

## INSPECTION REPORT

### **Bentworth Primary School**

Bentworth Road  
Westway, London W12 7AJ

LEA area: Hammersmith and Fulham

Unique Reference Number: 100323

Acting Headteacher: **Ms Wendy Coombes**

Reporting inspector:  
**Lesley Day**

Dates of inspection:  
**1-5 November 1999**

Under OFSTED contract number: 706515

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

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## Information about the school

Type of school	Primary
Type of control	Community
Age range of pupils	3-11
Gender of pupils	Girls and Boys
School address	Bentworth Road Westway, London W12 7AJ

Telephone number: 020 8743 2527

Fax number: 020 8743 8821

Appropriate authority: The Governing Body

Name of chair of governors: Mr N. Maude

Date of the previous inspection: 11-14 March 1996

## Information about the inspection team

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<b>Lesley Day,</b> <i>Registered Inspector</i>	<i>Science, Art, PE, Under Fives</i>	<i>Characteristics of the school; Key indicators; Attainment and progress; Leadership and management; Staffing, accommodation and learning resources.</i>
<b>John Billiet,</b> <i>Lay Inspector</i>		<i>Attendance; Support, guidance and pupils' welfare; Partnership with parents and community; The efficiency of the school</i>
<b>David Whittaker,</b> <i>Team Member</i>	<i>Maths, History, Geography, RE English as an additional language; Equal opportunity in learning</i>	<i>Attitudes, behaviour and personal development; Pupils' spiritual, moral social and cultural development;</i>
<b>Sean Lawlor,</b> <i>Team Member</i>	<i>English and Literacy, Information and Technology, Design and Technology, Music Special educational needs</i>	<i>Teaching; The curriculum and assessment;</i>

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## MAIN FINDINGS

### WHAT THE SCHOOL DOES WELL

- The school is at the heart of the local community and is respected by the parents who value its open and friendly ethos.
- The acting headteacher and newly formed senior management team provide firm direction for the school and are ensuring management and educational continuity during a period of change.
- The commitment and enthusiasm of staff, particularly the permanent members, during a period of uncertainty, is to be commended. The acting headteacher has maintained staff morale and fostered team spirit.
- The contribution of support staff, including the site manager and ancillary staff is very good and supports the ethos and learning of the pupils.
- The good standing and respect of the school by the local community and parents are being maintained during this time of change.
- Overall the quality of teaching is good and has improved since the last inspection. Teaching is frequently very good in Key Stage 1 and at the top end of Key Stage 2.
- Attainment and progress across Key Stage 1 is at, and often above national expectations in English and mathematics.
- The school promotes positive attitudes to learning, good behaviour and provides good opportunities for personal development.
- Relationships within the school are very good, pupils from different backgrounds work together harmoniously.
- The system for assessing and tracking progress of pupils with English as an additional language is good.
- Pupils' social, moral, spiritual and cultural development is good. This has a significant impact on their well being and is reflected in the positive ethos throughout the school.
- The school values its pupils and supports them very well.
- Good cross-curricular links are made across a range of subjects.
- The quality of displays is good, celebrating and promoting the achievement of the pupils.
- Governors have a clear view of where the school is at and where they want it to go. They have appointed a substantive headteacher to take the school forward.

### WHERE THE SCHOOL HAS WEAKNESSES

- Progress in English, mathematics and science is not consistent across Key Stage 2.
- The unstable staffing situation in the middle of Key Stage 2 is having a negative impact on attainment.
- Pupils' skills and knowledge in some aspects of information technology (IT) are not extended sufficiently at Key Stage 2. There is a need to raise standards in IT.
- The role of the senior management team and that of the curriculum co-ordinators in monitoring the curriculum, standards and progression is not effective and needs developing further.
- There is little evidence of recent strategic planning. The school development plan is not used as a management tool to establish progress on the points for action and to set priorities for future improvement.
- Policies to support teachers are out-dated and in need of review to reflect the practice in the school e.g the literacy framework is not included in the policies.
- The behaviour and negative attitude of a small group of individuals in the middle of Key Stage 2, where temporary staff are in place, is a cause for concern which the school is addressing.
- The school needs to develop strategies to improve pupil independence through greater opportunities for speaking, listening and activities which extend enquiry skills and investigations, particularly in science.



**The weaknesses are outweighed by what the school does well these will form the basis of the governors' action plan. A summary will be sent to all parents or guardians of pupils at the school.**

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

The school's ability to tackle the weaknesses in the last inspection of 1996 has been hindered to some extent by recent staff changes.

- I. The improvements made to develop the effectiveness of the senior management team and curriculum co-ordinators have recently been affected adversely. Some aspects of monitoring are in place, but this is not consistent and does not always inform practice. This aspect remains a key issue for action.
- II. Most subjects are supported by appropriate schemes of work. The school has adopted a number of published schemes provided by the Department for Education and Employment (DfEE).
- III. Insufficient progress has been made in raising standards in information technology and music. Provision for design and technology has improved.
- IV. Teachers' assessment skills have been developed considerably and contribute well to the planned curriculum.
- V. The staff development programme is in place and addresses the needs of the individuals and the school.
- VI. Progress has been made in improving pupils' spirituality to the good level of their moral, social and cultural development.
- VII. The school addressed the three health and safety issues promptly.

**STANDARDS IN SUBJECTS**

This 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	<b>Key</b>
English	<b>C</b>	<b>A</b>	<i>very high</i> A*
Mathematics	<b>A</b>	<b>A</b>	<i>well above average</i> A
Science	<b>A</b>	<b>A*</b>	<i>above average</i> B
			<i>average</i> C
			<i>below average</i> D
			<i>well below average</i> E

- VIII. The nursery provides a satisfactory start to children's education.
- IX. Entry tests administered in the reception class show that the attainment of many five year olds is above that of most schools.
- X. Standards achieved by seven year olds in the national tests at Key Stage 1 are well above national averages in English, mathematics and science.
- XI. Standards of achievement in the Key Stage 2 tests show more variation over time in English and mathematics. Results in science compare very favourably with pupils from similar schools.

