriculum and receiving visitors in to school, such as the drama group spending two days with Year 1 pupils during the inspection week, which helps to enhance pupils' skills in the performing arts. Each year, pupils donate to one or two charities for which they raise money. Such

activities contribute very well to pupils' personal and social development. The school actively seeks practical support from local businesses, and in this way has been able, for example, to finance a year's violin tuition for all Year 4 pupils, which considerably enhances pupils' skills in the performing arts.

## **THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL**

### **Leadership and management**

54. The leadership and management of the school is satisfactory overall. The headteacher and governing body are fully committed to raising standards. The headteacher provides positive leadership and is fully supportive of staff. Curriculum leaders and their teams manage subject responsibilities satisfactorily. The management of the introduction of the literacy hour has been particularly successful. Governors are committed, well informed and fully supportive. They are actively involved in the life of the school through visits and support the school in its activities in the wider community. The governing body is suitably organised to enable it to fulfil its responsibilities effectively. The governors are involved with target setting and look critically at the school's results. They are clearly proud of their school and work very hard to promote it within the locality.
55. The monitoring of teaching, learning and curriculum development is satisfactory overall. The senior management team monitors curriculum development by scrutinising carefully the long and medium-term planning, which is checked against the schemes of work. The headteacher has recently made a useful start in monitoring teaching and learning in a more formal way in literacy. This provides helpful feedback to teachers in their quest to raise standards.
56. Governors are appropriately involved with supporting pupils with special educational needs, including those who are more able and those with English as an additional language. There are comprehensive policies for both aspects which clearly indicate roles, responsibilities, procedures and support. The requirements of the Code of Practice are met and formal procedures for assessment and reviews are in place.
57. All statutory requirements are met with the exception of the provision for collective worship, which fails to be broadly Christian in nature, nor makes reference to a deity.
58. The school's aims effectively permeate the work of the school. There is a very positive ethos. The school is a welcoming and friendly place where everyone and their contributions are valued. The ethos reflects very well the trusting relationship with parents in the education of their children, for example in providing opportunities for parents to improve their command of English. Commitment to pupils' well-being and the furthering of their individual and unique development are central to the work of the school. There is an effective learning environment and a calm, purposeful working atmosphere. Relationships are very good. The school promotes equality of opportunity very effectively in its aims and ethos.
59. Planning for school development is good. Staff and governors are properly involved with identifying priorities, and plans look forward beyond the current year. Careful consideration is given as to how best to use the additional funding provided to support pupils with special educational needs and those for whom English is an additional language. A start has been made in monitoring and evaluating the outcomes of the targets in the school development plan. It is too early to measure the impact on attainment and progress.
60. The school has made satisfactory improvements since the last inspection. Standards in the core subjects of English, mathematics and science have improved overall, although in English they still remain below average. Since the last inspection, the senior management team and the governors have developed effective, whole-school, long-term planning, supported by



relevant schemes of work, except for art. The short-term planning clearly identifies learning intentions. The headteacher and governors have put a useful system in place to enable teachers to make informed judgements to identify potentially more able pupils and these are reviewed termly. However, there is little evidence of appropriate and challenging provision for these pupils in teachers' lesson plans.

61. The management has made significant improvements since the last inspection in the development of a range of systems for the assessment and recording of pupils' achievements, using its own level descriptors at the time of the annual review. However, the use of this is not consistent in format across the year groups. The effective teamwork established amongst the staff and the commitment of the governors and headteacher are key elements in the school's sound capacity to continue to improve.

## Staffing, accommodation and learning resources

62. There is very good provision of teaching and support staff. There are more than sufficient teaching staff to match the numbers of pupils and they are well qualified to teach the National Curriculum and religious education. These extra numbers enable a teacher on sick leave to be covered by permanent members of staff and this has a beneficial effect on the pupils as they do not have to be taught by an unknown supply teacher.
63. There are sufficient appropriately qualified staff to teach the children under five in the Early Years Unit. Throughout the school there is a good balance of youth and experience. There are teachers who are additionally qualified in the Reading Recovery Programme, English as an additional language, special needs and a bilingual instructor and counsellor. The quality of the music education is enhanced by additional instrumental teachers. All these teachers work effectively alongside the class teachers. They provide good support for the pupils. All the staff are committed to the pupils and to raising the standards of attainment. They work well as a team.
64. There is a large number of education support staff who, most of the time, work well with teachers to support pupils. Their effectiveness is related to the quality of teaching. In those classes where the support staff is appropriately targeted and they know the routines well, the pupils' learning is enhanced. At other times, adults sit or work with pupils with no clear focus. There is a good range of ethnic minorities amongst the support staff, some of whom are bilingual, which provides good role models for pupils. Some of these staff also work as lunchtime assistants, which has a positive effect on relationships between adults and pupils. The support staff have sufficient qualifications and training to work with the teachers. They have received training in literacy and numeracy strategies and, where appropriate, in special needs. Valuable support is also provided by the site manager.
65. The arrangements for the professional development of staff are very good. The school development plan identifies priorities for curriculum development and links them to whole staff training. These needs are met through a range of visiting trainers or through attendance at training agencies. The senior management team identifies individual professional development through monitoring teaching. This is part of the appraisal system, although the formal procedure is in abeyance until new local authority guidelines are introduced.
66. The curriculum co-ordinators work as a team and allocate responsibilities where appropriate. Staff new to the school, receive appropriate support through the line management and from the helpful staff handbook. Arrangements for newly qualified staff follow the recommended guidelines for induction and they receive satisfactory support. There are also good links with teacher-training institutions and students are welcomed into the school.
67. The accommodation of the school is satisfactory. The nursery is bright and spacious with a suitable outdoor play area. The school building is clean and well maintained although there are many difficult areas. Classrooms allow the curriculum to be taught effectively and the displays enhance the learning environment. The halls are well used for physical education, assemblies, school meals and music. There are additional rooms for special needs, cooking and a computer room, which has not yet been timetabled for use. Good use has been made of the outside play areas, although there is no grassed section. The toilet facilities are unsatisfactory for the older pupils, and during break times boys and girls use the same toilets.
68. Overall the provision of resources is good. The level of resources enhances the quality of work in all areas. There are very good resources in music and in information and communication technology, and good provision in nearly all other subjects, and for pupils with special educational needs. Resources are chosen with pupils' needs in mind, and they are able to select appropriately. There are good systems of class and central resources, easily accessible

to all. The small library is adequate, but does not seem to play a central role in supporting learning. It is used widely for support groups. The school makes very good use of an unusually wide range of resources beyond the school. These include museums, art galleries, residential centres, and many professional, performing arts organisations. The strengths mentioned in the last inspection report have been maintained.

