

INSPECTION REPORT

St Patrick's Primary
Plumstead

LEA area: Greenwich

Unique Reference Number: 100173

Inspection Number: 186978

Headteacher: Mr O P Folkes

Reporting inspector: Mr Graham Haynes
18064

Dates of inspection: 11th –15th October 1999

Under OFSTED contract number: 706508

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
Type of control:	Voluntary Aided
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
School address:	Griffin Road Plumstead London SE18 7QG
Telephone number:	0181-854-3881
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Appropriate authority:	St Patrick's governing body
Name of chair of governors:	Fr Anthony Plummer
Date of previous inspection:	5 th -8 th February 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Graham Haynes, RgI	Science Music	Attainment and progress Teaching Leadership and management
Colin Herbert, Lay Inspector		Attitudes, behaviour and personal development Attendance Support, guidance and pupils' welfare Partnership with parents and the community
Charanjit Ajitsingh	Geography History SEN Section 11	The efficiency of the school Staffing, accommodation and learning resources
Hilma Rask	English	Pupils spiritual, moral and cultural development
Mervyn Ward	Art Under fives Equal Opportunities Mathematics Design Technology Information Technology PE	The curriculum and assessment

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MAIN FINDINGS

The attainment of children entering the nursery is below what might be expected for pupils of this age. The majority of children start school with limited experience and skills of language, literacy and mathematics.

What the school does well

- Overall standards are often better than those of similar schools. Pupils' attainment is consistently in line with national averages for all subjects with the exception of information technology. Pupils do particularly well in history where progress is good.
- The overall standard of teaching is consistently good throughout the school. Nursery children are very well taught.
- The provision for children with special educational needs is very good and pupils make good progress.
- There are excellent relationships between all members of the school community, which result in a high standard of teamwork and shared values of care and faith.
- School aims, values and policies are implemented with high levels of consistency to establish an excellent ethos and provide a caring environment that nurtures the all-round development of all pupils.
- There is very good leadership and management from governors, headteacher and staff with management responsibilities which provides clear educational direction for the work of the school.
- There is a very good partnership with parents and the community. Parents have an excellent involvement in children's learning.

Where the school has weaknesses

- I. In information technology, pupils' attainment and progress is unsatisfactory; all aspects of the subject are not covered adequately to provide the pupils with a full experience of the subject; teachers' knowledge, understanding and skills are underdeveloped; teachers' planning of IT use across the curriculum is unsatisfactory; assessment opportunities are irregular; planning, teaching and learning activities are insufficiently monitored and evaluated; and resources are insufficient in quantity and use.

The further development of information technology will form the basis of the governor's action plan, which will be sent to all parents or guardians of pupils in the school. It is also important that the improvements made since the last inspection are maintained and developed further, in order to continue the positive impact of these changes on pupils' attainment and progress.

The school has many strengths and a very good consistency in almost everything it does. Its only major weakness are the unsatisfactory standards being achieved in information technology.

How the school has improved since the last inspection

The school has improved well since the last inspection in 1996. The overall quality of pupils'

writing, mathematics and geography work has improved. Standards have been maintained and improved in terms of the increased consistency of pupils' attainment throughout the school. Standards in information technology remain unsatisfactory.

The sense of teamwork between all members of the school community is much stronger, resulting in better consistency throughout the school, for example, in the good quality of teaching and the progress made by pupils of all abilities.

The quality of leadership and management has strengthened further to provide very good educational direction for the work of the school. Crucially, the quality and consistency of teaching has risen.

The school is well placed to make further improvements and to meet its targets.

STANDARDS IN SUBJECTS

The table shows the standards achieved by 11 year olds in 1998 based on the National Curriculum tests:

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

The information shows that standards are in line with the national average, and better than those in similar schools, especially in science.

Inspection evidence shows the school is maintaining these standards. Work seen in history is of a good standard. There is improvement taking place in aspects of English (writing) and mathematics (basic number skills).

At the end of Key Stage 2, pupils' attainment and progress in information technology is unsatisfactory.

QUALITY OF TEACHING

Teaching in:	Under 5	5 – 7 years	7 – 11 years
English	Good	Good	Satisfactory

Mathematics	Good	Good	Good
Science	[Redacted]	Good	Good
Information Technology		Satisfactory	Satisfactory
Religious education	[Redacted]		
Other subjects	Good	Good	Good

Teaching was at least satisfactory in 97 per cent of lessons and unsatisfactory in 3 per cent.

In 63 per cent of lessons it was good or better.

There is a high level of consistency throughout the school.

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

• **OTHER ASPECTS OF THE SCHOOL**

Aspect	Comment
Behaviour	Consistently very good throughout the school.
Attendance	Satisfactory; similar to the national average.
Ethos*	Excellent; very positive relationships between all members of the school community; pupils are keen and interested in their work.
Leadership and management	Very good; high levels of teamwork between headteacher, staff and governors; clear educational direction for the work of the school.
Curriculum	Good; provides broad and balanced opportunities for pupils' learning; equality of access and opportunity for all pupils; improvement is needed in the provision of information technology.
Pupils with special educational needs	Very good; pupils receive much support resulting in good progress being made by individuals, especially in language and literacy.
Spiritual, moral, social and Cultural development	Very good; very strong Catholic ethos; moral education promoted well; plenty of opportunities for social development; active approach to enriching cultural experiences.
Staffing, resources and accommodation	Satisfactory (with the exception of information technology); the number, qualification and experience of staff match the demands of the curriculum; good arrangements for the professional development of staff;

adequacy of accommodation and resources for effective delivery of the curriculum.

Value for money Good.

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

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THE PARENTS' VIEWS OF THE SCHOOL

What most parents like about the School

- II. The school encourages parents to play an active part in its life
- III. The school gives a clear picture of what is taught
- IV. Parents are kept well informed about their children's progress – the quality of end of term reports is particularly appreciated
- V. Their children enjoy going to school
- VI. The school is easy to approach with questions or problems to do with their children

What some parents are not Happy about

- VII. The amount of homework
- VIII. The way some complaints are handled

Inspector's judgements support parents' positive views.

The school has a very good partnership with parents and the vast majority of parents support its work.

The concerns of a minority of parents are not supported by inspector's judgements.

The overall quality and frequency of homework is judged to be satisfactory.

Good attention is given to dealing with complaints.

KEY ISSUES FOR ACTION

In order to improve standards further the school should:

- raise pupils' attainment levels and rate of progress in information technology by devising and implementing strategies to

- i) ensure all aspects of the Programmes of Study are taught in all classes
 - ii) develop further teachers' knowledge, understanding and skills
 - iii) continue the implementation of the national scheme of work to guide teaching and learning
 - iv) improve teachers' planning to include the use of IT across the curriculum and regular assessment opportunities
 - v) monitor and evaluate planning, teaching and learning
 - vi) provide resources to enable the above actions to be met
- vi) (see paragraphs 6, 8, 11, 14, 36, 39, 70, 74, 79, 90, 108, 137-144)

In addition to the key issue above, the following less important weaknesses should be considered for inclusion in the action plan with particular emphasis on continuing the implementation and development of the many strategies already in place, in order to ensure their long-term impact on pupils' attainment and progress.

These are indicated in following paragraphs.....

(11-13, 15, 16, 25-27, 33, 38-40, 42-44, 51, 56, 65, 68, 71-75, 85, 97, 105, 114, 122, 124, 135, 150, 161, 170, 177, 179, 181, 184)

vi) **INTRODUCTION**

vi) **Characteristics of the school**

- 1 The school serves the local Catholic community and draws pupils from several parishes that include Plumstead, Plumstead Common and Thamesmead. This area includes a wide variety of housing types, such as high-rise redevelopment and modern private housing. Part of the area is covered by a Single Regeneration Budget indicating considerable social and economic disadvantage. The school roll consists of 284 pupils plus 24 full-time equivalent in Nursery. At the time of inspection there are 17 pupils in the reception class and all Nursery children under five years of age. Pupils are admitted to the school in accordance with the Greenwich Education Authority's admission policy. Children are admitted to Nursery at the beginning of each term after reaching their third birthday. For the rest of the school, pupils are admitted at the beginning of the Autumn and Spring Terms. In recent years, the majority of children entering the Nursery and other classes do so with often-limited skills of language, literacy and mathematics.
- 2 The pupil population has an even balance with regard to gender but represents a broad mix of nationalities with 39 per cent coming from ethnic minorities. Recent trends include a higher number of West African and refugee children entering the school. The socio-economic circumstances of the children are wide. 27 per cent are known to be eligible for free school meals. There are 87 pupils on the special educational needs register, including five from the nursery class. Five children have Statements of Special Education Need. 33 pupils are supported through Section 11 funding.

- 3 Since the last inspection in 1996, there has been significant and beneficial changeover in teaching staff. Building improvements have improved the tone and atmosphere. The number of pupils for whom English is an additional language is rising. There is a noticeable rise of 14 per cent in the number of ethnic minority children on the roll and of six per cent in pupils identified as having special educational needs.
- 4 The school has very clear aims in providing every child with a good educational experience, which reflects Gospel values. Its main priorities are contained in the School Development Plan that includes: achieving improvements in the quality of teaching and learning; implementing/consolidating improvements following the previous inspection; continuing to implement the National Literacy and Numeracy strategies. The school carries out comprehensive target setting for individual pupils in both key stages for a range of subjects, in addition to those set for literacy, numeracy and national tests.

4 **Key indicators**

Attainment at Key Stage 1¹

Number of registered pupils in final year of Key Stage 1	Year	Boys	Girls	Total
For latest reporting year:	1998	23	19	42

4 National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or Above	Boys	16	17	19
	Girls	16	17	17
	Total	32	34	36
Percentage at NC Level 2 or above	School	78(78)	83(82)	88(88)
	National	80(74)	81(80)	84(83)

4 Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or Above	Boys	14	15	19
	Girls	15	16	18
	Total	29	31	37
Percentage at NC Level 2 or above	School	71(70)	76(75)	90(91)
	National	81(80)	85(83)	86(85)

.....

1

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

Attainment at Key Stage 2²

Number of registered pupils in final year of Key Stage 2	Year	Boys	Girls	Total
For latest reporting year:	1998	24	22	46

4 National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or Above	Boys	10	9	17
	Girls	19	17	18
	Total	29	26	35
Percentage at NC Level 4 or above	School	64(67)	58(72)	78(77)
	National	65(63)	59(62)	69(68)

4 Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or Above	Boys	3	7	6
	Girls	15	18	16
	Total	18	25	22
Percentage at NC Level 4 or above	School	40(72)	56(72)	49(77)
	National	65(63)	65(64)	72(69)

4 Attendance

Percentage of half days (sessions) missed			%
Through absence for the latest complete Reporting year:	Authorised	School	6.1
	Absence	National comparative data	5.7
	Unauthorised	School	0.0
	Absence	National comparative data	0.5

4

4 Exclusions

Number of exclusions of pupils (of statutory school age) during The previous year:		Number
	Fixed period	4
	Permanent	1

4 Quality of teaching

Percentage of teaching observed which is:		%
	Very good or better	18
	Satisfactory or better	97
	Less than satisfactory	3

.....
2

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

4 PART A: ASPECTS OF THE SCHOOL

4 EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

4 Attainment and progress

5 1998 Key Stage 2 tests showed that pupils' attainment in English, mathematics and science was broadly in line with the national average. In comparison with similar schools, pupils' attainment was well above the national average in science. In English and mathematics pupils' attainment was above the average. Test scores in all three subjects have been in line with or above, national averages over time.

6 Inspection findings show that by the age of eleven pupils' attainment in English, mathematics and science is in line with the national average. In IT pupils' attainment is below what is expected for this age group. Work in history is of a good standard.