**QUALITY OF TEACHING**

TEACHING IN	Under 5	5 – 7 years	7 – 11 years
English	satisfactory	very good	good
Mathematics	satisfactory	good	satisfactory
Science	satisfactory	good	satisfactory
Information technology		good	satisfactory
Religious Education		good	satisfactory
Other subjects	satisfactory	good	satisfactory

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

The quality of teaching has improved since the last inspection when seventy-five percent of teaching was judged to be sound or better. Currently, teaching is satisfactory or better in ninety three percent of lessons. It is very good in a quarter of all lessons.

### OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
Behaviour	Good and a strength of the school.
Attendance	This has improved and is satisfactory and similar to the national average.
Ethos*	There is an atmosphere of care and concern for others. The positive ethos makes a contribution to learning. Relationships between pupils and staff are very good.
Leadership and management	Strong leadership by the acting headteacher has been central to maintaining the quality of education during a time of change. Governors are well informed and have a role in school improvement.
Curriculum	Subjects are well catered for, apart from music and information technology at key stage 2 where pupils do not have enough opportunity to develop their skills.
Pupils with special educational needs	The school has effective procedures for the early diagnosis of barriers to learning and progress. The progress of pupils with special educational needs is good in Key Stage 1 due to the high quality of the individual support provided by class teachers and specialists.
Spiritual, moral, social & cultural development	Provision for pupils’ spiritual, moral, social and cultural development is good. Opportunities to promote these important aspects of learning permeate the curriculum and life of the school.
Staffing, resources and accommodation	Teachers, support staff and the administrative staff carry out their responsibilities effectively. A strong team spirit provides the energy and enthusiasm to maintain the quality of education during a period of change. There are sufficient learning resources to support the curriculum. Accommodation is adequate, good use is made of the limited space. There is a short fall in teacher appraisal.
Value for money	The school provides satisfactory value for money.

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

### THE PARENTS’ VIEWS OF THE SCHOOL

What most parents like about the school	What some parents are not happy about
XII. Pupils’ attitudes to learning are good and they are happy in the school.	XVII. A very small number feel that more quality of homework varies.
XIII. The acting headteacher and staff are	

<p>very open and willing to discuss pupils' progress at any time.</p> <p>XIV. The school provides good information about how pupils are progressing.</p> <p>XV. Behaviour in the school is very good. Inappropriate behaviour is dealt with effectively and promptly.</p> <p>XVI. The school teaches respect for others.</p>	
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Seventy-four parents responded to the questionnaire. Parents are overwhelmingly supportive of the school and the values it promotes. Their views were expressed in responses to the questionnaire and at the meeting with the registered inspector before the inspection. Only a very small number expressed dissatisfaction with any aspects of the school's provision. Inspectors' judgements confirm parents' views of what they like about the school and found no evidence to support the negative comment about homework.

· **Key issues for action**

The headteacher, staff and governing body should take action to:

**Raise standards of attainment and improve rates of progress in English, mathematics and science across Key Stage 2 by:**

- XVIII. stabilising staffing in the middle classes. In classes with less experienced staff limited subject knowledge and confidence hampers learning ( paragraphs 15, 18, 30, 31, 55, 56, 60, 100 )
- XIX. focusing lesson objectives, particularly for higher and lower attainers and ensuring targets are appropriate for these pupils ( paragraphs 15, 37, 40, 58, 78, 79, 81 )
- XX. giving pupils greater opportunities to write across the curriculum ( paragraphs 10, 78)
- XXI. providing planning opportunities to develop pupils' independent learning ( paragraphs 10, 97,99)
- XXII. improving pupils' skills in information technology within these subjects. ( paragraphs 12, 64, 92, 97)

**Raise standards of achievement in information technology by:**

- XXIII. providing training for staff ( paragraphs 26, 32, 103)
- XXIV. improving planned opportunities for pupils to develop their skills. ( paragraphs 12, 92, 97, 103)

**Develop the role and responsibilities of the senior management team and that of the curriculum co-ordinators in monitoring the curriculum, standards and rates of progress by:**

- XXV. stabilising the staffing situation through recruitment and retention, including the senior management team ( paragraphs 15, 18, 30, 31, 55, 56, 59, 60, 62, 134, 138)
- XXVI. developing a system of regular monitoring ( paragraphs 18, 56, 65)
- XXVII. providing training for curriculum co-ordinators ( paragraphs 84, 119)
- XXVIII. improving subject management. ( paragraphs 36, 100, 119, 134, 138)