### **The efficiency of the school**

69. The management of the school's financial affairs is satisfactory. The school has considerable strengths in the ability of its staff and governors to access funds from a wide range of external sources to provide the extras which support its core educational functions. This allows much of the school budget to be allocated to the provision of additional support staff in the classroom and elsewhere. The extra funding enriches the curriculum and allows the school to support its parent body and community more effectively.
70. Budget planning is sound, and takes account of the planned curricular developments. The budget deficit for the current year is because the school's standard number for entry exceeds by half the size of a normal class. Consequently, the lag of funding to match pupil numbers causes this apparent deficit every two years. Funds allocated for pupils with special educational needs are appropriate and used very effectively. Income for specific groups of pupils, such as that from the Single Regeneration Budget, is spent most effectively to support pupils who speak English as an additional language. Very capable teachers and support staff provide identified pupils with beneficial support and monitor their progress closely.
71. The teachers are well deployed. Support staff are well used to match the needs of pupils and to allow them full access to the curriculum. Good use is made of the available accommodation with the exception of the library for independent research. There are some specialist teaching rooms and the layout of the playground and timing of breaks maximise the use of its restricted area. Resources are satisfactorily used, apart from computers, which were not often observed as supporting pupils' learning sufficiently during the inspection.
72. Financial control is unsatisfactory. There have been problems with keeping the accounts up to date and providing financial reports to governors. These have not been helped by difficulties with incompatibilities of computer software and participation in a local authority trial of an administration system, which itself proved to be unsatisfactory. School administration is burdened with too many low level tasks, and does not sufficiently focus on those areas which would support the work of the headteacher and teaching staff, such as typing documentation. The location and layout of the office area are not ideal and there are frequent interruptions which hinder efficient working. The 1997 audit report indicated a number of unsatisfactory areas, and although one remains, these have been satisfactorily addressed.
73. In spite of the well below average attainment on entry, the large number of pupils for whom English is an additional language and the high level of special educational needs, the quality of education provided by the school enables most pupils to make good progress. Although the unit cost is high, the school gives good value for money.

### 73. PART B: CURRICULUM AREAS AND SUBJECTS

#### AREAS OF LEARNING FOR CHILDREN UNDER FIVE

74. The Early Years Unit is a strength of the school. It consists of 90 children who attend full-time. During the inspection almost half of these were under the age of four and most of the remaining children were aged under five. The Reception children remain in the Unit until they transfer to the Year 1 classes at the beginning of the year in which they are six. When they start nursery education, children show a wide variation in their readiness for school. They differ significantly in their confidence and social development, their skills, general knowledge and understanding of the world around them. Attainment on entry to the school is very low. Around 50 per cent speak little English or use it as their second language.
75. A very good level of special support is available, which helps the school to gain a clear picture of attainment with this level of language difficulty. Using local authority and school-based assessments, a significant number of pupils with special educational needs has been identified. A broad and balanced curriculum is followed, which addresses all the recommended areas of learning and enables most children to make good and often very good progress.
76. By the age of five, few children reach the targets set as desirable learning outcomes in language and literacy and mathematics. The majority reach expected levels in knowledge and understanding of the world and in creative and physical development and personal and social development.
76. *Language and literacy*
77. Children enter the nursery with standards of reading and writing which are very low for children of their age. The majority have very limited language skills in English. A significant majority has difficulty in following simple instructions and their responses to questions and in discussions are generally single words or short phrases. All staff place strong emphasis on the early acquisition of literacy skills.
78. Children make very good progress as a result of the carefully planned focus on extending their vocabulary and understanding. For example, children enjoy opportunities to learn nursery rhymes with the support of the staff in the relaxed playhouse in the playground. They talk and play roles using the house-play areas both inside and outside the classrooms. By five, the majority listen carefully and begin to express their ideas, talk about their activities and participate in group discussions, although their contributions still generally take the form of short sentences or questions.
79. The youngest children learn to listen and retell favourites stories. They make very good progress in their ability to concentrate on the written text as they share stories with their teachers. Older children take part in literacy hour reading time and enjoy the repetitive nature of many stories. Children develop early phonic skills and some match competently letter names and sounds. Under-fives are provided with a well-organised range of books. Although progress is good, children's basic skills in literacy are nevertheless limited and only a few have made a start on reading simple books independently. From a very low start on entry, when some children have never held a pencil, children make good progress in writing skills. Nursery and older children frequently spend time at the writing table making symbols on paper or 'writing' their names. Many have written 'story books' with illustrations depicting 'I like' and 'I want'. Older children are beginning to communicate their ideas in writing, using pictures, symbols and letters, as during a session when older, more able children enjoyed 'writing a story' using a wide range of symbols and letters. They were delighted to be allowed copies to take home to show their parents the success of their efforts. Vocabulary and verbal reasoning skills are strongly supported by the constant access children have to adult support, when using role-play areas.

79. *Mathematics*

80. Children enter the nursery class with levels of numeracy that are well below expectations for children of their age. There is a wide range of mathematical experiences provided in the Early Years Unit. A strong emphasis on promoting vocabulary and an awareness of the special needs of children with second language problems enable most children to make good progress. The provision of varied, practical experiences, which improve pupils' understanding of order, pattern and relationships, provides a good base for later learning. Their understanding of capacity and money is reinforced when they play in the 'shop' and handle containers of different sizes and coins in a range of values. By the age of five, most count and match objects up to ten and the more able up to twenty, but few are ready to record number stories. Children sort and match objects in a variety of ways, including colour, shape and size. Specific times are set aside for numeracy sessions. During these, children of Reception age make good progress, for example, when rearranging numbers one to ten and recognising 'larger' and 'smaller than'. They benefit from this structured pattern of learning.

80. *Knowledge and understanding of the world*

81. Children benefit from the strong emphasis on extending their understanding through a wide range of experiences within school and on local visits. They make good progress and many meet or nearly reach the expected level of the desirable learning outcomes by the time they are five. Weekly walks around the neighbourhood enable some children to talk about where they live and the people in their families. Visits to a city farm are highly successful in helping children to understand the way animals live and the care needed to look after them. Some children are learning to carry out very simple scientific investigations by discovering, for example which objects can be picked up by a magnet. These experiences contribute positively to the progress children make in speaking and listening. They begin to explore the functions of the keyboard and mouse in simulations, but were frustrated by having access to only one working computer out of four.

81. *Physical development*

82. Children make good progress in their physical development and, by five, they attain the desirable learning outcomes for this aspect of learning. All children in the Unit have good access to the secure outside playground. They use a range of large and small play equipment to develop confidence and improve their climbing, balancing, running and jumping. In their use of wheeled toys, children under five judge space and distance, and ride, push, pull and balance with increasing skill. They move around outside taking good care not to bump into each other. Children use a variety of tools including pencils, brushes, glue spreaders and scissors with confidence as they learn to develop their manipulative skills.

82. *Creative development*

83. By the age of five, children have made good progress to reach the desirable outcomes in their creative development. They explore colour, for example, using charts to help them, when mixing a range of oranges. Most make good use of tissue paper and explore textured materials in the creation of collages and in the making of a stained glass window. Until the current problem with the computers occurred, children used them to create pictures. They join in with enthusiasm when singing and particularly enjoyed rendering together 'Old McDonald had a Farm'.