7 1998 Key Stage 1 tests showed that pupils' attainment in reading, writing and mathematics was broadly in line with the national average. Pupils' attainment in reading and mathematics was above the average for similar schools while writing remained broadly in line. Test scores in English and mathematics are consistently close to national levels over time.

8 Inspection findings show that by the age of seven pupils' attainment is in line with the national average in English, mathematics and science. In IT, pupils' attainment is below what is expected for this age group. Work in history is of a good standard.

9 The attainment of children entering the nursery is below what might be expected for pupils of this age. The majority have limited experiences of language, literacy and mathematics. Most children are likely to just reach the desirable learning outcomes in language and literacy, mathematics, knowledge and understanding of the world, personal and social, creative and physical development – in line with the national expectations for this age group. A minority are likely to be still working towards this level of attainment.

10 All children make good progress in the Nursery. They continue to work towards the desirable outcomes expected for children at age five when they transfer to the reception class. Children in Reception make satisfactory progress.

11 This satisfactory level of pupils' progress is continued through both key stages in all subjects with two exceptions. Good progress is made in history while in IT progress is unsatisfactory. Pupils with special educational needs (SEN) and those for whom English is an additional language (EAL) make good progress in relation to their previous levels of attainment. They continually achieve the specific targets set for their general work and for specific individual education programmes. Increasingly early identification of SEN pupils within the school and the development of tight target setting in individual learning plans also promote equal opportunities.

12 The school makes effective use of the analysis of end-of-key stage test results and teacher assessments. This practice is extended to other year groups, the performance of boys and girls, SEN and EAL pupils. Appropriate targets are set for end-of-key stage classes and individual pupils. Pupils of all ethnic groups and across the range of abilities are afforded equal opportunities to reach their potential and to make progress in their learning. Positive steps have been taken within the school to both recognise and address the under performance of some boys in both reading and writing at the upper end of Key Stage 2. Additional support programmes for low attaining Year 3 and 4 pupils and intensive support

programmes such as the reading recovery initiative for low attaining pupils in Year 1, together with specialist support for pupils learning English as a second language, promote equal access to the full curriculum.

- 13 Overall levels of pupils' attainment in literacy and numeracy are satisfactory in both key stages. Good work in the Nursery makes a significant impact on raising the often low entry levels of attainment. This improvement is sustained satisfactorily through the school. Very good provision provides further impetus and support to the raising of basic standards for SEN and EAL pupils at all ages.
- 14 In summary, pupils' attainment is being raised from below expected levels on entry to be consistently in line with national averages throughout the school and at age eleven. Work in history is of a good standard. In IT pupils' attainment is below what is expected at all ages. In relation to similar schools, pupils' attainment is above average in a wide range of subjects as noted above. Progress is consistently satisfactory and sometimes better, for example, in history. In IT progress is unsatisfactory.
- 15 In addition to the very good SEN provision, a number of factors account for current levels of pupils' attainment and progress. The school has an excellent ethos, that is, the climate for learning; attitudes to work, relationships and the commitment to high standards. The whole community demonstrates teamwork of a high order that values everyone in the school. There is a growing and remarkable consistency of approach in shared values, such as care and faith. Pupils are happy to come to school and show pride in their achievements. The very good partnership with parents encourages the pursuit of high standards and a consistent approach to behaviour and learning. The quality of leadership and management is very good. There is a consistently good quality of teaching.
- 16 Since the last inspection, levels of pupils' attainment and rate of progress have been maintained and enhanced with much greater consistency throughout the school. Targets set for pupils' learning are being met well. The school has worked hard to overcome the weaknesses indicated in the 1996 inspection with the exception of standards in information technology. The improvement has been achieved against a background of an ever-changing pupil intake. Fundamental problems with regard to the recruitment and retention of good quality teachers have been mitigated well.

16

Attitudes, behaviour and personal development

- 17 Pupils' behaviour is very good throughout the school. Their attitudes to learning are good. Relationships are excellent and personal development is very good. There has been an improvement in this aspect of school life since the last inspection. Parents are pleased with these standards.
- 18 Children settle quickly into the purposeful and welcoming nursery environment. They respond well to the high expectations of good behaviour and learn to share resources and play in harmony with one another. Relationships are very good and staff offer constant praise and encouragement to all children. When children transfer into the reception class, they settle easily into the routines of school life. Their behaviour is good and relationships are very good. Boys and girls have equal opportunities to undertake classroom responsibilities.
- 19 Pupils have a very good understanding of both school and class rules. An effective reward and sanction system is in place and all the staff consistently apply it. Good work, effort and attitude are recognised by good work assemblies, entry in the Merit Book or on the Board of Excellence. Pupils take a pride in having their work recognised in this way. The school takes every opportunity to re-inforce good

behaviour and morals. These many provisions result in the majority of pupils enjoying coming to school and being prepared to work hard.

20 In class, the majority of pupils maintain concentration and apply themselves well to the tasks that are set for them. They are able to work independently and in collaboration with others. For example, in a Year 6 science lesson, pupils work well in pairs when they are learning about the habitats of animals. In art they co-operate very well as they draw each other. In a Year 5 physical education lesson pupils work well together to develop their hockey skills. Pupils also share resources very sensibly and show the appropriate respect for them.

21 Both inside and outside their classrooms, pupils show an excellent respect for school property and there was no evidence of vandalism, graffiti or litter in or around school. If litter is dropped during a break, it is immediately picked up and put in a bin.

22 Pupils are very courteous and well mannered towards their teachers and to visitors. Pupils of all ages were eager to enter into conversation with inspectors at lunchtime and to invite them to visit their classrooms or ask them which football teams they supported. Relationships between pupils and one another, and pupils and staff, are excellent. There is a high degree of racial harmony in the school's multi-racial community.

23 Pupils respond well to the many very good opportunities to take responsibility for activities in and around school. For example, they assist in the running of assembly, or help with the clearing of the dining hall after lunch. Pupils have the opportunity to be elected to the School Council and take an active interest in school affairs. During a council meeting, they were observed giving their views on topics such as school uniform and Christmas activities, in a thoughtful and confident way. The school also provides challenging and exciting residential breaks for pupils in Years 5 and 6 when they visit Swanage or the Isle of Wight. All these activities have a very positive impact on the personal development of pupils.

24 No anti-social behaviour or bullying was observed during the inspection. There are currently no exclusions from school. This is an improvement on the previous school year when there were one permanent and three fixed period exclusions. The high standards of behaviour and the attitudes of the pupils, coupled with the excellent relationships and very good opportunities for personal development, make a very strong and positive impact on the day to day life of the pupils.

24

Attendance

25 Attendance rates are satisfactory and in line with the national average. The school has worked hard to improve rates by almost one per cent, to 93.9 per cent, since the last inspection. There is no un-authorized absence and this is well below the national average. The school has rectified the deficiency reported at the last inspection and the appropriate statistics appear in the prospectus.

26 The punctuality of some pupils to school is unsatisfactory. Some pupils are consistently a few minutes late. However, there was no observed disruption to the start of the school day as a result. Registration sessions are carried out promptly and effectively. Lessons start on time. Registers are completed appropriately and comply with statutory requirements.

26 **QUALITY OF EDUCATION PROVIDED**

26 Teaching

- 27 The overall quality of teaching throughout the school is good. In 97 per cent of lessons the teaching was satisfactory or better and unsatisfactory in 3 per cent. It was good overall in 46 per cent of lessons and very good or excellent in 18 per cent. These figures represent a consistent quality across the whole school and a very significant improvement in both quality and consistency in all areas since the last inspection in 1996. The key issue of improving the overall quality of teaching, especially at Key Stage 1, has been met well: overall quality is consistent having a positive impact on pupils' rate of progress; there is more direct teaching of knowledge and skills; and teachers' subject knowledge is more consistent and to satisfactory overall levels. Teaching has improved because of staff changes and the implementation of good quality planning, monitoring and evaluation procedures that are consistently put into practice throughout the school.
- 28 The teaching of pupils under five is good overall. Teaching quality is always satisfactory. Some teaching is of a very good, and even excellent, standard in the Nursery with some outstanding features. These include excellent planning, pupil management and the quality and use of day-to-day assessment. The teacher has a very good knowledge and understanding of the needs of early year's children. The strength in this area has been maintained since the last inspection. The very well planned and highly stimulating learning environment in the nursery promotes the all round development of the children. Teaching in the reception class is consistently sound but sometimes lacks sufficient challenge during group activities, to extend knowledge and understanding. Teachers are providing a wide range of activities that promote the skills, knowledge and independence of the children. Good social behaviour and expectations are reinforced continually. Effective systems are in place to plan and assess pupils' work against the desirable learning outcomes. This information is used well to highlight strengths and weaknesses of individual children and to set targets for future development. Reception pupils who are still under five receive a satisfactory mix of class, group and individual activities that help to build their developing skills and prepare them satisfactorily for Key Stage 1.
- 29 In Key Stage 1 the quality of teaching is good. All teaching was of a satisfactory or better standard with 80 per cent being good or very good. The management of pupils is of a consistently very good standard which ensures learning objectives are met and pupils remain on task to complete their work. Planning of lessons is carried out to a consistently good standard following the whole school format of short introduction, main activity and plenary session. The conscientious application of this lesson structure leads to good use of time and resources and mix of class, group and individual teaching. Work that children take home is of a satisfactory level and frequency. Teachers have a sound overall knowledge and understanding of the many subjects they teach. They set appropriate levels of challenge in line with their expectations for pupils' learning and behaviour.
- 30 In Key Stage 2 the quality of teaching is good. 96 per cent was satisfactory or better. 58 per cent of teaching was of a good or very good standard. The two unsatisfactory music lessons, associated with the unsatisfactory management of time, resources and pupils, represent 4 per cent of the total. They are not representative of the teaching seen in those classes.
- 31 There are several strong features of lessons. The setting of clear learning objectives in all subjects guides both teaching and pupils' learning. Expectations for both work and behaviour are conveyed clearly to pupils. They are reminded frequently of the time and the task in order to maintain a brisk pace in the majority of lessons. A consistently good standard of planning is evident in all classes. Pupils are managed well so that the lessons in all subjects are purposeful and

conducted to produce a conducive learning atmosphere for all. The following subjects are taught particularly well: mathematics, science, design technology, history and physical education.

- 32 Teachers throughout the school are well informed about the development of SEN and EAL pupils. They take account of the needs of these pupils in their planning and support them well in lessons. Lessons promote positive views of a multi-racial society. Teachers provide experiences to enhance and extend pupils' knowledge and understanding of diversity of language and culture. Special educational assistants provide good learning support for statemented pupils with behaviour and learning difficulties.
- 33 All work is marked with some examples of marking being used to provide guidance for pupils in order to improve their work further. Where this evaluative marking is used consistently it is having a beneficial effect on the standard of pupils' work, for example, as seen in Year 6 science folders. Teachers are providing sound oral feedback, effective use of praise and constructive criticism during lessons. They have an overall satisfactory knowledge and understanding of the many subjects they teach. Homework is set regularly and comprises tasks that help to reinforce satisfactorily what pupils learn at school not only in English and mathematics, but in a range of other subjects too.
- 34 The quality of teaching of literacy and numeracy directly reflects the overall good and consistent standards of teaching throughout the school. Lessons are well structured and planned effectively. There is very good in-class and withdrawal support provided by a specialist teacher to promote the learning of literacy and numeracy skills among pupils with special educational needs.
- 35 Classroom support staff are used well to effectively assist the work of teachers. Assistants, parents, specialist sports coaches and friends of the school all provide useful support. Some of these people bring additional expertise into the school, for example, as seen when a local artist is working with older pupils who produce good still life pictures.