**Develop the school's strategic plan to focus on appropriate, manageable and achievable targets**

**by:**

XXIX. reviewing the system for identifying school priorities ( paragraphs 56, 57, 62, 65)

XXX. establishing a process of strategic planning to drive up standards still further ( paragraphs 62, 65)

XXXI. updating policies to reflect effective practice. ( paragraphs 36, 84)

## Introduction

### Characteristics of the school

1. Bentworth Primary School opened in 1929 with a roll of over 400 pupils and has many features of a village school. It is somewhat isolated from other areas by its geographical position, bounded to the north by the Central Line underground system and Du Cane Road and to the south by the A40 Westway. Pupils are drawn from homes in a relatively small area, which includes the homes around Bentworth Road, the high-density local council housing of the White City estate, low-rise flats along Du Cane Road and the Woodmans Mews neighbourhood. Most families have close ties with the school. In some cases both parents and grandparents have been pupils at Bentworth. There are also children of the overseas doctors studying at the postgraduate medical school of Hammersmith Hospital.
2. Bentworth is a community primary school with admission places for up to 30 children per year. Pupils are grouped in seven classes from reception to Year 6. There were 189 children, aged 5 to 11 years, on roll in the main school at the time of the inspection, 98 boys and 91 girls. A further 25 full time equivalent places are provided in the nursery class. Admission to the nursery is initially based on dates of birth then whether there is a sibling in the school and the proximity of home to school. Most pupils transfer from the nursery to the reception class at the start of the term in which they are five. There are three transfers each year. The pupils come from a wide variety of ethnic groups with diversity in culture, language and religious beliefs. Over forty nine percent of the pupils are entitled to free school meals which is above the national average. Forty-nine pupils come from homes where English is not the first language, which is above the national average and, at the time of the inspection twelve pupils were targeted for additional support. There are sixty-nine pupils on the special educational needs register, two of whom have statements of special educational need.
3. Over the last year there have been substantial staff changes following a long period of stability. Also, a major building programme has been undertaken to replace outside toilet facilities and improve internal decoration. The school has been without a substantive headteacher since April 1999 when the previous post holder left to take up another headship in the south of the borough. The deputy headteacher took on the acting headteacher position but, due to ill health, was unable to continue to lead the school in either position. Additionally, one long serving staff member left in summer and one after two years. The borough's advisory headteacher became the temporary acting headteacher in September 1999. A new senior management team was formed from the experienced key stage co-ordinators in the school. The governors appointed a newly qualified teacher for Year 3 but were unable to replace a permanent class teacher in Year 5 and a part-time music teacher. The school has recently appointed two temporary members of staff in key stage 2 for Years 4 and 5. A new headteacher has been appointed and will take up the position in January 2000.
4. The school has a set of aims covering all aspects of education, the majority of which influence the work in the school. These include educating pupils according to the provisions of the National Curriculum, providing a variety of learning experiences and creating a welcoming, safe and stimulating environment in which all pupils are valued as individuals. There are broad priorities outlined in the school's development plan for 1998-2001. These focus on implementing the literacy strategy, to consolidate the use of information technology, to involve pupils in assessing their work, to raise standards and to continue with the remodelling of the school.

## Key indicators

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

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

Year	Boys	Girls	Total
1998	15	14	29

National	Test/Task	Reading	Writing	Mathematics
Number of pupils at NC Level 2 or Above	Boys	12	12	13
	Girls	12	12	12
	Total	24	24	25
Percentage at NC Level 2 or above	School	89	89	93
	National 99	80	81	84

Teacher Assessments	English	Mathematic	Science	
Number of pupils at NC Level 2 or Above	Boys	12	13	11
	Girls	13	13	12
	Total	25	26	23
Percentage at NC Level 2 or above	School	93	96	85
	National 99	81	85	86

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

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

Year	Boys	Girls	Total
1998	13	16	29

National	Test Results	English	Mathematics	Science
Number of pupils at NC Level 4 or Above	Boys	5	9	10
	Girls	12	13	14
	Total	17	22	24
Percentage at NC Level 4 or above	School	61	79	86
	National 99	65	59	69

Teacher Assessments	English	Mathematics	Science	
Number of pupils at NC Level 4 or Above	Boys	6	9	10
	Girls	12	13	14
	Total	18	22	24
Percentage at NC Level 4 or above	School	64	79	86
	National 99	65	65	72

### Attendance

Percentage of half days (sessions)

%
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<sup>1</sup> Percentages in parentheses refer to the year before the latest reporting year

<sup>2</sup> Percentages in parentheses refer to the year before the latest reporting year

Through absence for the latest complete Reporting year:	Authorised	School	<b>6.6</b>
	Absence	National comparative	<b>5.7</b>
	Unauthorised	School	<b>0.5</b>
	absence	National comparative	<b>0.5</b>

### Exclusions

Number of exclusions of pupils (of statutory school		Number
During the previous year:	Fixed period	<b>2</b>
	Permanent	<b>0</b>

### Quality of teaching

Percentage of teaching observed which is:		%
	Very good or better	<b>27</b>
	Satisfactory or better	<b>93</b>
	Less than satisfactory	<b>7</b>

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

### **Educational standards achieved by pupils at the school**

#### **Attainment and progress**

5. Bentworth Primary School was judged, at the time of the last inspection in 1996, to be providing a sound quality of education where the majority of its pupils achieved appropriately for their age. Following a period of prolonged stability this inspection took place at a time when the school is at a point of change. The school continues to provide a satisfactory quality of education despite the upheavals caused by significant staff changes and major building works. Standards have generally been maintained and indeed have improved in Key Stage 1.
6. The nursery provides a satisfactory start to children's education. Standards of achievement are sound and similar to those found at the time of the last inspection. Appropriate teaching of under fives, focused activities and a well-planned curriculum, based on the desirable learning outcomes, address the needs of young children effectively. Developing personal and social skills and extending language and literacy are given high priorities in the nursery and children respond accordingly. Children in the nursery make satisfactory progress. Entry tests administered in the reception class indicate that results are above national averages in literacy, mathematics and personal and social development.
7. The previous inspection report of 1996 indicated that most pupils, at the end of both key stages, were achieving standards expected nationally for their age in English, mathematics and science. The subsequent national test results for 1998 and 1999 show that pupil performance at the end of Key Stage 1 improved in these subjects. Taking the three years 1996 to 1998 the results denote that the performance of seven year olds, in the national tests, in reading and writing were well above the national average and were very high when compared with similar schools. Pupils' performance in mathematics and science, during this time, was also well above the national average and improved at a pace that matches English. Overall, the school achieved better than national improvement in results at Key Stage 1 over the last three years.
8. Attainment in the current Year 2 is in line with the national average in English. Many pupils are exceeding these expectations in speaking, listening and reading. This is to some degree a reflection of the impact of the National Literacy Strategy. Pupils' competencies in mathematics also continue to match national expectations and there is evidence of further development in their mental and oral work linked to the introduction of the National Numeracy Strategy. Attainment in science is in line with national averages and mirrors a similar picture to that found during the previous inspection.
9. The Key Stage 2 results in English show variation over time. In 1997 and 1998 national test results in English were close to the national average but dipped significantly in 1999. Year on year results in English show no upward trend in attainment over time. Mathematics results in 1997 were close to the national average and improved significantly in 1998 when the figures were twenty-five percent above the national averages. Once again there was a dip in attainment in 1999, although the results were still above the national average. The results for science from 1996 to 1998 shows that the attainment of pupils was always well above the national average and compared very favourably with pupils from schools with similar backgrounds. Science test results in 1999, although below previous years, still matched the borough averages and were significantly better than those achieved in English and mathematics. The lower results achieved in English, mathematics and science in 1999 were anticipated by the school and reflected, primarily, the high number of pupils with special educational needs.