83. *Personal and social development*

84. There is very good provision for this area of learning. Children enter the nursery well below the

expected levels in their personal and social development. The teachers and nursery nurses plan very successfully to improve on this to ensure children's all round very good progress so that by the age of five they reach the level expected for children of this age. Under-fives respond positively to school rules and their behaviour is very good. For example, they show good manners when eating dinner together and clear away sensibly afterwards. They gain confidence quickly in their approach to learning tasks and when expressing themselves to other children and adults. Relationships are very supportive and children learn to share equipment, co-operate in their play and show concern and respect for each other. They take advantage quickly of the wide range of indoor and outdoor activities, demonstrating a growing sense of fairness and taking turns without fuss. Their sense of curiosity and sense of wonder are fostered by the secure and stimulating environment which the school provides. Children with special educational needs are identified early and are included in all activities. Their needs are understood and met and activities are well matched to their attainment. Children take increasing responsibility for a range of duties including tidying away at the end of sessions.

#### 84. *Teaching*

85. The quality of the teaching in the Early Years Unit is good. Teachers, nursery nurses and many support staff work closely as a united team to provide the best possible start for the children. All areas of learning are successfully taught in the Unit. Activities are well organized and imaginatively resourced to engage children's interest and promote their learning. Staff makes very good use of demonstration and explanation to extend children's understanding. They demonstrate a secure understanding of the intellectual and pastoral needs of young children. Planning is very thorough, covering all areas of learning, and is effectively linked to a very good assessment system. This is used to track the progress of individual pupils very carefully and is closely linked to literacy and numeracy. Detailed, ongoing assessments are carried out rigorously to check children's progress in each area of learning. As a result of this, interesting and lively tasks are planned, which are well matched to the age and ability range of children. Resources are easily accessed and of good quality. Home visits and opportunities for parents to help their children settle in, together with excellent relationships with parents, positively enhance pupils' progress.

## **ENGLISH, MATHEMATICS AND SCIENCE**

### **English**

86. Results in the National Tests for 1999 at Key Stage 1 showed that standards in reading and writing were well below the national average. In comparison with similar schools, standards in reading were above average and in writing they were average. On the evidence of the inspection standards in speaking and listening, reading and writing are below average. This is different from the findings of the last inspection when standards overall were judged to be sound and sometimes better. Results in the 1999 Key Stage 2 tests showed that standards were below those nationally and were well above average in relation to similar schools. The inspection findings show standards to be below average. Taking the three years 1996-1998 together, the figures show that the performance of pupils aged eleven was well below the national average. Any discrepancy between the test results and the inspection findings are as a result of the wider range of aspects and evidence subject to scrutiny during the inspection. The results of the 1999 tests are not reflected, for example, in the current work, which is below average.

87. The school has adopted realistic targets for the introduction of the National Literacy Strategy and all staff are using the planning it provides appropriately. It has been integrated sensitively into the sound practice already in place. The results of the 1999 national tests show a rise in attainment at Key Stage 2 and most pupils are making satisfactory progress. Pupils with special educational needs and the 60 per cent of pupils who speak English as an additional

language are making good progress in relation to their developing capabilities.

88. Progress overall is satisfactory. The younger pupils at Key Stage 1 make satisfactory progress from a very low starting point in developing speaking and listening skills. Progress is good in lessons where the teaching is good. In one well-taught lesson in Year 1, for example, about a third of the pupils made their meanings clear when answering questions. The remainder, though, listened carefully but responded mainly in one word answers and short phrases. By Year 2, about half the pupils include appropriate detail when discussing texts. Although standards remain below average, most pupils make satisfactory progress as they move through Key Stage 2. By the age of eleven, the majority of pupils respond appropriately to questions, giving relevant detail. However, there is a lack of extension and interesting vocabulary. In a Year 6 lesson, for example, a group of pupils dramatised a scene they had created but the dialogue did not extend beyond initial responses from each pupil.
89. The youngest higher-attaining pupils make satisfactory progress in learning to read. By Year 2 they are well launched into reading and are gaining confidence appropriately in tackling more difficult material. They read accurately with a sound understanding of the text. Average pupils make slower progress and by Year 2, many still need a good deal of support when starting a new book. Below average pupils make unsatisfactory progress and, by the end of Key Stage 1, still have not developed sufficiently well to read print without adult support. The majority of pupils make satisfactory progress through Key Stage 2. By Year 6, the higher-attaining pupils, about a quarter, a very low proportion, reach average standards. They read fluently and accurately with appropriate expression and know how to find information quickly from books. Average pupils read straightforward stories and information books with a satisfactory understanding of the text. Below average pupils read hesitantly and their reading lacks clear understanding and suitable expression. Pupils with English as an additional language are making very good progress. In one extra reading support lesson where they were interpreting text, almost all read with fluency and accuracy but their capability to see beyond the literal was poor.
90. Standards in writing are currently below average at both key stages. The school is aware of this and has set challenging targets for improvement but it is too soon for these to impact positively on attainment. By Year 2, a small number of pupils are making good progress in developing extended story and descriptive writing and are completing exercises in comprehension and punctuation mainly accurately. In one lesson, however, the majority were still experiencing difficulty in forming letters clearly and confidently. Progress through Key Stage 2 is mainly satisfactory. Most pupils are writing for an appropriately increasing range of purposes. In a lesson for lower juniors, for example, about a third of the pupils wrote in legible, joined script when composing a poem containing rhyming similes. The remainder wrote in a mixture of joined and printed script, and spelling and punctuation across the groups was inconsistent. By Year 6, most pupils are writing for a satisfactory range of purposes, for example creative prose and poetry, reports, descriptions and book reviews. The improvements have yet to fully impact on standards and about a quarter reach average standards. The work of the remainder lacks extension and imaginative vocabulary. Spelling, punctuation and presentation are unsatisfactory.
91. Pupils' attitudes overall are good. Younger pupils concentrate well on their work and behaviour is good. Many are willing to answer questions and be involved in discussions. They retain interest well. In one lesson a significant number were keen to continue work beyond the allotted task. Most older pupils listen attentively and usually settle purposefully to the writing activities. There are though, occasionally, examples of where the majority lack enthusiasm and are content to let about a third of the class dominate discussions. This prevents progress from being good.
92. The quality of teaching overall is satisfactory and there are a significant number of examples of

where it is good. The best lessons are well planned and learning objectives and activities are made clear to the pupils. Pupils are given different work, well matched to their prior attainment, and good well planned use is made of support staff to help pupils with special educational needs and those for whom English is a second language. In a reading lesson for Year 1 pupils, for example, the teacher provided well planned different levels of work to enable pupils of all levels of capability to make good progress in gaining skills of fluency. Good use was made of parent helpers to reinforce learning and focus pupils' attention on the task. This enabled them to make good progress in language development. There is a brisk pace to these lessons. In one lesson for upper juniors in which pupils were identifying imperatives, the teacher demonstrated a high level of persistence to get all pupils involved and had high expectations of their explanations of reasons for choice. This method was effective in gaining and retaining pupils' interest and in managing their behaviour. Where teaching is satisfactory marking is sound and there are significant examples where it is used well to help pupils improve. On-going assessment is used appropriately to adjust the planning through the week. The main weaknesses are a lack of punch and challenge in discussion, tasks not well matched to pupils' prior attainment and low expectations of pupils' written presentation.