35
assessment

The curriculum and

- 36 The school provides a broad, balanced and relevant curriculum for the pupils, which meets the requirements of the National Curriculum, except for the delivery of IT, where elements are still not being taught consistently. Sex, health and drugs education, are also taught effectively. Subjects are timetabled separately and appropriate amounts of time are allocated to each subject. Lesson time is used effectively. SEN and EAL pupils have full access to the whole curriculum due to the good provision being made for them. They are only withdrawn for a short period to facilitate their understanding and reinforce learning. The school prepares pupils well for the next stage in their education. There are very good links with the secondary school where most pupils will attend. Regular curriculum newsletters inform parents of the planned areas of study.
- 37 The curriculum for under fives is broad and balanced in content. Although children have some opportunities to develop information computer technology in the nursery and the reception classes, there is a need to expand resources and further develop opportunities in this area.
- 38 The literacy strategy has been introduced successfully. Overall provision is good, although sometimes satisfactory, with the only concern being the timing of certain sections of the lessons. Literacy across the curriculum needs some further development so that there are more opportunities in other subjects for pupils to

- practice their literacy skills. There has been an effective introduction of the national numeracy strategy over the last two years. Lessons are planned to an agreed format. Mental arithmetic is now a significant feature of lessons. Both national strategies are taught for an appropriate time each day.
- 39 There are policies for all subjects. Previously there were only a few schemes of work, now there are schemes in operation for all subjects. This improvement has evolved through the introduction of the nationally agreed schemes in science, history, geography, information technology, and design technology. Together they provide the basis for the planning and teaching of the National Curriculum, apart from the delivery of information technology. Currently a complete curriculum is not being delivered in this subject. The school recognises this and a lot of development is taking place to improve the situation. There is a new scheme of work, greater teacher expertise, and initial attempts to provide a wider curriculum.
- 40 Planning methods are good with some subject plans showing clear objectives, which in turn promote assessment. There are clear indications of different activities being planned for the differing levels of pupils' attainment. There is a consistent approach to daily planning, which is organised and based on the agreed medium term planning. The co-ordinator in each subject monitors planning regularly. This is done to ensure that planning follows the outline for the term and that it is explicit in detailing what is to be learnt by the pupils, and which activities are to be undertaken. Opportunities to assess pupils' work are clearly shown. This state of development shows a distinct improvement since the last inspection, where it was noted that the monitoring of policies needed improvement.
- 41 A very limited range of extra -curricular activities take place. Those that do include a fortnightly creative club and involvement in sports tournaments. Pupils are involved in a lot of activities organised by the parish. Throughout the school year, pupils are involved in a number of school trips that are supportive of the school's curriculum, including residential activities for Year 6 to the Isle of Wight and Year 5 to Swanage.
- 42 The school's procedures for assessing pupils' attainment are good. Assessment of pupils under five is consistently recorded and developed in the Nursery. It is less consistent in Reception, as assessment is not always tightly targeted in lesson planning. Very good procedures are in place to identify children with special educational needs, from the nursery onwards. In both key stages teachers know their pupil's abilities through formal assessments in English, mathematics, and science. Assessment opportunities are extended to include testing at the end of a topic, and spelling and mathematics tests. Assessment results are consistently recorded in a uniform way. This enables the information to be used effectively to help the teacher plan tasks for the differing attainment levels of the pupils in their class. For SEN and EAL pupils, assessments closely relate to the targets set in the individual educational programmes. These programmes are reviewed every term and on a yearly basis. Co-ordinators and their colleagues have a good understanding of how best to feed the results of assessments back into curriculum planning to inform the next stages of learning. Assessment procedures acknowledge skills in other languages which children bring to school. Translators are provided, when necessary, to communicate more fully with parents who are speakers of other languages.
- 43 Testing of pupils' learning takes place regularly. These results, plus those from SATs tests, are used effectively to indicate pupils' levels of attainment and progress. Pupils are involved in setting their own learning targets and have equal opportunities to comment on their own progress in school. Targets are discussed with their parents and the teacher at parents' evenings. Assessment of the progress of pupils with special educational needs is generally very good with a

well-developed whole school approach. In the previous inspection report it was noted that the evaluation of pupils' work needed improvement. This has occurred and there is a coherent whole school approach to this issue.

43

Pupils' spiritual, moral, social and cultural development

44 The overall provision for pupils' spiritual moral social and cultural development is very good. This provision has strengthened since the last inspection in 1996 and represents a particular strength of the school.

45 Provision for children's spiritual, moral, social and cultural development in the early years is very good. Children in both the nursery and reception classes develop very good personal and social skills. Their behaviour is good and they can distinguish between right and wrong actions. They establish positive friendships and show sensitive respect for one another with regard to the diversity of language and cultural traditions represented in the school. Pupils with special educational needs take full part in school activities and take responsibility with effective, additional support and encouragement from other pupils and staff.

46 Provision makes a valuable contribution to the standards which pupils reach, and the positive work ethic that permeates the school. The school is a community in which pupils of all ethnic origins and of all abilities are treated with respect, and where both boys and girls both work well towards personal targets. Staff act as good role models for the pupils.

47 The very strong Catholic ethos of the school promotes the spiritual awareness of the pupils in a most positive manner. Their growth in self-knowledge is well developed. They have opportunities to reflect upon their own actions, and to consider personal responsibilities both within the school community and beyond this, for example, in aid for the poor through the work of Catholic Aid for Overseas Development. Pupils are given good opportunities to develop their understanding of the beliefs and values of other faiths represented within a multicultural society. Staff show respect for the views and concerns of the pupils, as shown in the way in which the School Council has an important voice in the life of the school.

48 Moral education is very well promoted within the school. From their earliest days in Nursery, pupils learn to be able to distinguish between right and wrong actions. The whole school commitment to reconciliation and fairness is very well demonstrated by ways in which children are praised for making amends for lapses in behaviour, and for mending quarrels or disputes. This is also reflected in the thoughtful ways in which pupils reflect upon and discuss issues, in both the wider world and in school, during their classroom lessons and circle time. The School Council plays an important role in developing opportunities for pupils to exercise their rights and responsibilities in a mature way.

49 The provision for pupils' social development is very good. The school provides many opportunities for all pupils to take on different kinds of responsibilities around the school, for example, in the dining hall, helping with registers and classroom tasks. Older pupils take on responsibilities for younger pupils in a mature way, for example, by acting as reading "buddies", and organising assembly. The staff provide good role models for pupils, which results in mutual respect being shown for one another. Pupils' social development is strengthened by this co-operative and tolerant school culture.

50 Provision for pupils' cultural development is very good. The school takes an active approach to enriching the cultural experiences of pupils. Year 6 go on a residential school journey and Year 5 pupils visit a residential centre at Swanage in Dorset. The rich range of museums in London are well used as a resource for learning, for

example, the Horniman Museum, Dulwich Art Gallery and the British Museum. Members of the local community are regularly invited into school, for example, the police, local firefighters and charitable organisations. Pupils have opportunities to widen their own experiences through, for example, celebrating the languages and cultures represented within the community. Year 6 pupils act out the story of Rama and Sita and perform an Indian dance at the time of Diwali, the Hindu festival of light. There is one out of school club at the present time and much interest has been shown in attending this.

Support, guidance and pupils' welfare.

- 51 The school has very good procedures in place for the support, welfare and guidance of its pupils. St Patrick's takes very good care of its pupils and the atmosphere created by all teaching and non-teaching all the staff is very caring and loving. The school has consolidated and improved on the standards observed at the previous inspection. This aspect of school life is underpinned by the strong Catholic beliefs that exist throughout the school community. The vast majority of parents share this view. They feel that the school provides a very happy and caring learning environment for their children. Very effective child protection procedures are in place and the school ensures that all members of staff are well briefed and fully aware of their responsibilities.
- 52 The school takes its responsibilities for health and safety seriously and makes very good use of an external consultant to ensure that standards are maintained. There is appropriate and effective cover for both first aid and medical matters. Parents and carers are quickly informed if their children are injured. Teaching and non-teaching staff are observed caring in a loving way for pupils who are unwell or unhappy. The school holds regular emergency evacuation drills and pupils vacate the building in good time. All fire and physical education equipment is maintained on a regular basis and the school keeps good records for all aspects of health, safety and first aid. The school's attention to safety is well supported by specialists who visit on a regular basis.
- 53 The procedures for the monitoring of attendance and behaviour are both very good. They have had a positive impact on the educational standards being achieved. Attendance rates and the standards of behaviour have been improved since the last inspection.
- 54 The procedures to monitor academic progress are very good. The school keeps informative records in pupil profiles. The procedures for monitoring the personal development of pupils are very good and the presence of staff on both residential visits allows this to occur effectively. SEN pupils are helped to meet the objectives in their individual education programmes through additional support provided by the non-teaching staff and support agencies, such as education psychologists and health professionals with whom the school maintains a very good liaison.
- 55 The support and advice that is provided to pupils about to transfer to St Paul's is very good.

55 Partnership with parents and the community

- 56 The school has developed a very good partnership with its parents and the community. There has been further improvement since the last inspection.
- 57 The quality of information provided to parents is very good. Parents consider that

they are very well informed about school activities and the progress of their children, for example, through regular parents' meetings. The regular newsletters to parents are interesting and informative. End-of-year reports are comprehensive, detailed and informative containing targets and good personal developmental comments about pupils.

- 58 Parents consider that they are encouraged to help out in school and many assist in classrooms and on visits. Their support is very effective and valued by the school. Parents are also very supportive of the home school agreement. They are involved in hearing their children read at home. A small minority express concerns about the frequency and amount of homework and the handling of complaints. Inspection judgements do not support these minority views.
- 59 The school also benefits from a hard working and committed Parent Teacher's Association. It organises a number of well-attended events such as the Christmas and Summer bazaars. The income that they provide allows the school to provide many additional resources. The Association has set itself a target of £5000 to carry out Nursery improvements. Additionally, the Association provides very valuable support in helping at masses for new pupils or leavers.
- 60 Parents are comprehensively involved in supporting their children's learning at home. Expectations are outlined clearly in the home/school agreement and any SEN individual education programmes. Parents participate fully in conferences about their children's progress. In addition to these more formal methods, there is a great deal of less formal, everyday encouragement by the school to involve parents and to take notice of their comments. All these measures and the resulting co-operation have a beneficial impact on pupils' attainment and progress. The vast majority of parents like this encouragement to participate in the life of the school and appreciate that they are kept well informed about their pupils' progress. They state that the school is easy to approach with questions or problems to do with their children. Their children like going to school. A small minority of parents are not happy about the amount of homework set or the way some complaints are handled. These concerns are not supported by inspection findings and inspector's judgements.
- 61 The school makes very good use of the local community. It has a clear understanding of how the community can be used as a learning resource. Pupils have the opportunity to visit a number of interesting local places, such as Plumstead Museum, Avery Hill environmental curriculum centre and centres of other religious faiths. Pupils in Year 5 enjoy visiting Swanage for a 5-day residential study, which is carefully linked into the curriculum through the subjects of science, design technology, geography, history and physical education. Year 6 undertake a weeklong residential visit to either the Isle of Wight or Lyme Regis. Additionally, the school plays a very integral part in the Catholic community of Plumstead. Pupils make generous donations to a number of national charities such as Catholic Aid Fund for Overseas Development (CAFOD), Catholic Children's Society and Poppy Day.
- 62 A number of organisations also visit the school. For example, members of the local police and fire services, theatre groups and representatives of the Millennium Dome project. These visits are carefully linked into the curriculum. Strong and effective links have been developed with Goldsmiths College in London and trainee teachers benefit from well organised teaching placements at St Patrick's. Local shops make generous donations for raffle prizes and the school values their support.
- 63 Strong and effective links have been developed with St Paul's secondary school. As a result pupils are able to make a very smooth transition into the next stage of their education.