10. There are inconsistencies in attainment across Key Stage 2. These are related directly to the staffing instability in the middle classes. However, standards in English, currently achieved in Year 6, indicate an improvement on those achieved last year, with the majority reaching national expectations. Pupils speak thoughtfully and confidently and some can articulate a sophisticated understanding of the text they have read. While some are achieving higher levels in reading, few are working consistently at higher levels in writing. As a result, writing trails pupils' attainment in reading. In mathematics, attainment is in line with national expectations. The introduction of the daily mathematics lesson, particularly the short mental mathematics session, has sharpened pupils' calculation skills. In science, the attainment of most pupils is just in line with what they are expected to achieve. Evidence indicates that the focus on literacy and numeracy over the last year has led to less emphasis being placed on practical science investigations.
11. In line with national requirements, achievement targets have been set for end of Key Stage 2 results in 2000 and 2001. These indicate the need for further improvements in attainment in English, mathematics and science. The targets are realistic and challenging, particularly in view of the varying attainment profile of each year group.
12. Pupils' attainment in information technology is in line with national expectations by the age of seven but falls below the level expected by the time they are eleven. By the end of Key Stage 1 pupils are able to use a mouse and operate the keyboard and are beginning to use simple graphics to produce work in art. They are not used to storing and retrieving work on a regular basis. By the end of Key Stage 2 most pupils have insufficient opportunities to develop their skills. In both mathematics and science pupils do not have enough experience of handling data and little use is made of information technology to support learning. Pupils' progress across the school is unsatisfactory and has been delayed because much of the school's equipment was out of commission prior to the inspection. Additionally, progress has been restricted by the inconsistencies in planning and a lack of confidence on the part of some teachers.
13. The standards achieved by seven and eleven year olds in religious education are appropriate. Pupils' progress is good in Key Stage 1 and satisfactory in Key Stage 2. Religious education has a secure place in the curriculum. Pupils learn about and from different religions and have a sound knowledge of world religions. Significant improvements have been made since the last inspection resulting in pupils developing a sensitivity and appreciation that others have different traditions and faiths. They are able to discuss moral and ethical issues confidently.
14. Pupils of all abilities make good progress in English and mathematics in Key Stage 1 and they make satisfactory progress in science. All adults working in the school are determined to make a difference to pupils' standards and educational experience. A stable staffing situation, the corporate ethos of learning and the stimulating environment are contributory factors. Purposeful working relationships between adults and pupils and between the pupils create an atmosphere in which the contribution of all is valued. Lower attaining pupils make particularly good progress, with those on the reading recovery programme doing especially well.
15. Progress is less assured across Key Stage 2. This is partly explained by instabilities in staffing and their range of experience. Pupils' advances in knowledge, understanding and skills associated with English, mathematics and science are inconsistent apart from at the top end of the key stage where they are always good or better. In classes with less experienced staff limited subject knowledge hampers learning. Lesson objectives are insufficiently well focused, particularly for higher and lower attainers, and strategies for achievement ill defined. Step-by-step planning evident in Key Stage 1 is less apparent in this key stage.

16. Pupils' progress in the other subjects of the curriculum, with the exception of music, is at least satisfactory and often good in Key Stage 1. In both history and geography pupils across this key stage develop a good sense of the passing of time and are extending their understanding of the past. There is good development in geographical skills and pupils have a growing sense of direction that is extended during trips around the local area. Progress across Key Stage 2 is variable but is always at least satisfactory at the top end of this key stage. Progress in design and technology, art and physical education is, as is the case in Key Stage 1, consistently sound but, there is a greater degree of variation in the quality of teaching and in the coverage of these subjects. This is particularly noticeable in history. The range of music observed, across both key stages, was too narrow for a judgement to be made although other sources of information indicate little progress has been maintained in this area since the previous inspection.
17. Boys and girls attain similar standards in English, mathematics and science at both key stages, with no marked variation in performance between subjects. Although there are annual variations due to differences in the proportion of boys and girls, over a longer period of time, there is no significant difference in the achievement of girls and boys other than that found nationally. Those with special educational needs and pupils for whom English is an additional language achieve mostly their full potential, particularly in Key Stage 1. They are supported throughout the school by an appropriate range of activities matched to their needs or level of language fluency.
18. The school's process for monitoring attainment and progress is not as rigorous as it should be and has been affected adversely by the changing circumstances in the school. The school's capacity to improve attainment and progress depends upon the substantive management team's establishment of a process of strategic planning to drive up standards still further, especially in Key Stage 2.

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

19. These aspects are a strength. The quality of pupils' attitudes and behaviour has been maintained since the last inspection whilst significant improvements have been made in personal development. Throughout the school, pupils' attitudes to learning are good and excellent in Key Stage 1 and the nursery. Pupils are proud of their achievement, show respect for their surroundings and talk enthusiastically about the positive ethos of care. Pupils' responses are satisfactory to very good in all lessons seen in the nursery and Key Stage 1 and in four out of five lessons in Key Stage 2. Pupils listen well to adults to each other and sustain concentration. They enjoy working, co-operate well in groups and readily share resources. Their ability to work independently is fostered by the homework system to which pupils respond appropriately. Good attitudes to learning make a positive contribution to pupils' attainment and progress.
20. Behaviour is good. Pupils move around the building in an orderly way, show respect for adults, each other and property. They play well together, using lunch and other breaks in a positive and social way. Pupils are helpful and welcoming to visitors. Behaviour is well managed by the majority of staff, supported by an effective rewards and sanctions system and understood clearly by the pupils. They respond well to established procedures. There are clear expectations of behaviour, reinforced superbly by most adults, especially the acting headteacher and senior management team. The school and class rules are used well to support the expectations made of pupils. Instances of challenging behaviour are dealt with effectively by most staff and incidents of bullying are very rare. No pupils are excluded currently and the exclusion rate is static.
21. The current staffing instability in Key Stage 2 has given rise to a situation where the attitudes and behaviour of a small minority of pupils do not conform to those of the majority. The school is aware of the problem and is addressing the issue.