93. There are satisfactory opportunities for pupils to practise and develop skills of speaking, listening and reading across the curriculum. There are, however, insufficient opportunities for pupils to develop the skills of writing. Too frequently, work sheets are used in history, geography and science, for example, that require little writing input and do not constitute for the pupil a permanent record of attainment and progress, nor do they encourage a high level of presentation.
94. The library has a good collection of books covering all subjects of the National Curriculum and religious education, different cultures, hobbies and interests. Accommodation in the library for private study is poor and no significant use of the library was observed during the inspection.

## **Mathematics**

95. The national tests for 1999 showed that at the end of Key Stage 1 the number of pupils attaining Level 2 or above was below the national average. This was due mainly to an above average number of pupils with special educational needs. These results represent a fall over the previous three years, which showed ongoing improvements until 1998 when attainment was broadly in line with national averages. This pattern is repeated when compared with similar schools. Test results in Key Stage 2 in 1999 showed that the number attaining Level 4 and above was below the national average and was well above in comparison with similar schools. This shows a marked improvement since 1998. Evidence from lessons and work samples at Key Stages 1 and 2 show at least average attainment throughout the school, at a time near the beginning of the academic year. Overall, standards have improved since the last inspection.
96. Key Stage 1 pupils have satisfactory knowledge and understanding in number work, shape, and in applying their knowledge of basic number facts. They predict, estimate, and use appropriate mathematical vocabulary. In a lesson for Year 1 pupils, for example, they talked about number work using words such as 'how many altogether' and 'share'. Work samples show expected levels of achievement in all four attainment targets, but as yet there is no work at the higher Level 3 in evidence.
97. Key Stage 2 pupils have good standards in shape work, identifying properties of two-dimensional shapes and learning different ways of transforming them. In a lesson for Year 6, the majority of pupils demonstrated a clear understanding of the properties of, for example, a rhombus, a parallelogram and a trapezium. By Year 6, pupils reach satisfactory standards in the application of skills in problem-solving, in the range of strategies used, and in recording findings. They attain appropriate levels in past and recent written work. Pupils work out sequences and investigate place value and multiples. In another Year 6 lesson, most pupils



understood how to plot the numbers on a quadrant when learning about co-ordinates. A few pupils are occasionally held back by reading difficulties, and by not knowing their tables fluently or applying them in new contexts.

98. Standards in numeracy are at least average, and pupils are covering the five strands in the National Numeracy Strategy. Fluency with number is gained through mental, practical, investigational and written activities. Mental mathematics skills are often good, and the highest achievers make intelligent estimates and have good recall. Topics in history, geography, design and technology and, particularly, science provide satisfactory experiences in measuring, recording and interpreting data.
99. Progress is at least satisfactory throughout the school, and often good at the end of Key Stage 2. Pupils with special educational needs and the large number of pupils with English as an additional language make good progress as a result of special support. The good liaison between support staff and class teachers is an important factor here. Lessons are productive, with pupils interested, on task, and quick to learn. Pupils ask questions, contribute their own ideas, and respond to challenges. They learn through counting games, practical work, application of skills, and constant exposure to mathematical terms. Pupils are aware of the lessons' objectives and consolidate their learning in whole-class sessions. Most pupils are well-motivated and receptive to help. Over time, pupils practise number skills, learn a wider range of strategies, and re-visit previous topics. They gain in confidence and talk about their work. In a few instances, pupils are unable to carry on independently after the class introduction, and have difficulty in linking the different number operations.
100. Pupils' attitudes are good. There are many examples of good behaviour, effort and enjoyment. Relationships are very good. Pupils take pride in their work. They participate well in whole class sessions and share equipment.
101. The quality of teaching is good. The best teaching involves the setting of clear targets, a focus on strategies, and uses on-going assessment effectively. For example, in a lesson for Year 6, the teacher built effectively on pupils' contributions to extend their knowledge of strategies to deal with mental mathematics. Work is usually suitably matched to different abilities, with support staff contributing appropriately. Marking of work includes constructive, developmental comments, and there is continuous assessment through discussion and feedback. The planning is thorough and learning intentions are made explicit. Relationships are good, with much use of praise and encouragement. Occasional weaknesses include low expectations, ineffective deployment of support staff, and lack of work appropriately matched to pupils' prior attainment. During the inspection week very little information technology was used to support learning.
102. Mathematics has a high profile in the school. There is a systematic team approach to teaching the subject, which is lead by a strong curriculum team. The school has a strong tradition of mutual support and professional development. The National Numeracy Strategy has been established effectively, and the school has done very well to reach the present levels, given the well below standards on intake. Mathematical concepts are introduced wherever possible in many subjects and situations. The school is making good progress with proposed developments after the last inspection.

## **Science**

103. Results at the end of Key Stage 2 in 1999 matched national expectations and are very high in comparison with other similar schools. This represents a significant improvement over the results of the 1998 national tests. Since 1996 the results of the national tests have fluctuated each year but show an overall improvement. Teachers' assessments appear to show that pupils' attainment at the end of Key Stage 1 is broadly in line with the national average and is

above when compared with similar schools. The percentage of pupils achieving the higher Level 3 is similar to the previous year.