63 **THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL**

63 **Leadership and management**

64 The previous inspection identified a number of aspects of leadership and management requiring further improvement: the work of the senior management team so that it gives greater direction and purpose to the management of the curriculum; clarification of the roles of subject coordinators to efficiently encourage good standards of achievement and high quality teaching across the school; and consolidation of the progress made by the governing body so that its effectiveness continues to develop with, for example, improved monitoring of standards of achievement.

65 The school has made good progress in addressing all of these matters. The involvement in curriculum management of all members of the leadership and management team has improved. The senior management team now provides direction and purpose to the management of the curriculum. This is achieved through a clear programme of actions aimed at raising the quality of education being offered by the school. In practical terms this is achieved through several means that include well-focused meetings to agendas that address the main aims of the school development plan (SDP). All subject coordinators have clearly defined roles as stated in their job descriptions and are empowered to fulfil their responsibilities. Their actions are guided by the SDP and encapsulated in good annual curriculum reviews that respond and set the agenda for subject actions. The governing body has set about a difficult task with good determination to establish a curriculum sub-committee. This is beginning to work effectively in monitoring standards of achievement in subjects and the curriculum in general. The committee is led skillfully to produce a cooperative and mutually supportive atmosphere in which the governors can function in their role as critical friend to the school. The committee is serving to bring together governors and staff to share knowledge and understanding about the work of the school. It is important that all these results of hard work and change, much of it recent, are maintained and developed further. This will provide an opportunity for the improvements to have a long-lasting and positive effect on pupils' attainment and progress. The school is well placed to make further improvements and to meet its targets.

66 The governors, headteacher and staff with management responsibilities combine to make a very good contribution to the quality of education provided by the school. As indicated above, their teamwork provides strong leadership and clear educational direction for the work of the school. An indication of the commitment to teamwork is seen through the completion of actions leading to the award of Investors in People. The difficulties of staff recruitment and retention have been managed well to ensure that standards are maintained and the quality of teaching improved. Teaching and curriculum development are monitored, evaluated and supported to a good standard by the headteacher, subject co-ordinators and governors. This process is achieved by both formal and informal means. Subject co-ordinators provide good support for their colleagues. The monitoring of teaching is infrequent, but the team approach by the staff means that colleagues informally discuss their teaching methods on a regular basis. Commendably, all co-ordinators carry out an extensive and beneficial curriculum review. Invariably, the actions mentioned in the reports are followed up. Copies are presented to the governors, with subject governors for the core subjects becoming further involved in the review process. Strong teamwork, where the efforts of everyone are appreciated, is seen clearly in the daily life of the school.

- 67 The school achieves excellence in the way its aims, values and policies are reflected through all its work. The mission statement is well known to all members of the school community and applied by all staff with a remarkable consistency. Pupils understand this vision, based on faith, mutual respect, achievement and the valuing of all individuals. It is implanted in all aspects of school life and reinforced, when necessary, by staff who provide good role models for the children. The headteacher leads by example, maintains a high profile around the school to make an excellent contribution in setting and maintaining these high expectations. He receives very good support from staff and parents in return.
- 68 A good standard of development planning, which identifies relevant priorities and targets, ensures that necessary actions take place. Good procedures of monitoring and evaluation are carried out consistently to effectively chart the progress of actions taken towards fulfilling stated goals. There are a number of documents that chart the school's current and projected priorities and targets. They do not always make a cohesive whole when placed alongside each other, for example, some annual curriculum reports project different targets/actions for the same periods of time. For the sake of improved clarity and focus, a more transparent improvement plan can be achieved by bringing these statements together in a cohesive form.
- 69 There is a very positive ethos that excellently reflects the school's commitment to high achievement, an effective learning environment, good relationships and equality of opportunity for all pupils. The effective learning environment is exemplified through many ways, for example, by the good displays of pupils' work seen in all areas. Good relationships are strongly evident between members of the community. Children feel at home, enjoy coming to school and have a strong sense of pride and belonging.
- 70 Statutory requirements are met with the exception of IT where full coverage of the National Curriculum Programmes of Study has yet to be developed. There is an effective and comprehensive special educational needs policy. The governing body special needs sub-committee works well. The group keeps a general oversight of provision and monitor staffing arrangements and resources. A member of staff co-ordinates the provision for SEN pupils and this is done well.

70

Staffing, accommodation and learning resources

70

- 71 The school is sufficiently staffed by suitably qualified new and experienced teachers to meet the demands of the curriculum; the introduction of the National Literacy and Numeracy Strategies; and the teaching of the under fives, SEN and EAL pupils. Since the last inspection there have been considerable and beneficial teaching staff changes. There is an adequate number of support staff whose experience and qualifications satisfactorily match the needs of their jobs.
- 72 Sound arrangements are in place for the induction and mentoring of new staff. The appraisal of staff has been taking place but is currently in abeyance while the national scheme becomes clearer. The arrangements for the professional development of all staff are good. Teachers and other staff make effective use of a good range of development opportunities to update their skills in specific subjects and to support national and school initiatives. The recent focus on literacy and numeracy training has proved beneficial in the successful implementation of the national strategies. Subject co-ordinators regularly attend courses and provide training for their colleagues. In recognition of the standards being reached, the school received an Investors in People Award for its work in developing both teaching and support staff.

- 73 The accommodation is adequate for the effective delivery of the curriculum. A programme of improvements has remedied inadequacies in parts of the building, noted at the last inspection. These actions have resulted in the 1970s Infants building, which also houses the school office and main entrance, being renovated. The area now provides an improved learning environment for three Key Stage 1 classes. Space is at a premium in many classes where working conditions are cramped. There are sufficient indoor and outdoor spaces of adequate size for such activities as games and assemblies. There is no outside grassed area. Outdoor areas have been improved by the provision of some seating and an environmental area. A good and secure outdoor play area exists for Nursery children. There is considerable scope for further improvement of the outside environment to provide more imaginative possibilities for children's play.
- 74 The level of resources enables the school to make a satisfactory delivery of the curriculum. In general, the range, quality and quantity of learning resources is sound with the exception of the resourcing of IT, which is inadequate. Although more computers and software have been purchased since the 1996 inspection, provision has yet to reach satisfactory levels in order to more fully assist teachers' work in raising standards of pupils' attainment. Adequacy of resources is good in English, including good quality provisions to meet the needs of SEN and EAL pupils and for multi-cultural education, and mathematics. The school is aware of current shortages. Resources are well maintained and accessible with the school and classroom libraries being satisfactorily stocked with books, packs, artefacts, pictures, and posters.

74

The efficiency of the school

- 75 All aspects of financial planning, financial control and day to day school administration are good. The governing body now plays a far more effective part in the overall financial planning within school. This is a further improvement since the last inspection. All educational developments are well supported through effective procedures and careful monitoring. The school has adopted a more business like approach to all planning and fund allocation. There is a clear and effective planning procedure and, following full staff consultation, funding is allocated to the school's priorities. Budgets are also effectively delegated down to subject co-ordinators as the school continues to believe in empowerment of staff. A carry forward figure representing under 10 per cent of the whole budget is allocated to pay for a number of long term structural/renewal plans which will not be financed by other sources of income.
- 76 The governors and senior management team have now developed effective monitoring procedures of their spending and valuable information is available at their meetings. Earlier this year the local authority completed a financial audit of the school. The school is now actively addressing any recommendations and, already, many have been carried out.
- 77 Funding for professional development is closely linked to the high standards required by the Investors in People Standard. The governing body has clear terms of reference and through its very effective financial management policy has allocated agreed authorisation and spending limits.
- 78 Special Educational Needs continue to be a priority in the school. In the current financial year, the governing body agreed to maintain the arrangement that the coordinator for special needs should continue to support all pupils who need such support in and out of class, supported by four part-time special needs assistants. The money is used well and the provision makes a significant contribution to raising the attainment of many pupils.

- 79 The deployment of teaching and support staff is satisfactory overall. The use of accommodation is also satisfactory overall. The school has allocated staff carefully to different year groups. They have used recent staff changes very well in order to place teachers where they can be most effective. The use of resources to support learning is satisfactory overall. The good use of staff and the good management of the early years' provision makes a positive contribution to the overall efficiency of the school. However, the use of teaching staff and resources in IT is unsatisfactory reducing the effectiveness and quality of teaching and learning.
- 80 The day to day administration of school affairs and financial control is good. The school secretary gives valuable and effective support to the school, its staff and all visitors.
- 81 In relation to its context, average income, below average attainment of pupils on entry, standards achieved and rates of progress, St Patrick's school is providing good value for money. This is an improvement since the previous inspection.

81 **CURRICULUM AREAS AND SUBJECTS** **PART** **B:**

81 **LEARNING FOR CHILDREN UNDER FIVE** **AREAS** **OF**

- 82 At the time of inspection, the reception children have only been in the school for a few weeks and seventeen of them are still under five years of age. A number of children are new entrants to the nursery classes. Children enter the nursery from the age of three according to the clearly outlined admissions policy. There are separate morning and afternoon nursery sessions. The attainment of children entering the nursery is below what might be expected for pupils of this age. They make good overall progress and most are likely to just reach the desirable learning outcomes for five year-olds.
- 83 Since the last inspection in 1996, the school has maintained standards in early year's classes. The quality of teaching in the nursery has improved to reach a consistently very good quality. Other strong features include very good procedures for assessing pupils' attainment and good use of assessment information to inform future planning, teaching and learning. The curriculum offered to the children has good breadth, relevance and balance of activities. Planning is carried out to a good standard. Good provision is made for children with special educational needs.

83 **Personal and social development**

- 84 Children make very good progress in their personal and social development in both the nursery and reception classes. By the age of five, the majority of pupils are likely to reach the desirable outcomes. Children in the nursery settle well into the routines of the day. They respect the materials with which they play. Some children, for example, tidy up the three bears' house on their own initiative at the end of the session. Children in both classes have a very clear understanding of right and wrong actions. They help to take registers to the office and undertake such tasks with pride. Children in the reception make determined efforts to change independently into tracksuits for physical education. Friends help one another with changing when the teacher is helping others. Older pupils offer kindly support to younger pupils and play well together. In the reception class, warm friendships are

in evidence and children play and work together happily.

- 85 The quality of teaching is generally very good. Staff expectations for good behaviour are high, and warm, caring relationships create an atmosphere in which all the children thrive. The nursery assistant and reception classroom assistant make a valuable contribution to this area, together with the many voluntary helpers who help in the school. On occasion, however, insufficient attention is given to promoting independence in the reception class during classroom activities.

85

Language and literacy

- 86 Many of the children enter the school with below average skills in both language and literacy. A few children are speakers of other languages and new to English. Children make at least satisfactory and sometimes good progress in both language and literacy during their time in the reception and nursery classes. By the age of five, although many pupils will be likely to just reach the desirable outcomes expected for their age, there will also be a minority of pupils likely to be still working towards these. In the nursery, children are held utterly spellbound during storytelling sessions. They handle books with growing interest and make name cards using sparkling paint. In the reception class, children identify letters in their names by name and sound. They retell stories in favourite books to one another, and show growing sight recognition of familiar words and sounds in their reading books. Children enjoy making their own books and sequencing pictures in a story line. They attempt early independent writing to go with their drawings.