22. Most pupils are kind, thoughtful and respectful. They share the caring attitudes demonstrated by adults and emphasised by discussions in circle time, assemblies and religious education lessons. Relationships are very good between pupils of all ages and between pupils and adults. Pupils relate well to each other and are tolerant of differing opinions and beliefs. They answer questions and make decisions without fear of ridicule. Older pupils enjoy opportunities for supporting younger pupils. There is an atmosphere of care and concern for others.
23. Pupils' personal development is good. Personal, social and health education is timetabled regularly by all staff and has good supporting documentation. This aspect makes a positive contribution to pupils' awareness of themselves and others and a growing understanding of the responsibilities which go with being older. Active involvement in the life of the school and the wider community, including fund raising and educational visits, is developing pupils' awareness of their role as citizens. There is a school council, which in an interview demonstrated responsibility and an ability to articulate opinions. None the less, more opportunities are needed throughout the school for pupils to show initiative and take responsibility.

### **Attendance**

24. Attendance during the last inspection was satisfactory. Since then the school, having identified an unacceptable fall in levels of attendance, has taken measures to improve the attendance figures. These initiatives, which include letters home, are very effective and attendance figures are now higher than those reported previously.
25. Incidences of lateness are low and lessons are not disrupted by late arrivals. Registrations are conducted quickly and efficiently with pupils settling to useful work as soon as they arrive in the classrooms. This has made a positive impact upon the quality of teaching and learning.

### **Quality of education provided**

#### **Teaching**

26. The quality of teaching has improved since the last inspection when seventy-five percent of teaching was judged to be sound or better. Currently, teaching is satisfactory or better in nine out of ten lessons. It is very good in a quarter of all lessons. Teaching is always at least satisfactory in the nursery. The quality of teaching is consistently strong in Key Stage 1 where two thirds of lessons are good or better. Four out of ten lessons are very good. In Key Stage 2 nine out of ten lessons are at least satisfactory and nearly half of these are good, or very good. Unsatisfactory teaching is associated with limited subject knowledge and poor management of behaviour.
27. In the best lessons, teachers' subject knowledge is secure and they ensure that pupils make progress in learning. This is particularly noteworthy in English and mathematics at Key Stage 1. Here, for example, teachers encourage pupils to think of sounds that will help them in their reading and writing, miming the differences between long and short 'oo' sounds and making good use of the number square to demonstrate how to count in groups. Where subject knowledge is less secure, in music and in information technology at Key Stage 2 for example, individual lessons are satisfactory but do not ensure that pupils make sufficient progress.
28. Most teachers have high expectations of pupils' learning and behaviour. The majority make the learning objectives clear by displaying them on the board at the start of the lesson and recapping on what has been achieved at the end of the lesson. In Key Stage 1, in particular, teachers listen carefully to pupils' ideas and help them to rephrase what they have said so that it communicates

intentions more clearly.

29. The school has well established planning systems which have been recently revised to take account of the literacy hour and the daily mathematics lesson. These are planned in detail for each day of the week. This ensures that the curriculum is fully covered and, at its best, that learning objectives for different groupings within the class are clear and explicit. Where this system is used effectively, teachers' assessments constitute a running record of the progress that the class and individuals within it are making. Teachers' planning also ensures that most lessons proceed at a good pace and that learning activities engage all pupils.
30. Permanent members of the teaching staff know their classes well and ensure pupils are grouped appropriately. They employ an appropriate range of whole class, group and individual teaching strategies to engage and stimulate pupils' learning. The establishment of purposeful routines in Key Stage 1 helps pupils develop positive attitudes towards learning. Younger pupils settle immediately on arrival to familiar learning tasks, using the look, cover, write method to improve their spellings, reading their books or practising the use of the space bar when writing sentences on dummy keyboards. The establishment of an orderly learning environment enables teachers to work with individual pupils without interruption. These strategies are less evident in the middle of Key Stage 2 where there has been instability in teaching. However, by the end of this key stage, they are once more apparent in the very good match of teaching to pupils' learning needs. Most teachers build effectively on what pupils already know, by linking what is to be taught to learning in previous lessons and by drawing on pupils' experience and cultural heritage, for example in work on Islam and the Hindu faith. Occasionally this is extended to include what pupils have learnt in other subjects, for example, by referring to work done in mathematics to support pupils' learning in information technology.
31. Nearly all teachers manage pupils well. They set high standards of behaviour and use positive techniques for reinforcing these. In Key Stage 1 this is evident in teachers' insistence that "we don't laugh at people who make mistakes" or "it's not being kind, talking when I'm trying to talk". Most pupils throughout the school respond well to this approach. However, in one class, which is without a permanent teacher, poor relationships within the class and between pupils and teacher give rise to unruly behaviour.
32. Teachers make good use of learning support. Classroom assistants know what is expected and work conscientiously to extend pupils' learning. They ask good questions, which encourage pupils to think for themselves and use praise and encouragement, appropriately when pupils succeed. One classroom assistant is being trained to provide additional literacy support and she is developing excellent skills in teaching reading. This is beginning to have an impact in lower Key Stage 2. Reading recovery is effective in improving the reading and writing skills of pupils in Year 1. The school also provides effective learning support for pupils with English as an additional language and special educational needs. This is often achieved through good purposeful talk and well-phrased questioning. In general teachers use the resources available for the curriculum appropriately, for example, introducing a menorah to make clear what the song, *Polish up the old menorah*, which the pupils were learning in music, was all about. However, in some subjects, notably music and information technology, teachers do not always make full use of the resources available.
33. Teachers mark pupils' work regularly. Some teachers write excellent evaluative comments, which make very clear what pupils, have achieved and what to do next to make progress. In these classes there is good evidence that teachers are making use of what they know about pupils' learning needs to plan lessons. In Key Stage 1 there are especially good assessments of the progress made by pupils with special educational needs. All teachers set and mark homework

regularly, this plays an important role in extending pupils' learning in class.