104. The last inspection found that standards of pupils' achievements were sound throughout the school. These standards have been maintained and the present inspection findings show standards in science are broadly average. The school is working hard to improve the results. The co-ordinators have recently completed an assessment report which contains clear recommendations and strategies for improvement.
105. At Key Stage 1, pupils observe with attention to detail and describe what they see using simple but appropriate language. In their walks about the school, they learn about the different ways of moving. They know that humans need food and water to stay alive, the correct types of food to eat, and the names of the external body parts. They raise their own questions and make predictions. A few pupils make good use of reference books to find out the answers to their questions. However, their recording skills are still underdeveloped and there is only a small amount of written work in their books.
106. At Key Stage 2, in the study of life processes and living things pupils recognise relationships in the food chain, explain the importance of health and diet in animals and use observable features to classify plants and animals. Older pupils name parts of plants and flowers and identify the major organs and functions of the body. In studying common materials pupils identify their properties and describe similarities and differences. They know that some materials come from living things. Through the study of physical processes pupils recognise the need for a battery and a complete circuit for electrical devices to work, that light travels in a straight line and shadows are caused by objects through which light is unable to pass. In a Year 6 lesson about the properties of light, a significant number of pupils described the physical processes and the various sources of light using the correct vocabulary such as 'image' and 'translucent'. Pupils record work accurately and respond in lessons with appropriate ideas and show they have a grasp of the topic being taught. They display sound knowledge and understanding of current work but some pupils have only limited recall of previous work.
107. In experimental and investigative work, pupils study the behaviour of light. They make detailed observations and write clear descriptions of what they have seen. Pupils work with their class teachers and support assistants to investigate shadows and absorbency of light. In one lesson, they predicted what might happen with a degree of accuracy and suggested how they might test and record their ideas with appropriate controls. In general, practical skills are insufficiently advanced to support independent planning and organisation of experiments. Pupils make observations related to the task set and use tables and charts to record and present their results. They begin to recognise conditions for a fair test, although many pupils' ideas are confused in experiments with more than one variable. Pupils draw on the observations made to decide if the results support their original prediction, but few compare their conclusions to scientific knowledge or generalise a rule.
108. At both key stages, pupils make satisfactory progress. The majority of pupils develop a good vocabulary, which they use both in oral discussions and in their writing, for example they can distinguish between primary and secondary light sources. This makes an appropriate contribution to their literacy skills. They compare the structures of plants and animals and observe them closely using microscopes. They time their pulse rate, measure their lung capacity and use their mathematical skills to draw relevant graphs. Those with learning difficulties and for whom English is an additional language make satisfactory progress when they are supported by learning assistants. Pupils of higher ability, however, do not always make the progress that might be expected, as there is little difference in the work set within mixed-aged classes and extension material is not often available for higher attainers. Although, some older pupils have begun to use sensors, and have produced a spreadsheet related to body measurements, the use of the computer to broaden skills and knowledge, and for data

handling, is unsatisfactory throughout the school.

109. All pupils have positive attitudes towards the subject. They enjoy their work, follow instructions carefully, work well in small groups or paired work and discuss their work constructively. This is because in most classes good routines have been established for approaching work. Where pupils are inattentive it is often because they are unclear about what is expected. Where teaching is good pupils respond accordingly and work at a good pace. They compare their ideas and results co-operatively with those of others in the class, checking carefully the outcomes of their experiments.
110. The quality of teaching is satisfactory overall, but only one lesson was observed at Key Stage 1. There is some very good teaching in Key Stage 2. Planning and preparation are secure. In one investigative lesson, the organization and management of resources for the experiment enabled pupils to make very good progress in the development of their understanding of how light travels. Teachers explain tasks clearly. They intervene well to challenge and extend individual pupils' thinking and to encourage greater accuracy of observation during practical work. Class control is generally good. There are, however, some instances where teachers dominate investigations, allowing insufficient pupil participation. Marking is regular, but does not take pupils' understanding forward. The large number of support staff are, at times, well used in the activities to give more individual attention and to support behaviour. However, when whole class teaching takes place, support staff often sit unoccupied.
111. The displays of science in the school are lively and add to the quality of learning although they are insufficiently interactive and 'hands on'. The school follows a scheme of work which ensures a systematic approach to teaching and learning, but planning for pupils who are in the same year group but in different classes does not always ensure equality of opportunity.

## **OTHER SUBJECTS OR COURSES**

### **Information and communication technology**

112. Much of the evidence base relies upon samples of work from each year group and discussions with teachers and pupils. A very small sample of lessons was observed, all of which were at Key Stage 2.
113. By the end of Key Stage 1, attainment is in line with the national expectation. At Key Stage 1, most pupils are able to access a computer and begin to use programs as a part of learning in a range of subjects. Most pupils acquire simple word processing skills and some are able to change text, using fonts, highlighting and paragraphing appropriately. Higher attaining pupils reach standards above the national expectation and are beginning to analyse, process and present data, for example, producing graphs in a range of forms.
114. By the end of Key Stage 2, attainment is in line with the national expectation, although almost half the Year 6 pupils attain standards above those expected. By the end of Key Stage 2, most pupils are confident users with skills in communicating and handling information. Younger pupils are becoming proficient in using different programs. In one lesson, a group of pupils recalled well the instructions for using the 'Paint' program and manipulated the mouse successfully to paint and block. Most design and produce the front page of a newspaper, some to a very high standard. Less well developed, in all but the higher-attaining pupils, is the area of controlling, monitoring and modelling. Some pupils are able to monitor external events with information and communication technology using software such as 'Junior Insight'.
115. Progress is satisfactory in Key Stage 1 and good overall in Key Stage 2. The organisation of regular computer time is inadequate in Key Stage 1. There is a general lack of confidence in the use of computers. In Years 3 and 4, although discrete time is given to the acquisition of

skills, progress for most pupils is unsatisfactory. This is due mainly to insufficient opportunities to practise these newly acquired skills. The oldest juniors make good progress as a result of an effective level of challenge from the teachers. Pupils with special educational needs make good progress. Many who speak English as an additional language make good progress with the help of extra support. Over time, progress in the development of knowledge and skills is good throughout the school.

116. Attainment and progress is enhanced by pupils' behaviour and their attitudes to work. In Key Stage 1, pupils' behaviour and attitudes to work are at least satisfactory. In Key Stage 2, most pupils are well-motivated and attitudes and behaviour are generally good. Pupils are keen and enthusiastic. They enjoy working with computers and co-operate positively with each other when sharing computers.
117. Overall, the quality of teaching is satisfactory. In the best lessons there are skilful explanations of how to set up computers and operate programs. This, together with careful planning, rooted in pupils' previous knowledge, and the appropriate and interesting learning activities provided, motivates pupils well. In a lesson using 'Junior Insight', for example, the very clear explanations of how to control and apply data handling analysis enabled the majority of pupils to make very good progress in understanding the causal relationship between sensor and control. In these discrete lessons pupils are constantly challenged and effective assessment ensures that skills and procedures are learned. The practice and application of skills is taught mainly through other subjects. At Key Stage 1, for example, this is mainly through the development of word processing skills in English and handling data and the use of graphs in mathematics. At Key Stage 2, the use and application of the subject is much broader with pupils researching in science and the humanities, art and technology, whilst continuing to develop their basic skills. Where the teaching and learning is less secure, the teacher allows insufficient time to focus on the subject. Consequently, pupils often waste time because they are unable to master simple procedures.
118. The previous report criticised assessment procedures. The school has made considerable progress, developing its own level descriptors which are used to identify a level for each pupil at the time of the annual review. On the basis of this review the school then sets targets for the following year. An area for development is to enable this assessment to inform on-going curriculum planning. Accommodation and learning resources are good.