- 87 The quality of teaching is very good in the nursery. Every opportunity to extend the children's language and literacy experiences is exploited and the teacher is a gifted storyteller. The children collect and describe different types of bears in their classroom. They create the three bears' house in their role play area and send one of the bears home with a suitcase to a different child's home each day. Children take reading books home on a regular basis in both the nursery and reception classes. In the reception class where teaching is of a satisfactory quality, the bear topic continues as a focus for language learning. In addition, whole class teaching sessions are planned with a satisfactory structure. Group activities further promote the sound development of literacy skills.

Mathematics

- 88 The majority of pupils enter the school below the average level of understanding in mathematics. They make good progress in the nursery and steady progress continues in the reception class. The majority will be likely to just reach the desirable outcomes expected for this age, by the age of five. In the nursery, children make sets of animals in the toy farm and count them. They count and compare the different sized bears in the classroom. They handle sand and water and explore shape and size as they build with large and small construction kits. They participate in turn, taking games where they count and match objects. They undertake simple matching games on the computer. In the reception class children compare the height of bears and undertake tasks to find one more than a given number of up to five objects. They use the computer to match clothes and furniture items, using a mouse to move objects around the screen.

- 89 The quality of teaching in the nursery is good. Opportunities to exploit mathematical learning are recognised in everyday classroom routines and activities. Staff highlight mathematical language during games and activities such as construction games and modelling. Provision is well planned to provide variety

in mathematical investigations of, for example, size, shape and capacity. In the reception class, there is satisfactory teaching taking place. Good use is made of whole class, group and individual teaching during the teaching of mathematics. The satisfactory planning and use of resources supports children's mathematical development.

Knowledge and understanding of the world

- 90 By the age of five, the majority of the children are likely to reach the desirable outcomes expected. In the nursery, children create an autumn table, gathering together leaves, seeds and nuts to touch and explore. They sort and classify beechnuts, conkers and hazelnuts into baskets and discuss their texture. Children gain some experience in using the computer, using simple games and a mouse. Their overall progress is good. In the reception class, children explore their senses, tasting sweet pineapples and sour lemons and talking about the experience together. They record their experiences in homemade books. Reception class children also gain some experience in using the computer for simple games and activities. They develop some further mouse control skills. However, this is an area that requires fuller expansion and focus. Children's progress is satisfactory.
- 91 The quality of teaching in the nursery is very good. The staff exploit all opportunities to extend and consolidate children's knowledge and understanding of the world. There are frequent visitors into the nursery class and numerous rich first hand experiences are provided for the children. Photographs recall children trying on the policeman's helmet and two children snuggling into his very large jacket, for example. The quality of teaching in the reception class is sound. Children continue to have first hand opportunities to extend their knowledge and understanding, for example, through the focus on senses, and making bears with moving limbs. In some lessons, insufficient challenges are provided for children to, for example, solve their own problems, make choices or develop fine motor skills.

Creative Development

- 92 Children in the nursery make good progress. In the reception class they continue to make sound progress in this area. By the age of five the majority of children will be likely to reach the expected desirable outcomes for this age. In the nursery, children regularly handle a wide variety of materials, clay, playdough, chalks and paint. They make colourful potato prints and choose and explore a range of tactile collage materials when making bears. They play co-operatively together in the three bears' house, cooking meals and caring for the bears. They enjoy handling a range of musical instruments to accompany favourite songs and rhymes. In the reception class, children handle playdough, using utensils to roll and cut out shapes. They make collage fish and play together collaboratively. They sing familiar songs and rhymes with interest.
- 93 The quality of teaching is good overall. The very good planning in the nursery ensures that a rich variety of creative experiences are provided daily for the children to stimulate their imagination. In the reception class children have a satisfactory range of creative experiences and gain from the attentive support of the classroom assistant. However, not enough opportunities exist to explore music and extended role-play in the reception class.

Physical development

- 94 The children make good progress in the nursery and make satisfactory progress in the reception class. The majority of children are likely to reach the desirable by the time they reach five years of age. Children in the nursery develop their fine motor skills well through regularly using small world toys, manipulating linking construction materials and cutting and sticking collage materials.
- 95 In the outdoor area, they develop gross motor skills through the stimulation of regularly changed provision of outdoor equipment. They balance well, negotiate three wheeled bikes with care, and enjoy exploring enclosed spaces and barrels. In the reception class children further develop their fine and gross motor skills. Children enjoy using medium sized balls to balance, throw and catch in the outdoor playground. They listen to instructions and respond to these promptly. Children also have regular opportunities to use the indoor hall space for physical education.
- 96 The quality of teaching is very good in the nursery. Outdoor and indoor activities are very well planned and take very good account of individual developmental needs. Supervision is very good and high quality interactions take place between staff and children, offering appropriate challenges. The best use is made of a limited but secure outdoor area. The quality of teaching in the reception class is sound. Class control is good and planning takes account of the development of skills, for example, in handling and controlling a ball.

96

ENGLISH, MATHEMATICS AND SCIENCE

96

English

- 97 Since the last inspection in 1996, there is now a much better consistency of pupils' attainment and progress across both key stages and in all aspects of the National Curriculum Programmes of Study. The most significant improvement has taken place in pupils' writing, particularly at Key Stage 1. The quality of teaching has improved in becoming consistently satisfactory and often better throughout the school.
- 98 In 1998 the results of National Curriculum tests at the end of Key Stage 1 indicate that standards are broadly in line with the national average. In comparison with similar schools, results for Key Stage 1 were above average for reading and broadly on line with writing. The result of National Curriculum tests at the end of Key Stage 2 indicate that standards are broadly in line with the national average but above the average of similar schools.
- 99 Standards of attainment in English at Key Stage 2 are consistently close to the national level over time. Standards of attainment in English at Key Stage 1 have become closer to the national average over time. School levels have fallen in reading at Key Stage 1 and have also fallen slightly in writing at Key Stage 1. The inspection team found that attainment in English is however, broadly in line with national expectations by the end of both Key Stages. This is a real achievement considering factors such as the recent high staff turnover, low baseline entry levels and the high number of pupils learning English as an additional language.
- 100 The National Literacy Strategy is effectively co-ordinated and provides a consistent framework for language and literacy learning throughout the school. The additional learning support programme, which targets lower achieving pupils, satisfactorily supports progress at the start of Key Stage 2. Specialist teaching from the Special educational needs co-ordinator (SENCO) offers very good support to pupils on the special educational needs register within the school. Specialist teaching from the Language Achievement Project teacher, funded by the Ethnic Minority

- Achievement Grant, also offers good support for pupils new to English. The regular joint planning and constant monitoring of pupils' progress within teaching teams ensures that pupils make satisfactory progress.
- 101 Pupils with special educational needs make good progress, gaining from the very good specialist teaching they receive. For example, in Year 5, the teacher works with the whole class on the features of reported text, and the SENCO supports a child writing a sketch of her life at school, to reinforce the features highlighted in the lesson. This leads to very good progress towards the literacy targets set in the pupil's individual education plan.
- 102 Pupils make satisfactory progress in developing their speaking and listening skills in English. At Key Stage 1 whole class sessions encourage pupils to share their ideas, for example, to predict what might happen next in the story. Guided reading sessions include opportunities to talk about the text and to develop understanding of new words encountered in this. At Key Stage 2, whole class discussions invite pupils to put forward their own ideas. For example, Year 6 pupils are able to summarise their skills and interests for a curriculum vitae in a few key spoken phrases, and Year 5 pupils are able to offer thoughtful personal memories of their early days at school.
- 103 Progress in reading is satisfactory overall. All pupils take home reading books on a regular basis. Parents and teachers regularly comment in reading record books. Pupils also keep their own written record at the upper end of Key Stage 2 and monitor their own progress as readers.
- 104 At the end of Key Stage 1, the most able readers enjoy reading a range of texts, including poems, stories and factual books. They use a range of strategies to understand what they read and have a good sight vocabulary. Less able readers use their developing phonic knowledge to tackle unknown words. They draw upon a growing sight vocabulary and use the illustrations to support their understanding.
- 105 The most able pupils at the end of Key Stage 2 are able to discuss the main characters within a book, discuss books by their favourite authors and know how to locate information from a range of written sources. They have only limited opportunities to carry out independent research at school, although some undertake research for homework. The least able pupils at the end of Key Stage 2 make use of their growing phonic knowledge to tackle unknown words. They confidently tackle simple texts that are well matched to their attainment level.
- 106 Pupils make satisfactory overall progress in writing. Handwriting is taught in a regular and consistent approach throughout the school. The majority of pupils develop a clear legible script. By the end of Key Stage 1, the most able pupils are starting to make correct use of full stops and capital letters in their writing. They are able to write in a sequence of ordered events, for example, to tell a story or to write a set of simple instructions when making a finger puppet. Less able pupils make progress in identifying letters by name and sound. They are able to build simple words and sentences using this knowledge.
- 107 By the end of Key Stage 2, the most able pupils write with confidence, showing understanding of the use of speech marks, question marks and paragraphs. They produce some lively and thoughtful writing, for example, both persuasive and factual writing linked to work in history on the Victorians. Less able pupils, of whom a high proportion are boys, make satisfactory progress as a result of the use of writing frames in lessons, for example, to support the structure of a written curriculum vitae. Many pupils have difficulties with spelling and this detracts from the overall standard of their written work. Dictionary skills are actively encouraged and all pupils have regular spellings to learn out of school.
- 108 Opportunities for pupils to use IT for reading research and study purposes are limited within the school. Pupils have insufficient opportunities to word process

their own writing at both key stages.

109 During lessons pupils show a good attitude to learning, behave consistently well, showing good levels of concentration and genuine enthusiasm for their tasks. Both boys and girls show a good degree of self-motivation and are aware of their personal learning targets. Pupils on the special educational needs register are aware of their individual education plans and make determined efforts towards achieving these targets. Relationships during lessons are usually consistently good. The rare incidents of poor behaviour are dealt with promptly.

110 The quality of teaching is satisfactory overall, with some good teaching also observed. Teaching is good when the lessons are conducted at a brisk pace, discussion and tasks are well managed and plenary sessions have a tight focus. All teachers display satisfactory subject knowledge and explain tasks and learning objectives clearly to the pupils. Resources are adequate for the effective delivery of the National Literacy Strategy. They have been selected and organised well for this purpose. Guided reading sessions offer appropriate interventions to enable pupils to make progress in understanding a range of texts. Teachers create opportunities across the curriculum for older pupils to undertake extended writing. When teachers write specific comments on pupil's written work to highlight what they are doing well and what they need to improve, pupils are able to raise the standard of their written work. Boys and girls are given the same opportunities to develop their reading and writing skills in the classroom.

111 Assessment and record keeping procedures are good. Systematic and rigorous approaches ensure that both attainment and progress in English is regularly monitored. Procedures are in place to improve standards of attainment over time. Variation between the attainment of boys and girls by the end of Key Stage 2 has been recognised and addressed, in particular with regard to the lower attainment of boys in writing. The school has increased the range of reading texts at Key Stage 2 to include a greater number of factual information books and humorous texts, in order to better meet the needs of boys. This has enhanced their level of interest in reading.

112 The work involved in ensuring the effective implementation of the National Literacy Strategy (NLS) has brought about improvement of teachers' subject knowledge within the teaching of English. The co-ordinator has worked hard to support the implementation of the NLS. The very good management structures within the school enables staff to work effectively as a team to further develop the quality of teaching.

112 **Mathematics**

113 Pupils' attainment at the end of both key stages is in line with the national average. At the time of the last inspection, attainment was below average in both key stages. In 1998 the results were close to the national average. Over time, taking the results in the years from 1996 to 1998, the figures show that the pupils' performance in mathematics is well above the national average. The percentage of pupils attaining level 3 in 1998 was below the national average.