### **The curriculum and assessment**

34. The school has made good progress in addressing the issues identified in the last inspection report. It now has appropriate schemes of work in place for all subjects of the curriculum. These are a mixture of schemes devised by members of the school's teaching staff over the last three years and commercially published schemes, like those for English and music, which the school has adopted. Some have been superseded by guidance published by the Department for Education and Employment (DfEE) for the National Literacy and Numeracy Strategies and by model schemes of work published by the Qualifications and Curriculum Authority (QCA). In the case of information technology, the school has improved on its scheme of work by incorporating the published model. In English, it has adapted a published scheme to meet the requirements of the literacy strategy.
35. There is an appropriate curriculum in the nursery. The sound range of planned activities promotes learning. Children's progress is measured and informed by observations and assessments of individuals. The curriculum in Key Stage 1 and 2 is now broad and well balanced and all subjects of the curriculum are given appropriate coverage. There is now evidence that pupils apply their mathematical knowledge to everyday situations, for example in the oral and mental sessions at the start of the daily mathematics lessons. Use of research and retrieval skills in English has also improved. However, there is still little evidence of pupils' composing and appraising music. The gains made, apart from the acquisition of an appropriate scheme of work, have been lost with the resignation of the music co-ordinator. The curriculum for design and technology now meets the needs of all pupils and fulfils the school's aims. While there is an appropriate curriculum in place for information technology, it is not yet effective in improving standards in the subject so it remains a key issue for the school. The curriculum now provides good opportunities for pupils' spiritual development and teachers plan to take advantage of these in other subjects of the curriculum. In the course of the inspection, pupils were enraptured by Kandinsky's use of shape and colour and chilled by Gillian Beer's depiction of frost.
36. The school's curriculum meets statutory requirements, including those for sex and drugs education. The acting headteacher and permanent subject co-ordinators recognise that many policies need up-dating to reflect recent changes such as the greater prominence of literacy and numeracy and the need to develop pupils' skills in information technology across the curriculum. Because many policies are out of date, planning for subject development is insecure and not supported by the school's institutional development plan.
37. The school provides equality of access and opportunity for all pupils and is particularly effective in meeting the needs of pupils with English as an additional language throughout the school and of pupils with special educational needs at Key Stage 1. The school has an established individual educational planning format for setting and reviewing targets for pupils with special educational needs. This is an effective tool at Key Stage 1 where teachers set precise, measurable targets, often for the acquisition of literacy, indicate the strategies they intend to adopt and evaluate pupils' progress effectively. At Key Stage 2, targets are often too general. Strategies are not identified and often targets are not achieved.
38. At the time of the inspection the only opportunity for extra-curricular activity was a football club run enthusiastically by the site manager. Until recently there was a choir and a bird-watching club but these activities have been discontinued following the resignation of the specialist music teacher and during the absence of the deputy headteacher. The art curriculum is supported by the

contribution of a potter who has worked with pupils on a number of projects. Several local sports clubs have assisted in the past with sports coaching. The curriculum is enriched by these experiences.

39. The previous inspection report stated that there was not a consistent approach to assessment to inform the practice of teachers. The school has addressed this issue. There are now appropriate policies and practices in place for assessment. Effective practices introduced since the last inspection include agreement trials for establishing National Curriculum levels in English and mathematics and the use of QCA optional tests. These are used to set targets for achievement for all pupils and in Key Stage 1 pupils' targets in English and mathematics are displayed on classroom walls. At Key Stage 2 although procedures for assessment are appropriate, they are less effective because of instabilities in staffing. Assessment records, including the good portfolios of work collected for individual pupils in Key Stage 1 and at the beginning of Key Stage 2 indicates that teachers have a secure grasp of National Curriculum level expectations.
40. Teachers assess effectively the learning needs of pupils with special educational needs, especially at Key Stage 1. Here pupils make good progress as a result of the strategies and interventions used to meet their learning needs. Teachers make good use of assessment evidence in their planning for the literacy hour and daily mathematics lesson. This informs the deployment of support teachers and classroom assistants. Although assessment of learning needs is generally accurate at Key Stage 2, progress is less assured because strategies for intervention are less effective.

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

41. This aspect of provision is now a strength of the school. Since the previous inspection good progress has been made in improving pupils' spiritual development to the level of their moral, social and cultural development. It is fostered through worship, which is broadly Christian in character. In assemblies, pupils learn to reflect on their lives and those of others, for example the week's assemblies based on Diwali included the presentation of cards to the two Hindu pupils in the school. The close links between assemblies, circle time and religious education make a positive contribution to spiritual development. Teachers plan and promote spirituality in many subjects, notably art, literacy and history. Across the curriculum, periods of reflection are used to develop spirituality. The school lives its mission statement. Legal requirements are met for collective worship.
42. Provision for pupils' moral development is good. Staff instil the principles of acceptable behaviour. This is a happy, caring school in which the values of right and wrong are fostered effectively. For example, the positive reward system is understood by all. Expectations are reinforced consistently in displays of class rules. The promotion of justice, tolerance, personal rights and responsibilities has a positive impact on pupils' attitudes to school life and all members of the community.
43. Good social development is encouraged at all times through conversation and concern for others, reflecting the hard work and commitment of all staff. The school teaches effectively the principles that separate right from wrong. The pastoral care system is strong. Pupils know what to do when there are problems and are confident that these will be dealt with appropriately, promptly and sensitively. Pupils are encouraged to take on responsibilities such as taking registers to the office and as members of the school council manage and discuss issues relevant to the life and ethos of the school.
44. The quality of provision for pupils' cultural development is good. Pupils come from a wide

variety of cultural backgrounds and this diversity is celebrated through opportunities in the curriculum, visits and in displays. Particularly effective use is made of photographs and information about pupils, supported by a wide range of appropriate books. Teaching promotes pupils' appreciation of their own cultural traditions and the diversity and richness of others. This is developed through English, history, geography, religious education, assemblies and art. Pupils have access to world culture through a programme of visits to support topic work and visitors to the school, for example a potter working with specific classes and the Chance to Dance project. A satisfactory range of resources is being developed with dual language texts, artefacts and music from different cultural traditions.