### **Religious education**

119. By the ends of both key stages, pupils' attainment is in line with the requirements of the locally Agreed Syllabus. At Key Stage 1, pupils understand some of the basic differences between features of religions and by the end of Key Stage 2 most are able to discuss and analyse those features and reflect upon their own beliefs and the beliefs of others.
120. Most pupils make at least satisfactory progress and some at Key Stage 2 make good progress. In Key Stage 1, pupils are beginning to identify the significance of stories. In one lesson about the important part food plays in religious stories, for example the Christian miracle of the loaves and fishes, most pupils reflected appropriately on their thankfulness for receiving sufficient food to meet their requirements. At Key Stage 2, pupils are developing their knowledge and understanding of religious beliefs. In a lesson for older juniors about religious festivals, the majority of pupils demonstrated a secure understanding of the main features of the Hindu celebration of Diwali. A particular feature is the good progress pupils are making in their personal development. The high level of adult support enables most pupils who speak English as an additional language and those with special need to make good progress.
121. At Key Stage 1, pupils' attitudes to work and behaviour are satisfactory. At Key Stage 2, attitudes and behaviour are less consistent. The majority of pupils listen carefully and are keen

to respond positively. Most pupils maintain their concentration, but there is restlessness in some lessons.

122. The quality of teaching at both key stages is satisfactory and there are examples of where it is good. Most lessons are well planned and have clear learning objectives which teachers meet. Lessons move at an appropriate pace and the activities provided are sufficiently interesting to ensure that pupils are challenged and motivated. In one good lesson for Year 1 pupils, different work, well matched to pupils' prior attainment, enabled most to make very good progress. In lessons where some aspects are weaker, this challenge is missing and, as a consequence, pupils become restless and class management becomes less secure. Much of the teaching is teacher led, with few opportunities for extended discussion or for independent research. A very good feature is the sensitive teaching of a wide range of beliefs. An example of this at Key Stage 1 was the celebration of Diwali for Year 1 pupils.

123. Pupils do not keep the work produced in lessons as a guide to their own progress and development. However, assessment in lessons is good. Teachers take care to ensure that pupils understand and develop skills appropriately. The school has an effective strategy for monitoring the progress of pupils on an annual basis and setting targets for future progress. The use of assessment over time to inform future planning is under-developed.

124. A wide range of visits and visitors, school displays and assemblies enhance and support the curriculum well.

124. **Art**

124.

125. Standards at Key Stages 1 and 2 are mainly typical for pupils this age. These judgements are based partly on a scrutiny of displayed and stored work, and on discussions with pupils, as only a limited number of lessons was available for observation.

126. At Key Stage 1 pupils make observational drawings to represent line, shape and tone. In a Year 2 lesson, most pupils produced bold drawings of a good outline of the shape of a pumpkin and shaded it appropriately. Good work is evident in the representation of real and imaginary places, in the expression of feelings, and in clay work. There is much evidence of skills' development in the art work used to illustrate topics in other subjects. At Key Stage 2 there is effective work in a wide range of skills and media. Pupils respond in their own way to the stimulus of artists such as Klee, Matisse and Picasso. They identify features in a still life print, use technical vocabulary, and both ask and answer questions.

127. The progress made by most pupils is consistently at least satisfactory throughout the school. Pupils learn to look more closely in observational drawing and they benefit from adult intervention. Pupils practise techniques in rough, make a series of working sketches, and revisit such topics as proportion, shape and colour theory. Over time, pupils learn to apply their skills in a wide range of media, for example, as in a lesson where they drew from a still life print. Increased knowledge and understanding also lead to informed choices of materials.

128. Pupils gain confidence and respond to a challenge. There is much evidence of commitment and enjoyment. Pupils are keen to start their own work. They work with care and take pride in the finished product. Pupils are mostly very well behaved, polite, and help each other. Relationships are good.

129. Only a few examples of teaching were seen and these ranged from unsatisfactory to good. The successful teaching involves clear learning intentions, demonstrations and high expectations. Specific tasks and clear deadlines are set. Relationships are very good and the teacher's enthusiasm is picked up by the pupils. Art displays are stimulating and interactive, recording the original learning objective.

130. The wide-ranging curriculum on offer provides a very good framework for meeting the requirements at the end of each key stage. The curriculum is considerably enriched by contacts with art galleries, museums, competitions, a pottery club, and by visiting artists-in-residence schemes. The collection of art samples is not yet a useful and evaluative tool. Assessment procedures currently fail to give a clear picture of continuity and progression, but teachers are aware of pupils' strengths and of the role of art education in special needs provision. Art makes a strong contribution to pupils' personal development. Many positive aspects outlined in the last report have been maintained. Art is led by a strong team who advise, monitor and encourage other teachers.

### 130. **Design and technology**

131. Few lessons were timetabled during the inspection period. The scrutiny of work and discussion with teachers and pupils indicates that throughout the school the pupils make sound progress in the making element of the subject. The quality of the work has been maintained since the last inspection. The pupils' ability to design, modify and evaluate is still underdeveloped.

132. When designing and making, pupils explain what they are doing and describe appropriately the properties of the materials they are using. During the inspection, this was evident in the way the pupils described their involvement in their history projects. They make a variety of Roman artefacts. Pupils develop good cooking skills and they design and sew patterns and weave in a variety of ways. They work competently with clay. Many pupils demonstrate initiative and show an awareness of how things around them are designed and used for specific purposes. All work with an appropriate range of materials and tools on focused practical tasks in which they are able to use their knowledge and develop and practise particular skills. Pupils are not always aware of how to use technical vocabulary.

133. Pupils make satisfactory progress in manipulating tools confidently. They assemble and join materials in different ways. They are beginning to make judgements about their own efforts and those of others and use models and pictures to communicate their designs. Pupils learn to make links between the subject and religious and cultural education, for example when designing and making divas at the time of Diwali. They also connect the subject with science as when pupils discussed, using technical language, the most suitable materials for making a torch, having previously learned about electrical circuits. Pupils with special educational needs or those for whom English is an additional language, make good progress when working with support from education assistants.

134. The pupils display positive attitudes to their work. They tackle tasks confidently and competently. They work well together and are prepared to watch, listen and learn from others. They are keen to discuss their ideas and contribute to group discussions.

135. From the limited evidence available, it is not possible to make a judgement about the quality of teaching. Planning incorporates good links with other subjects. Pupils make appropriate artefacts related to their work in history, and teachers provide opportunities for challenge to produce theatre designs and torches using electrical circuits. For example, pupils are given good opportunities to be involved in cooking and they work with paper and card, with modelling materials and with construction kits, using a selection of materials and tools. Staff give due attention to health and safety issues. However, at times, teachers provide few information sources to help pupils in their designing and do not keep a clear record of their work. They do not always introduce a very broad range of fixing techniques and mechanical components. There are few problem-solving opportunities provided for older pupils and they are given few opportunities to draw, modify and assess their products. This particularly restricts the progress for the higher attainers.