114 Based on the results of the 1998 national tests at the end of Key Stage 2, the percentage of pupils achieving level 4 or above was just below the national average. These results showed a significant decline in the proportion of pupils achieving this level of attainment, compared to the 1997 figures. Taking the results in the years from 1996 and 1998, the figures show that pupils' performance is above the national average. The percentage of pupils that achieved level 5 in 1998 was well below the national average. When the tests for 1998 are compared with

similar schools, attainment at the end of both key stages is above average. Compared with all schools, attainment is in line with the national average in both key stages. Lesson observation and scrutiny of pupils' work indicate that pupils' attainment in both key stages is in line with the national average. This is a definite improvement since the last inspection.

- 115 In the 1998 national tests at the end of Key Stage 2, there was a significant variation in the results of girls and boys, with the girls achieving better than the boys. There is no variation in the performance of girls and boys in their day-to-day class work.
- 116 By the end of Key Stage 1, a significant majority of pupils can successfully develop their own strategies for problem solving. This is evident in the Year 2 class where pupils are investigating different ways of carrying out addition. They add and subtract confidently, identify and use halves and quarters. A majority of pupils in the Year 2 can add amounts of coins together. From the work scrutiny and displays around the school, it is evident that pupils can name and describe the properties of common two and three-dimensional shapes. When measuring, they begin to use standard units for length, mass and time. They are able to sort objects using a variety of classifications. By the end of the key stage, last years' work indicates that a small percentage of pupils are attaining a higher level, where they are successfully attempting tasks normally undertaken in Year 3.
- 117 At the end of Key Stage 2 nearly three-quarters of pupils can successfully develop effective strategies for solving problems. They use all four operations of computation using whole numbers up to 1000 and beyond and involve decimal notation to two places. This is well illustrated in a Year 6 class where pupils are investigating finding two numbers that add up to 10 and when multiplied together make 20. In the mental mathematics section of the lesson they can recall multiplication facts up to 10×10 and recognise patterns in the multiplication processes. Fractions and percentages are used in calculations. Year 6 pupils use these skills in describing the possibilities of probability. All other areas of the subject are well developed, apart from the regular use of IT to represent data.
- 118 Pupils make satisfactory progress in all aspects of mathematics, including mental calculations, from year to year. Attainment on entry to Key Stage 1 is in line with national averages and this level is maintained as pupils move through the school. Pupils with special educational needs make good progress towards the targets set for them. Due to the good quality of teaching, the attitude of the pupils, and the demanding but achievable tasks set, a large majority of pupils, irrespective of their level of attainment, make sound progress in lessons. The rate of progress has improved significantly from previous inspection findings when it was noted that progress was slow in lessons. Some good progress is taking place throughout the school, for example, by Year 1 pupils as they identify coins; by Year 2 pupils as they try different addition techniques; and by Year 5 pupils when constructing frequency graphs. Pupils are consistently developing numeracy skills to a point where many of them are numerate by the time they leave. They consolidate and develop their skills and consequently they have a sense of number size, systems, and fact. In the reception class pupils are recognising numbers. By Year 6, pupils have progressed to the point where they are calculating using three or more places of decimals both mentally and with pencil and paper. They use a calculator appropriately and efficiently, so that by Year 6 they can carry out problem solving, with complicated calculations, as in the case of the investigation already mentioned. Very rarely do they use the computer to record their data handling results.
- 119 When looking at tasks previously undertaken, there is limited evidence of pupils developing their mathematical skills in other areas of the curriculum. Throughout

- the school, a good feature of lessons is where literacy skills are developed in the subject. For example, when staff and pupils use the correct terminology in discussions.
- 120 Assessment procedures are carried out regularly through tests at the end of a topic, and by the use of national tests from Year 2 to Year 6. Procedures support pupils to achieve their full potential by building on previous learning. Test results are used well by teachers, for example, in organising pupils into ability groups within a class. Assessment information is used satisfactorily to inform future planning.
- 121 Pupils' attitudes towards mathematics are good in both key stages, apart from one lesson in Key Stage 2, where the response was satisfactory. Nearly all pupils listen attentively, sustain concentration, and work hard to complete tasks. Pupils work well on their own and, when given the chance, in pairs and small groups. Their presentation of work is generally satisfactory. This good level of attitude is an improvement on the previous report. There are some good displays of pupils' work that clearly show the progressive development of mathematical skills across the school. These include the ways of making six in Year 1 through to the odd and even investigation display in Year 6. Homework is used satisfactorily. All pupils engage in activities that extend and develop their class work including a small element of personal study that enhances and develops their learning.
- 122 The overall quality of teaching is good. In Key Stage 1, all lessons were of good quality and one was very good. Throughout Key Stage 2, teaching is also of good quality, apart from two lessons that were satisfactory, and another two that were very good. Previously, it was reported that the quality of teaching varied between satisfactory and poor. There has been a significant improvement since the last inspection. The only unsatisfactory element within the teaching is when the introduction to a lesson was too lengthy resulting in the pupils losing interest. Very good teaching is observed in a variety of lessons where pupils are undertaking tasks related to their attainment level, for example, in Year 1 where pupils were familiarising themselves with coins. This lesson is well planned and organised, and conducted at a good pace. All teachers have a secure understanding and knowledge of the subject. Lesson planning is good. A majority of teachers are competent in using questions to check and extend pupils' mathematical understanding, invariably bearing in mind the pupils' levels of attainment. Relationships are very good and a large majority of the teachers set very high standards of behaviour. Marking of pupils' work is carried out conscientiously but evaluative comments are used inconsistently.
- 123 A sound policy is in place to guide the whole school approach to teaching and learning. The school scheme of work is now the national numeracy strategy which ensures that all statutory requirements are met. This is a significant improvement as previously the scheme of work was open to individual interpretation and delivery by teachers. This approach led to greater inconsistencies, for example, in subject coverage. All levels of planning are satisfactory and provide a basis for the progression and development of pupils' mathematical experiences. The co-ordinator, who has been in post for just over three years, enthusiastically and effectively leads the subject. Although not currently involved in monitoring teaching, she does support colleagues and monitor planning. Commendably, to promote the subject to parents, she has produced a booklet for parents and organised a successful, and very well attended numeracy evening. She has attended extensive, good quality, in-service courses to further develop her knowledge and understanding. Resources are of good quantity and quality. They are appropriate for the pupils of the school and are easily accessible.

123 **Science**

- 124 Good improvements have been made in a number of aspects since the last inspection in 1996. Pupils' attainment in Key Stage 1 has been maintained against a background of change in the turnover of teaching staff and the makeup of the pupil roll. The consistency of pupils' attainment in Key Stage 2 has improved across all classes. Older pupils' skills are being developed to a better standard while an appropriate amount of investigative work continues. The amount of recorded work in all classes is now satisfactory.
- 125 At the end of both key stages, pupils' attainment is in line with the national average.
- 126 At Key Stage 1 pupils' attainment is consistent across all aspects of the Programmes of Study. In their experimental and investigative work, pupils are able to compare living things and events, describing and recording observations in simple ways. For example, Year 1 pupils are able to sequence the life cycle of a butterfly and record the happenings by naming, cutting and sticking pictures in the correct order. Year 2 pupils can recognise that living things grow and reproduce. They can provide simple explanations to changes in living things such as frogs.
- 127 Over the past three years, standards at the end of Key Stage 1 have remained close to, and a little above, the national average. In 1998 the results of teacher assessments at the end of Key Stage 1 were above the national average. In comparison with similar schools, the proportion of pupils attaining level 2 was above the average and the proportion of pupils attaining level 3 was very high.
- 128 The results of the 1998 Key Stage 2 National Curriculum tests were above the national average for those pupils attaining level 4 and close to the national average for those attaining level 5. Over the past three years, standards at the end of Key Stage 2 have remained a little above the national average. In comparison with similar schools, test results have been very high at level 4 and above the average at level 5.
- 129 At Key Stage 2 pupils' attainment is consistent across all aspects of the Programmes of Study. The majority of pupils have a sound understanding of fair testing and can show how tasks have been performed. Year 6 pupils are able to demonstrate an increasing knowledge and understanding of aspects of life processes, for example, the adaptation of animals. They can attribute characteristics to animals from a selection of items and make informed judgements as to their choice.
- 130 The small discrepancy between pupils' attainment seen during inspection and that indicated by national tests is due to the inspection taking place at an early stage of the school year whereas tests are taken towards the end of the year. Over time pupil attainment has been maintained despite changes in pupil intake which have presented new challenges for the school. Also, staffing difficulties with regard to the recruitment of a settled full time complement of teachers have been managed well to mitigate against the potential for a resulting reduction in pupils' attainment.
- 131 At Key Stage 1 and 2 pupils are making satisfactory progress in relation to their prior attainment. Those with special educational needs are making good progress. Work in the infant classes is being built on effectively in junior classes. There is a steady improvement in pupils' knowledge, understanding and skills. This is seen during the scrutiny of pupils' current and past work and applies to all aspects of the subject. There has been a recent improvement in the progress pupils are making in the acquisition of scientific knowledge and skills. This has come about through a re-focussing on the direct teaching of skills rather than their acquisition through

investigative work.

- 132 The subject is making a satisfactory contribution to pupils' literacy and numeracy skills by providing a range of opportunities that reinforce, and sometimes extend, learning in a number of subjects being art, English, mathematics, and IT. For example, numeracy skills are improved when Year 3 pupils record work on the human body in graphical form by using computers – also providing a useful cross-curricular link with IT. Year 1 pupils develop their literacy and artistic skills by producing big, bright drawings of insects that are displayed surrounded by the vocabulary used during the lesson.
- 133 Pupils' attitudes are always satisfactory and often good. The best examples of a positive response is seen in a number of classes. For example, Year 6, Year 4 and Year 1, contain high levels of attentiveness, good listening skills and a strong willingness to be involved and to participate in the lessons. The majority of pupils enjoy their work.
- 134 The overall quality of teaching is good. Teachers have a solid understanding and knowledge of the subject. Their expectations for pupils' learning are satisfactory and rising due to the concentrated whole-school focus on raising teaching standards. Planning is carried out to a consistently satisfactory, and often good, standard. Lessons contain a clear structure which is applied consistently throughout the school and results in a good pace of teaching and learning. The best teaching is exemplified by good use of questioning as seen in a Class 6 lesson on the adaptation of animals. The questioning provided some challenge for pupils, tested their previous learning and kept them focused on the work in hand. In Year 1 a very good lesson contained a very productive use of both introduction and plenary sessions to focus and reinforce pupils' learning. The best teaching examples presented a challenge for pupils and this was particularly noticed in a Year 5 lesson on the interdependence of plants and animals in their habitat.
- 135 Other factors, which contribute positively to the standards achieved in the subject, are the strategies employed to monitor and evaluate pupils' work; a well-organised curriculum overview to guide the development, progression and continuity of teaching and learning; and the improved quantity, quality and organisation of resources. Strategies used in the monitoring and evaluation process include analysing national test results, termly assessments of work, monitoring pupils' books and the use of pupil and parent questionnaires. These actions provide a wealth of information that is used by the co-ordinator and other teachers to guide their work and build on previous learning. The curriculum provides a good continuity and progression of work being based on the national scheme of work and organised into a two year cycle that is broken down into half-termly and weekly plans. The half-termly plans contain clear learning objectives. Assessment opportunities are planned for on a regular basis. The significant improvement in the organisation and sufficiency of resources is enabling teaching to be organised and supported more effectively.
- 136 The co-ordinator is only recently in post. She has a clear vision for future subject development but would benefit from attending appropriate INSET in order to increase her own knowledge and understanding of subject management. The use of the LEA inspector has been of great benefit in beginning this process.