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

45. The support, guidance and welfare provided for pupils are strengths of the school. The previous report referred to the school giving a high priority to promoting pupils' welfare and providing good pastoral guidance. There have been further improvements in this area and the school now uses assessment to inform its support of, and guidance for, all pupils.
46. The school is especially strong in its promotion of attendance and good behaviour. Policy and practice in monitoring attendance and lateness have successfully reversed a downward trend.
47. Policy and practice in managing pupils' behaviour are well known to the whole school community and have been effective in promoting good standards of behaviour. The rare instances of bullying are dealt with promptly and effectively. Racial harmony is a strength of the school.
48. The school's arrangements for child protection are satisfactory. There is a safe, clean and secure environment for pupils with staff providing very good role models.
49. Access to the curriculum is ensured for all pupils. Support for pupils is good and sustained throughout the school. Satisfactory transfer arrangements to the secondary phase are in place.

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

50. This school is at the heart of the local community and is respected by the parents who value its open and friendly ethos. The strength of parental support is demonstrated by the high percentage of parents agreeing positively with each statement of the questionnaire. Parents were very supportive at the parents' meeting and many positive comments were made about the school, its ethos and standards. Parents are well informed of school policy and practice for example, in areas such as behaviour and attendance and the homework system.
51. Parents receive regular newsletters, which are of a good standard and parents receive an annual report on their child's progress. Parents are offered two meetings per year to discuss their child's progress and have benefited from meetings devoted to the numeracy hour and other curriculum developments.
52. Information for parents of pupils with special educational needs is satisfactory. They are informed of the individual education plans and are involved in the annual review of pupils with statements of special educational needs.
53. The school encourages parents to help in the classroom. Some parents assist by escorting pupils to swimming and on school trips. Most parents are involved with their child's reading and with homework. The parent committee organises and supports social and fund raising events on behalf of the school.

54. The school has attracted help from a commercial company and from the Probation Service to improve the playground. Links with the police support pupils' personal and social development and links with the Fire Service raise issues of safety. Links with two local churches are maintained, with clergy leading occasional assemblies. All of these initiatives make a positive contribution to the attainment of pupils and their personal development.

## **The management and efficiency of the school**

### **Leadership and management**

55. Strong leadership by the acting headteacher, supported by the governors and the local education authority has been central to maintaining the quality of education during a period of staffing instability and major building work. In a short space of time her clear vision and positive leadership, supported effectively by the newly formed senior management, has guided the school forward and built a corporate team. This cohesive teamwork is a major contribution to the success of the school during a period of change and transition. Purposeful day-to-day management has provided firm direction, raised staff morale and promoted a sense of well being across the school. The commitment of the permanent staff is to be commended, for they have worked tirelessly to uphold this supportive and positive ethos. Evidence indicates that the good standing and respect for the school by parents and the local community has been maintained.
56. Recent staff changes have hindered progress on some of the key issues for action identified during the last inspection. Limited progress has been made in monitoring the quality of teaching, learning and achievement and in raising standards in information technology. The acting headteacher currently holds the co-ordination of special educational needs, design and technology, history, music and physical education. Additionally, a temporary teacher has management responsibilities for English, including literacy, and information technology. This has delayed developments in these areas. Whilst there are policies and schemes of work in place to underpin teachers' classroom practice, many policies are out-dated and in need of revision. Additionally, there are few rigorous systems in place to ensure that these are being followed. Although teachers' planning is checked and there are occasional opportunities for some co-ordinators to monitor in classrooms, there is no systematic evaluation of the outcomes of teaching and learning to inform future strategic planning.
57. The governors are well informed and have a higher profile than in the past. They are committed to school improvement, know what is going on through visits and knew precisely the type of substantive headteacher they wanted to appoint. A sound committee structure feeds into the work of the governing body. Governors are guided in decisions by the information on all aspects of school life provided by the acting headteacher. However, although the governors and the temporary senior management team have a shared understanding of the aims of the school, and of what needs to be done to improve, this is not always translated into a well-constructed development plan that sets out rationalised priorities for focused development and raised attainment. Whilst the school has broad goals for improvement there is little documented evidence of progress towards meeting these targets. Additionally, there is no indication of regular reviews, for example, to take account of the national initiative to introduce the numeracy strategy.
58. The school management team pursues to good effect the central ideals of its mission statement. The school is a happy community. Equality of opportunity is reflected in day-to-day work in the classrooms, which follows the school's documented intentions. Appropriate support is provided for pupils for whom English is an additional language and their progress is satisfactory. The school has well-established procedures for the management of special educational needs. Good



liaison is maintained with a range of local authority and other support services. There is evidence that pupils' individual education plans are monitored by the permanent special educational needs co-ordinator, who was absent during the inspection. However, this support is not always effective in ensuring that all individual education plans are of good quality.

59. With the exception of the arrangements for teacher appraisal the school fully complies with all other statutory requirements.