## Geography

136. By the ends of both key stages, attainment is generally in line with that expected of pupils of similar ages. At Key Stage 1, pupils recognise some geographical features, for example rivers and hills. In a lesson where pupils compared maps of England and India they picked out similarities and differences, particularly those relevant to India. At Key Stage 2, almost all pupils are able to identify differences between urban and rural landscapes and countries with developed and developing economies.
137. Pupils are making at least satisfactory progress in both key stages with good progress in some lessons, particularly at Key Stage 2. Pupils are developing their knowledge and understanding of geographical features, and a particular strength is the progress made in mapping skills. In a lesson for older juniors, most pupils made good progress in the development of skills of using co-ordinates to locate places on maps. Pupils with special educational needs and pupils with English as an additional language generally make good progress and attain standards commensurate with their ability.
138. Attainment and progress is adversely affected by the fragmented nature of the delivery of the curriculum. There is a lack of cohesion between the delivery of the curriculum blocks. Although some work is displayed in whole-class books, pupils do not keep their own work in individual folders. This adversely affects the continuous progress of their learning and the quality of their response.
139. Attitudes to work and pupils' behaviour are at least satisfactory in both key stages. They are particularly good at Key Stage 1. Pupils' attitudes to their work enhance their attainment and progress. Most pupils listen carefully and are interested in the subject.
140. The quality of teaching is satisfactory at both key stages. Most teaching is well planned with a good range of appropriate activities to interest and motivate pupils. Teachers set objectives which are clearly focused on learning outcomes and, for the most part, these are met. Teachers manage lessons effectively and class relationships are usually good. Different tasks are often provided but are not sufficiently varied to ensure that pupils of all abilities make appropriate progress. Higher-attaining pupils are often given the same task which merely requires a response using higher level skills. For example, one group might respond with a drawing whilst another presents a written response. There is a general lack of extended work for higher-attaining pupils, which offers them the opportunity to extend their thinking beyond the confines of the original learning objective. In one unsatisfactory lesson, the weaknesses were characterized by slow pace, pupils' attention was not fully engaged and there was confusion in the minds of some pupils about what was expected of them when completing a worksheet.
141. On-going assessment in a number of lessons is good. Teachers take care to ensure that pupils understand and develop skills appropriately. However, long-term, regular assessment is less effective in identifying the needs of individuals and groups and the planning is not adjusted accordingly.

## History

142. The majority of pupils at Key Stages 1 and 2 make sound progress. At Key Stage 1, pupils begin to develop historical skills, finding answers to questions about the past when studying old toys. A good number use a magnifying glass effectively to study the materials and look for signs of age. There was little evidence of pupils' previous work other than examples of descriptive accounts of the invasions of the Vikings during the previous year, which were satisfactory.
143. Younger pupils at Key Stage 2 have examined Roman artefacts and gathered information about

eating habits, coinage, how houses were heated and the army. Older pupils write descriptions about Tudor times seen through the eyes of an historian. This factual emphasis was confirmed by a visit to a local historic house, where pupils dressed in period clothes and learned how people worked at a range of jobs in and around the home. Years 5 and 6 pupils identify many changes which have occurred in their local area over a period time by comparing early 19<sup>th</sup> Century maps as historical evidence. They point out, accurately, one relevant year of 1861, setting it in its appropriate context. Using census data they gather information for themselves and begin to realise that, at times, more than one answer may be possible. Pupils with special educational needs and those who speak English as an additional language make satisfactory progress with the help of the good support which is provided.

144. The majority of pupils are clearly fascinated by details of life in the past and are willing to offer suggestions. The Year 6 pupils found interpretation of the census difficult, but most persevered and were pleased by the successes they achieved. They share resources equitably and willingly work in groups or pairs.
145. Only three lessons were available for inspection, but these and the examples of pupils' work, indicate that teaching is at least sound at both key stages. Teachers provide pupils with interesting opportunities to increase their historical knowledge through visits to museums, period houses and the National Portrait Gallery. In one lesson, for example, the teacher provided census data which generated a high level of curiosity. Teachers use artefacts provided by the local museum service and are building on their current school collection. They use timelines to support pupils' understanding of chronology, but this is not sufficiently developed because the underlying planning does not carry a clear identification of the learning targets appropriate to each age group. Expectations of pupils are sometimes too low where teachers plan the same work for all pupils in the class. Insufficient attention is paid to requirements for pupils to write down their findings.
146. The policy and scheme of work have been satisfactorily planned in line with the National Curriculum. However, they do not always make clear the progress in pupils' skills of historical enquiry and pupils' progress is recorded in different ways by teachers.

## **Music**

147. Standards in music are at least satisfactory throughout the school in relation to pupils' ages. All pupils have regular opportunities to play, listen, sing, compose and perform. They are working well towards the end of each key stage requirements.
147. Pupils learn new songs quickly, demonstrate control of dynamics, sing in parts, and sing well, both unaccompanied or with instrumental support. Pupils listen attentively, follow a graphic score, and identify features of the music. They explore the potential of percussion instruments and invent sounds to match moods, characters and story events. Pupils understand the rules for self-controlled playing and can choose an appropriate instrument. In a Year 3 recorder lesson, the players learnt simple pieces and how to sight-read musical notation. All Year 4 pupils learn the violin or cello and make good a start in string technique and in general musicianship. Older pupils continue these basic skills. Many pupils can sing or play from tonic solfa hand signs, note names, and from conventional notation. Evidence from discussion with Year 6 pupils shows an appreciation of different instruments and musical styles.
148. Progress overall is satisfactory and in a few lessons it is good. Regular and frequent provision results in appropriate skills' development in playing, singing, and listening. Many music activities reinforce reading, speaking and listening skills. Pupils learn quickly, increase their repertoire of songs, practise their instruments, and work towards forthcoming events. In the string groups, for example, almost all the pupils make good progress in developing good playing techniques. The good ratio of adults to pupils ensures at least adequate progress for pupils of



all abilities.

149. Pupils are nearly always attentive, well-behaved and hard working. They show much enjoyment in a wide range of musical activities. They are confident learners and are keen to play instruments and to offer to play solo.
150. The quality of teaching is satisfactory. There are also examples of good teaching. Teachers provide a good lead in singing, playing and in composition. They plan a rich curriculum, set high standards, and build on previous experiences. The strings project, involving three visiting teachers, is led by a very able and enthusiastic teacher who combines general musicianship with rigorous skills teaching. There are instances where teachers spontaneously promote good musicianship as, for example, at the end of a lesson in Year 2, when the teacher played the guitar to lead a short singing session, which clearly provided enjoyment and opportunities for progress to be made in the development of singing skills. There are, however, occasional instances of weak timing in lessons, and a lack of confidence and subject expertise. Teachers work well as a team and make good use of all available resources.
151. The school has developed its own scheme of work and all activities are monitored. There is an impressive array of extra-curricular opportunities, including much stimulating input from professional opera, orchestra and drama organisations. Assembly plans include listening and responding objectives, which are sometimes followed up in class. Many pupils have the chance to perform in a wide variety of venues and occasions. Music makes a very good contribution to pupils' personal development