136
technology

Information

- 137 As was previously reported, by the end of both key stages, pupils' attainment is below national expectations.

- 138 Word processing skills are evident in a variety of work. Year 1 and Year 2 pupils are constructing sentences. Year 3 pupils are creating captions and highlighting texts. Pupils in Year 6 are amending texts. In all year groups basic skills are being taught and they now need further development as current levels of pupils' attainment are below national expectations. Generally, pupils throughout the school are not able to work with confidence and independence using a range of skills. For example, they are unable to save and retrieve information without support. Pupils are not competent in the skills of entering, analysing and presenting data. The use of control programmable devices, for example, a simple robot, is not evident. Consequently, this hinders the pupils' subject and personal development skills. The school is aware of this situation and is in the process of introducing a development programme to improve standards and skills.
- 139 Throughout the school there is some evidence of satisfactory progress taking place, for example, in the development of pupils' word processing skills. In all the other aspects of the subject, pupils of all abilities make unsatisfactory progress in developing their knowledge, understanding and skills.
- 140 The use of information technology to support and enhance other areas of the curriculum is happening but to a minimal extent. For example, Year 2 pupils are developing computer skills in their literacy lesson. There are a few examples of graphs being produced in mathematics and in presenting scientific results. Limited use is made of information technology to research information to support studies in other areas of the curriculum. There is some evidence of this happening in Year 6 history but this task was mainly undertaken at home. Invariably, opportunities to use the computer as an extension of learning are missed reducing the opportunities for pupils' to use skills in a range of subjects.
- 141 In a discussion with Year 6 pupils they showed a satisfactory attitude towards information technology. This was tempered by the fact that over their years their access to information technology had been inconsistent and lacking variety, due to the inadequacies of the machines and programs.
- 142 In the three lessons observed the quality of teaching was satisfactory. In these lessons teachers are attempting to show the use of highlighting techniques for a variety of purposes. For example, in Year 3 to correct mistakes; and in Year 6 to amend text. In all lessons only one screen was used to demonstrate for the whole class. Consequently, the impact for some of the pupils was lost. Despite this, teachers have a developing subject knowledge and awareness of the requirements of the National Curriculum Programmes of Study.
- 143 Since the 1996 inspection, information technology has become a core subject with increased prominence and importance in the curriculum. Although the development of the subject would appear to have changed little since the last report, the school has made some improvements that are beginning to have an effect. With regard to resources, although not yet up to satisfactory levels of provision, more computers and software programs have been bought. This continuing development and improvement of resources will assist staff in their efforts increase pupils' attainment and progress. A new nationally agreed scheme is in the process of being introduced. There are now more members of staff who have expertise in the subject. An extensive staff training programme is being organised. Time has been designated for the development of information technology skills within the timetable, and the school is soon to be connected to the Internet.
- 144 The co-ordinator for information technology, although a part-time teacher, provides enthusiastic and effective leadership and is working hard to develop the subject. Currently she has no time to monitor the teaching. The school policy and the newly introduced scheme of work provide a sound basis for teachers' planning.

Assessment procedures are unsatisfactory and need to be instigated to ensure that all pupils are taught effectively in all the elements of the curriculum. This is recognised by the school and is in the process of development.

144 **Art**

145 Only three art lessons could be observed during the period of the inspection. Judgements are also based on the evidence from displays around the school, pupil discussions and portfolio, photographic and sketchbook work.

146 The attractive and well-presented displays around the school provide evidence of the steady and satisfactory progress which pupils make throughout the school. A few pupils make better progress than this, particularly in their observational drawings. Pupils have the opportunity to develop their painting, drawing, modelling and printing skills and also to undertake some three dimensional work. In Year 1 pupils use magnifying glasses to look closely at the texture of seaside shells, and then record their observations in sketchbooks. Pupils study the artistic traditions of different cultures, for example, Hindu art. Year 3 and 4 pupils explore the work of Clarice Cliff when studying the Art Deco period in history lessons. They enjoy creating colourful clay plaques in the style of the artist. In Years 5 and 6 pupils draw one another in the manner of Victorian art and show considerable appreciation of the ways in which Victorian artists represented people in portraits.

147 Pupils handle materials with care and respect. They concentrate well and share resources together amicably. It is clear that pupils enjoy art lessons. Pupils in Year 5 and 6 act as models for one another and sit very still to allow their partners to capture the pose. Pupils comment on their own work and that of other artists with a confident vocabulary, using words such as shade, line and tone to critically discuss the work.

148 The teaching of art is satisfactory and sometimes good. Teachers share their own enjoyment and appreciation of art with the pupils. They encourage pupils to try out new techniques and to look closely at what they see in the world around them. Sketchbooks are widely used, although limited experimentation is taking place. Pupils with special educational needs participate fully in lessons and their work is drawn upon to demonstrate teaching points alongside their peers. Year 5 and Year 6 pupils have regular opportunities to work with a skilled voluntary helper. They produce some very lively still life pastel work and observational drawings during these sessions. This experience enhances the art curriculum. The subject makes a satisfactory contribution to the pupils' overall development. For example, cultural development is increased through such means as visits to local galleries.

149 The subject is well managed by an enthusiastic co-ordinator. There are sufficient resources to provide for the full curriculum. The school has an up to date policy and is in the process of developing a new scheme of work to take account of national recommendations. Since the 1996 inspection, the consistency in standards of pupils' attainment and progress has been improved by better uniformity in the quality of teaching and learning taking place throughout the school. A scheme of work is yet to be fully implemented to provide further guidance and support to teachers.

149 **Design and technology**

150 Through good teaching, pupils are engaged and informed in lessons. As a result, they are carrying out tasks that are appropriate for their age and their levels of attainment. These tasks are demanding but easily achievable for a majority of

pupils. Pupils show a good attitude to their work. They stay on task, have a satisfactory work rate, show a degree of initiative in their designs, and are well motivated. Consequently, a majority of pupils make satisfactory progress in developing their knowledge and skills associated with the subject. This progress is also evident from teachers' planning, photographic evidence, and displays around the school.

- 151 By the end of Key Stage 1 pupils are able to generate ideas using their knowledge of materials and of the techniques involved. They select a range of techniques and tools for the task. They can assemble and join materials, and make judgements about the end product of their work. Year 1 and 2 pupils make steady progress while designing and making a wide variety of puppets. They are using construction kits on a regular basis. There are inconsistent opportunities for them to work with an extensive range of materials, which reduces the range and breadth of their learning. They do not investigate, take to pieces, and assess simple products. Pupils do not use base mechanisms, such as movable joints.
- 152 At the end of Key Stage 2 pupils are able to gather information to generate ideas. They can evaluate their work as it develops. Pupils use a range of materials and a variety of ways of joining them together. Pupils in Years 3 and 4 illustrate these skills in the construction of Viking helmets and their three-dimensional books. At the end of this task, they identify if a product works well or not. Pupils in Year 6 used these skills when they constructed land yachts during their residential trip to Swanage. Models and sketches are used to show alternatives in design. They are able to produce plans, identify the stage involved, and the materials, processes and tools required. Finally, they can relate a product's performance to its function. All these processes are well illustrated in the task undertaken by the pupils in Years 5 and 6. Here the pupils are studying the functions of slippers and their design. They suggest improvements and produce designs of their own. Within the key stage, pupils have use a narrow range of construction kits and electrical and mechanical components. They do not take apart and appraise simple products, limiting their learning.
- 153 Teaching is good overall. This shows an improvement in Key Stage 1. Teachers have a secure subject knowledge and understanding. Most teachers plan effectively and have a satisfactory knowledge of the National Curriculum requirements. Classroom management is good. This is evident in Year 2 where pupils are effectively undertaking four different activities as they produce puppets, under teacher and parental supervision. All teachers have a good relationship with their pupils. Good teaching is observed where pupils are being instructed in the process of designing and making of slippers in Years 5 and 6, and in the puppet-making lesson.
- 154 The co-ordinator for the subject has only recently been appointed. She is enthusiastic and supports the staff. She monitors planning but not teaching. There is a policy, which is under review. A nationally agreed scheme of work has been introduced recently. Since the 1996 inspection, standards have been maintained and there has been an improvement in subject management. Currently, there is no formal assessment of the subject. Previously, there was a good standard of assessment. The range and quality of resources is just adequate showing little improvement. However, they are easily accessed and well used. There needs to be an improvement in the provision of a range of materials, especially wood, woodworking tools and construction kits.

Geography

- 155 Pupils at the end of Key Stage 1 understand how people live and work on the Isle

- of Struay, a small imaginary island off the coast of Scotland. They show an awareness of places beyond their locality and know the capitals of England, Scotland, Wales and Northern Ireland.
- 156 Year 6 pupils understand geographical terms, such as the mountain environment and tourism. They are beginning to study the implications of developments such as tourism on the environment and for people in the area, particularly the advantages and disadvantages on the locality and the businesses. They are aware of issues such as traffic congestion, litter, destruction of the natural environment with benefits for the economy. They can express their views in writing in support of or in opposition to the developments.
- 157 Pupils' progress is satisfactory in both key stages. Year 1 pupils are developing their recognition of some of the features in their locality and how they get to school. Year 5 pupils are increasing their understanding of the concerns of local people regarding major social, economic and environmental effects of development. They studied the concept of settlements, how they begin and the reason for their location last year. The learning gained in the study of geography is consolidated in history and art.
- 158 Pupils are interested in geography. They concentrate well and are keen to answer and ask questions. On occasions when pupils are not sufficiently attentive, it can be linked to lack of challenge, or setting of the inappropriate task by the teacher, or lack of concentration by pupils.
- 159 The quality of teaching is satisfactory in Key Stage 1 and good in upper years of Key Stage 2. Teachers use a variety of teaching methods including exposition, questions and answers, group and individual work. They select and prepare appropriate resources to assist learning. Worksheets, maps, atlases, globes and books are put to good use. Lessons are varied and sometimes challenging. The breadth of the study of geography is enhanced by organised local and residential visits. Pupils with special educational needs and for whom English is an additional language are provided with appropriate in-class support by special needs assistants. Assessment procedures are satisfactory.
- 160 Teaching of the subject is supported well by the geography co-ordinator. The curriculum review and development plan provides focus to updating of the scheme of work and for auditing teaching. Resources are adequate in supporting teaching and learning.
- 161 Issues raised in the last inspection about identification of a comparable locality for study have been addressed. The quality of learning has improved and is no longer poor. This represents a good improvement.

161

History

- 162 By the end of Key Stage 1, Year 2 pupils show an increasing sense of chronology and understanding of the past through comparing their own holidays at the seaside with those in the past. They carefully observe artefacts such as metal bucket and spade, box camera and black and white photographs and compare them with their own experience. They know that life for children was very different from today.
- 163 By the end of Key Stage 2, pupils in Year 6 know what was it like going to school at the end of the nineteenth century. They can recall key historical facts and the contributions of figures like Lord Shaftesbury who transformed the lives of the poor of that century. They are able to distinguish between primary and secondary sources and use these sources to develop their research skills.
- 164 Pupils make good progress in both key stages. Pupils develop key historical skills as well as understanding of historical facts during their time at school. Year 1

pupils sort out what is old and what is new from a selection of souvenirs, by observing them, drawing and colouring them and labelling them. Pupils with special educational needs and for whom English is an additional language appropriately attain and make good progress in relation to their prior learning. Strengths at Key Stage1 include the pupils' increasing sense of chronology, understanding of the passage of time and the difference between past and present.

165 During a challenging lesson, history came alive through pupils listening to radio broadcasts from the Second World War and the sharing of experiences by two senior citizens who were children during the blitz; Year 3 and 4 pupils were thoroughly spellbound. They understand that life for children during the war was different from today by comparing the living conditions of evacuee children with their own. Year 5 pupils can empathise with people in the past by writing a dialogue between two Victorian children, one who has just joined school after working in a factory and the other who has been at school for a long time. Pupils' understanding is reinforced through observational drawing, painting and singing period songs. Evidence of their work in Years 5 and 6 indicates that pupils are more confident in using research, information gathering and analysing skills in a confident manner. Their best work gives a good interpretation of events and explains causes and effects in a structured way.

166 Pupils' understanding of history is enhanced through visits to local museums and places of interest, for example, the National Maritime Museum and the British Museum. Pupils generally display good factual understanding of events and are beginning to acquire the skills to use relevant historical terms in describing and sequencing events. They bring together a view of events drawn from a variety of sources. History makes a good contribution to pupils' literacy skills by extending the range of writing the pupils tackle when they cover areas such as fact, opinion and empathy.

167 Pupils are interested in history. They concentrate well and are keen to express themselves in different ways, orally, in writing, drawing, painting and model making.

168 The quality of teaching is generally good in both key stages. Most teaching contains a variety of teaching methods and an appropriate deployment of resources to assist learning – books, videos, posters, pictures, artefacts and computers. Lessons are varied, and sometimes challenging, which make history alive and relevant for pupils. Assessment procedures are satisfactory.

169 The history co-ordinator maintains an overview of the subject through a variety of methods including samples of work from each year group. There is a history policy and a scheme of work. Resources such as artefacts, posters, primary sources, books, videos and maps are adequate.

170 Issues raised in the last inspection report concerning the lack of appropriate level of understanding of 'before' and 'after' in Key Stage1 have been addressed satisfactorily.

170 **Music**

171 Due to timetable arrangements, no lessons were seen in Key Stage 1 and a limited number observed in Key Stage 2. The following judgements are based on a scrutiny of teacher's planning and curriculum documentation, discussions with some staff and pupils, attendance at assemblies and evaluation of other documentary evidence, for example, photographs and records of performances.

172 By the end of Key Stage 1 pupils can sing in tune with due regard to pitch and timing. They are able to learn the words of songs and perform them to an assembly

audience. They can play percussion instruments and are able to explore their use. By the end of Key Stage 2 pupils have extended the range and depth of their skills, for example, by being able to add a tune to a layered piece of music in Year 6. They make interesting use of music as part of work in other subjects, for example, in Year 3 where compositions are made of World War Two sounds.

173 By the end of both key stages pupils are making varied but generally sound progress in developing a range of singing and listening skills. Progress in observed lessons varied from poor to satisfactory and is linked to the quality of teaching and teachers' confidence.

174 Pupils' overall response is satisfactory and many of them enjoy singing activities and performing in Christmas and summer productions. In the small number of lessons observed in Key Stage 2 there is a lively and often noisy response. This is not always conducive to producing satisfactory work or to concentrating on instructions. There is no doubt that pupils are excited by the opportunities to perform.

175 In both key stages teachers plan effectively from a structured scheme of work. Planning and discussions with some staff indicate a varying degree of confidence and subject knowledge amongst the teachers that would benefit from being increased. The school is aware of this need. The quality of teaching in Key Stage 2 is satisfactory but varies from satisfactory to unsatisfactory and is based on a small sample of lessons.

176 The curriculum is providing an adequate breadth and depth of experiences for pupils' learning. There is a good deal of cross-curricular work taking place, for example, to support geography and history topics. Assessment of pupils' work is carried out informally, to a satisfactory standard, and reported fully to parents in the end-of year reports.

177 In view of other priorities, the subject has not been a priority for recent development but sustained at an adequate level. Since the last inspection, standards in listening and appraising, and performing and composing have been maintained satisfactorily. The school is aware of the need for further development and plan to initiate action upon the publication and adoption of the national scheme of work. The present co-ordinator is newly appointed and has a clear vision and good enthusiasm to increase the subject's profile.

177 **Physical education**

178 From year to year, pupils make satisfactory progress in developing a complete range of physical education skills. Since the last report there has been an improvement in standards and progress in Key Stage 1. By the end of Key Stage 1 pupils have developed skills in dance, gymnastics and small games. These areas are further developed in Key Stage 2, where pupils also satisfactorily undertake swimming, athletics, and residential trips, involving adventure activities, in Years 5 and 6. Pupils with special educational needs play an active part in the lessons and they also make satisfactory progress.

179 It was observed previously that some pupils did not concentrate in lessons. Now, the large majority of pupils are well motivated and work energetically at the set task. They warm up purposefully, concentrate on the main activity, involve themselves enthusiastically, enjoy the activities and persevere in order to improve their skills. Pupils can work satisfactorily on their own and with partners, or in small and large groups. They treat and use equipment with respect. These qualities were well illustrated in all the lessons observed.

180 Teaching quality is good overall which is a significant improvement since the

previous inspection. In the 1996 report there were only a few good features in the teaching in Key Stage 2, and the quality of teaching was unsatisfactory at Key Stage 1. In the best teaching, teachers are clear about what they want pupils to achieve. They give opportunities for demonstration and time for constructive evaluation by themselves and pupils. This was clearly shown in a Year 6 lesson where pupils were developing their dance skills in response to a piece of safari music. In all lessons teachers move amongst the pupils encouraging and supporting; expectations of the pupils are good and they are suitably challenged; and the pace of lessons is at the least satisfactory. Overall, teachers' planning for pupil involvement in lessons has improved. However, most teachers do not change into appropriate clothing for physical education lessons, which does not set a good example to the pupils. Pupils, with few exceptions, move sensibly from one activity to another with due consideration for safety. Health and safety matters are fully addressed in all activities undertaken.

- 181 The subject is led by an effective, enthusiastic and supportive co-ordinator. The scheme of work, based on a published document, does ensure a full entitlement for all pupils and a progressive development of skills. Resources are good. The accommodation is satisfactory for the teaching of physical education with a school hall, complete with large apparatus, two playgrounds, but no field. On a regular basis, the school uses good quality coaches for Key Stage 2 athletics and hockey, to supplement and extend pupils skills. All pupils in Key Stage 2 swim during the year, and are achieving satisfactory standards. As was noted in the previous report, the school does not provide a satisfactory range of extra-curricular sporting activities for the pupils. A major factor in this is the prevalent social conditions in the area. Participation in local football, rugby, and athletics tournaments are open to older boys and girls and there is a good level of interest. Skills are further developed during the Year 5 residential visit to Swanage.

181
ADDITIONAL LANGUAGE

ENGLISH AS AN

- 182 There are 33 pupils who receive English as an additional language teaching support in the school. First languages, in order of frequency, are Ebo, Konkani, Twi and Tamil. With the increase in numbers of West African families and refugees, there are also several other first languages spoken by pupils in their homes. Pupils new to the school are thoroughly assessed. They are placed at different stages of the Hilary Hestor stages of language acquisition, according to their level of attainment.
- 183 Pupils make good progress in relation to their prior attainment. They continue to achieve the specific targets set by their specialist teacher. These targets are in line with the stages of language acquisition for these pupils which helps the pupils to be quickly integrated into mainstream activities.
- 184 Pupils receive good learning support from the specialist teacher for English as an additional language. She teaches pupils in small groups both in the class and on a withdrawal basis. The main focus of this work is to promote speaking and listening, reading and writing skills. She provides a positive learning environment. Pupils' confidence and self-esteem are built quickly through her recognition and use of their home languages to assist learning. Good use is made of multicultural resources. Other teachers take account of the language attainment and fluency of pupils to support them well in their lessons.
- 185 Pupils have full access to the whole curriculum. They are only withdrawn from classes for a short time to provide an additional boost to language practice and reinforcement.

- 186 Pupils take full part in school activities. They settle well and form friendships with pupils from diverse backgrounds. They take responsibilities in school as their confidence grows. These responsibilities help their spiritual, moral, social and cultural development.
- 187 Good quality additional support by non-teaching staff, parent helpers and community agencies also helps the pupils overall development. Where pupils have other special needs, they are also helped by the use of specialist agencies. Parents support their children's education as a result of the good liaison maintained by the support teacher.
- 188 There is an effective whole school policy for English as an additional language. There is close and beneficial co-operation between the specialist teacher for English as an additional language and the special needs co-ordinator.
- 189 The funding for the 0.8 full-time equivalent teacher was transferred to school from the local education authority for the current financial year. The funding covers both reading recovery and English as an additional language. This use of funds and the effective deployment of staff in this way enables the school to make efficient use of available resources for the benefit of the children.

189 **PART C: INSPECTION DATA**

189 **SUMMARY OF INSPECTION EVIDENCE**

- 190 In addition to an initial visit, a team of five inspectors spent a combined total of nineteen and a half days in the school. The team observed 76 lessons in whole or part, spending over fifty hours on this task. Additional time was spent talking to pupils, reviewing their books and work around the school. Assemblies were attended as well as a selection of registration periods to see the start of sessions. Pupils' behaviour was observed in the playground and around the school. A sample of pupils was heard reading aloud and asked about their books, their interest in reading and books read recently. A comprehensive range of work was scrutinised from a sample of pupils in each year group. Individuals and groups of pupils were questioned about their work.
- 191 The team conducted interviews with staff and members of the governing body. They scrutinised the previous inspection report and its associated action plan, minutes of governing body meetings, curriculum documents, teacher' plans, financial information, pupils' records, reports and attendance registers. A parents' meeting was conducted before the inspection team began its work in school. An analysis was made of 51 questionnaires returned, the results of which were discussed with the school, and are appended to this report.

191 **DATA AND INDICATORS**

191	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
	YR – Y6	284	4	82	76
	Nursery Unit/School	24	1	5	0
191	Teachers and classes				
191	Qualified teachers (YR-Y6)				
		Total number of qualified teachers (full-time equivalent):			13.4
		Number of pupils per qualified teacher:			21.19
191	Education support staff (YR – Y6)				
		Total number of education support staff:			1
		Total aggregate hours worked each week:			32.5
191	Qualified teachers (Nursery school, classes or unit)				
		Total number of qualified teachers (full-time equivalent):			1
		Number of pupils per qualified teacher:			28.4
191	Education support staff (Nursery school, classes or unit)				
		Total number of education support staff:			3
		Total aggregate hours worked each week:			41.7
		Average class size:			24

Financial year:	98/99
	£
Total Income	556068
Total Expenditure	516457
Expenditure per pupil	1565
Balance brought forward from previous year	8073
Balance carried forward to next year	47684

Number of questionnaires sent out: 308

Number of questionnaires returned: 51

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	53	42	4	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	59	42	0	0	0
The school handles complaints from parents well	18	65	12	2	0
The school gives me a clear understanding of what is taught	31	59	4	4	0
The school keeps me well informed about my child(ren)'s progress	43	47	2	4	2
The school enables my child(ren) to achieve a good standard of work	37	63	0	0	0
The school encourages children to get involved in more than just their daily lessons	27	61	6	4	0
I am satisfied with the work that my child(ren) is/are expected to do at home	35	45	10	8	0
The school's values and attitudes have a positive effect on my child(ren)	47	43	8	0	0
The school achieves high standards of good behaviour	35	59	2	4	0
My child(ren) like(s) school	67	30	0	0	2

191

191 Summary of responses

The school enjoys a huge amount of parental support and inspector's judgements support the positive views. The concerns of a small minority of parents with regard to homework and the attention given to complaints are not supported by inspector's judgements.