### **Physical education**

152. By the time that pupils are eleven, the vast majority reach standards that are similar to most pupils of this age. This broadly is similar to the findings of the last inspection. The youngest pupils make a good start in learning to understand how exercise affects their bodies. In a lesson for Year 1 pupils, almost all moved their limbs with increasing vigour effectively to raise their heartbeat and temperature. They travelled across the floor in different directions using different parts of their body appropriately as pivots. By the age of seven, they perform appropriately a series of different movements, for example crawling, slithering, jumping and hopping effectively in a sequence. By the age of eleven, almost all pupils keep satisfactory control of their movements by appropriate use of muscle tension. In one dance lesson, for example, they varied the height and shape of their bodies appropriately to develop a sequence to represent a magic forest.
153. The vast majority of pupils and those for whom English is an additional language make good progress in the development of physical skills as do those pupils with special educational needs. Younger pupils are learning a growing number of different ways of using space safely. They gain confidence appropriately to turn and travel in different directions. Older pupils are making good progress in learning how to tense their muscles effectively when practising to improve dance routines. In one lesson for Year 6 pupils, for example, they made good progress in applying different tensions to create shapes at different heights from the floor.
154. Overall, pupils' attitudes are good and there are examples in the upper juniors where they are very good. Almost all pupils listen attentively and are keen to demonstrate their skills. They concentrate intently to achieve a good performance.
155. Overall, the quality of teaching is good. This represents an improvement since the last inspection when teaching was judged to be sound, overall. There are examples where it is very good and of where it is unsatisfactory. The majority of lessons are well planned and the learning objectives are made well known to the pupils. Warm up and cool down activities are well designed to achieve their objectives and pupils are encouraged, well, to say how exercise

affects their bodies. The pace of lessons is brisk. This generates a high level of enthusiasm, and interest and is effective in managing pupils' behaviour. Teachers use their expertise and organisational skills very effectively. In one good lesson in Year 2, for example, almost all pupils were given the opportunity to demonstrate a skill. This was effective in raising the levels of confidence in the more reluctant pupils. In one unsatisfactory games' skills lesson, however, the organisation of the activities was inappropriate for the size of the hall and the management of pupils' behaviour was ineffective in keeping them on task. This meant that the progress made by most pupils in the development of ball throwing skills was unsatisfactory.

156. The subject is well managed by the co-ordinator who has developed a good scheme of work to help teachers in their planning. In-service training well matched to new initiatives and ventures, for example 'Top Sport' dance and in indoor games, is arranged to support the development of the subject. The school provides a wide range of opportunities for pupils to take part in sporting activities and competitions, nationally and particularly in the local community.

#### 157. *Swimming*

The inspection of this school included a requirement to report on a focused view of swimming.

157. All pupils in Year 5 and Year 6 receive swimming lessons weekly during school time. Non-swimmers and inexperienced pupils in Year 5 practise to improve their leg movements using floats appropriately to support the rest of their bodies. They propel themselves through the water safely using arms or legs alternately and effectively. By Year 6, about a third are competent swimmers. In one lesson these pupils used their skills appropriately to practise to improve the recognised strokes of breast stroke and crawl. Almost all Year 6 pupils swim 25 metres unaided and competently and many achieve well beyond this distance by the time that leave the school.

158. Almost all pupils are making very good progress in moving through the water with rapidly improving confidence. Competent swimmers are developing effective and efficient strokes and increasing well their speed of movement. Inexperienced swimmers make very good progress in learning how to support themselves safely while developing confidence to experiment with floating.

159. All pupils demonstrate very good attitudes. They listen attentively to the teacher's instructions and persevere continuously in the attempt to succeed. Behaviour throughout lessons is very good.

160. All teaching observed was carried out by a well qualified and experienced teacher of swimming. The quality of teaching is very good. Excellent subject knowledge is adapted very well and this generates a very high level of enthusiasm and encourages a similar level of confidence. Lessons are very well planned and the learning intentions are made well known to the pupils. Very high standards are expected of attention, response, performance and behaviour. In one lesson, for example, very high standards were expected of pupils when practising strokes and support staff were deployed very effectively to reinforce and support learning.

## **PART C: INSPECTION DATA**

### **SUMMARY OF INSPECTION EVIDENCE**

161. The inspection was carried out by a team of six inspectors, including a lay inspector. A total of 20 inspection days was spent in the school gathering evidence. The inspection activities included:

- holding a meeting for parents prior to the inspection attended by 38 parents, and analysing 88 completed questionnaires;
- inspecting 74 lessons or parts of lessons, adding up to a total of 53 hours;
- hearing a representative sample of 13 per cent of pupils read, from all year groups;
- scrutinising a representative sample of current and past work of pupils in each year group;
- interviewing all members of staff with areas of responsibility;
- discussion with the Chair and other members of the governing body;
- observing pupils during break times;
- discussing work with pupils during lessons, and at other times, to gain evidence of standards and progress;
- discussing aspects of school life with selected groups of pupils;
- attending registrations and acts of collective worship;
- scrutiny of all the documentation for special educational needs;
- and examination of a broad range of the school's documents and records, including the minutes of governors' meetings, school policy statements, the prospectus, the annual report, curriculum and development plans and financial statements.

## DATA AND INDICATORS

### Pupil data

	Number of pupils on roll (full-time equivalent)	Number of pupils with Statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
U5 -Y6	330	11	106	230

### Teachers and classes

#### Qualified teachers (YR - Y6)

Total number of qualified teachers (full-time equivalent)	13.30
Number of pupils per qualified teacher	18

#### Education support staff (YR - Y6)

Total number of education support staff	25
Total aggregate hours worked each week	336

#### Qualified teachers (Early Years Unit)

Total number of qualified teachers (full-time equivalent)	3
Number of pupils per qualified teacher	30

#### Education support staff (Early Years Unit)

Total number of education support staff	10
Total aggregate hours worked each week	98.50

Average class size:	27.80
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### " Financial data

Financial year:	1998/1999
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	£
Total income	783,394
Total expenditure	824,410
Expenditure per pupil	2,222
Balance brought forward from previous year	15,769
Balance carried forward to next year	(25,247)

## PARENTAL SURVEY

Number of questionnaires sent out:  
Number of questionnaires returned:

340
88

### Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	54	45	1	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	52	44	2	1	0
The school handles complaints from parents well	37	57	6	0	0
The school gives me a clear understanding of what is taught	39	53	2	5	1
The school keeps me well informed about my child(ren)'s progress	47	45	6	2	0
The school enables my child(ren) to achieve a good standard of work	40	53	3	3	0
The school encourages children to get involved in more than just their daily lessons	48	44	7	1	0
I am satisfied with the work that my child(ren) is/are expected to do at home	37	55	6	2	0
The school's values and attitudes have a positive effect on my child(ren)	47	49	5	0	0
The school achieves high standards of good behaviour	51	42	5	2	0
My child(ren) like(s) school	74	24	0	1	1

A number of parents felt unable to answer some of the questions as their children were new to the school. This means that the total responses do not add up to 100 per cent.

### Other issues raised by parents

None