### **Staffing, accommodation and learning resources**

60. Though the school has experienced recent difficulties in appointing permanent staff to key positions, the number of classroom teachers and support assistants is adequate. Teachers are appropriately qualified and most National Curriculum subjects, apart from information technology, physical education and music, are represented among initial teaching qualifications. The previous inspection report also noted a lack of staff expertise in these subjects. On balance, the school has an established teaching team across the early years and Key Stage 1. There are however, some staffing instabilities in Key Stage 2 where there are two temporary teachers in the middle classes. The teaching staff, working with pupils with special educational needs and with those for whom English is an additional language, are experienced and qualified for such work.
61. The skilled contribution of the support staff is valued, not least by the pupils. Teachers are supported well by experienced and long-standing support assistants, administrative and site staff. Their involvement is a significant factor in maintaining the positive ethos. Whilst teachers and support staff have distinct roles, their work is complementary. Recent team-building strategies initiated by the acting headteacher resulted in effective teamwork across the school. All members of the teaching and support staff have a clear understanding of their own roles and those of others. This ensures that the day-to-day life of the school functions effectively during a period of change.
62. The arrangements to identify and meet staff development needs are satisfactory and achieve a reasonable balance between supporting the school's development plan priorities, individual needs and national initiatives. This has improved since the previous inspection when staff development was a key issue for action. There is still some way to go in raising teachers' subject knowledge in science, information technology, music and physical education. Training to improve the skills of co-ordinators has yet to take place and the contribution to the quality of teaching and learning in their subject area needs to be developed. The arrangements for inducting all staff new to the school are adequate and the support for the newly qualified teacher has been appropriate. Due to staffing difficulties the appraisal programme has been suspended and does not meet the statutory requirements.
63. Most recommendations in the previous report about the school's accommodation have been addressed. Accommodation is adequate and good use is made of the limited space. The building and grounds are well maintained. The attractive garden, environmental area, greenhouse and seating area provide a stimulating environment for learning. The nursery play area and some internal decoration need to be improved to match that found in the rest of the building. The school is kept very clean and is much enlivened by the high quality, informative displays which celebrate and reinforce the diversity of pupils and the school as a whole. The many photographs of pupils at work provide an appropriate testimony to the quality of their experiences and help to raise pupils' self esteem.
64. Resources to support learning are satisfactory in most subjects and in some, such as science, religious education, history and art they are good. The special needs support room is well stocked

and makes a sound contribution to learning. However, insufficient investment in resources to support the numeracy strategy has resulted in a lack of books and equipment. The use of the relocated library is being reviewed. There is a limited range of information technology software to support other subjects of the curriculum. Resources beyond school need to be explored further.

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

65. The day-to-day financial administrative and management of the school is of a good standard and matches that previously reported. The minor recommendations of the last auditors' report have been fully implemented. The school's system for medium and long term financial planning provides a budget that enables the school to deliver its objectives. For instance, where there is a clear focus such as the recent building programme, the budget has been managed ensuring the resources are available to support the improvements. However, there is a lack of focus in the school development plan and progress made against targets is not always documented to gauge the speed of change. Whilst governors monitor the budget and have a clear overview of the school's finances they have yet to develop their monitoring role to examine value for money.
66. The school makes efficient use of the buildings with good use being made of the outside areas. The deployment and use of teaching and support staff is good with the latter being well briefed in their classroom duties. Satisfactory use is made of resources and special educational needs funding is used effectively to support pupils' learning.
67. Taking into account the standards achieved, the socio-economic circumstances of pupils, the ethos of care and concern, the good behaviour, support and guidance given to the pupils, this school gives satisfactory value for money.

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

### **Areas of learning for children under five**

68. Provision in the school's nursery is satisfactory and similar to that found during the previous inspection. It continues to provide a satisfactory start for the children's entry into school. The attainment of children is as expected with most achieving at levels appropriate for their age. The nursery curriculum meets satisfactorily the needs of children under five and covers the areas of learning which they should encounter. It promotes intellectual, physical and social development effectively through a well-planned learning programme. All children in the early years of schooling, including those with special educational needs and those for whom English is not their home language, make sound progress in the nursery.
69. Personal and social development is a strength of the early years curriculum and is promoted across all the areas of learning. Self-confidence and respect for others and the environment are strongly fostered. Children behave well, know the routines and respond appropriately to adults and to the varied learning opportunities. They feel safe and secure in an environment in which they can take part in practical activity and purposeful play. Although most operate independently during activities, they are also happy in one another's company. This is particularly noticeable during their refreshment time when children are encouraged to sit in a round with adults who lead them in purposeful discussion. This supportive ethos promotes self-esteem and happy, outgoing children.
70. The development of language and communication skills is regarded as central to effective early years education. A satisfactory range of activities develops the elements of language and literacy. Speaking and listening skills are developed well. Children listen attentively and gain confidence by talking about activities. They are increasingly able to communicate ideas and feelings. They ask questions and are keen to know the answers. Adults frequently engage children in conversation and discussion, both planned and spontaneous. Children enjoy books and will voluntarily browse in the book corner although, there remains a limited number of big book resources. Younger children are happy to discuss the pictures and story line and handle books with care. Older children recognise and write their own name and know the letters of the alphabet by shape and sound and can readily point to a few familiar words in favourite books.
71. The nursery provides a sound foundation for the development of mathematics. Most children can count to 10 and beyond. They develop a basic understanding of number, shape and space and, in a focused session, were all able to talk about the distribution of dried pasta in terms of equal numbers and having more than or less than the other group members. Counting games, number rhymes, songs and stories are often used well to promote mathematical understanding. The weakest aspect is encouraging children to solve problems by using numerical investigations with real objects to develop understanding of measurement.
72. Children in the nursery are encouraged to develop knowledge and understanding of the world and they learn a reasonable range of early science, geography, history and technology. In response to the topic *Ourselves*, many children can demonstrate an understanding of some parts of their bodies. Children's skills in cutting, sticking and exploring the qualities of different materials are provided through the different technology activities undertaken. Work on exploring patterns in the sand and then transferring this picture to glued paper were particularly successful. Adults encourage children to have a sensitive awareness to living things and their environment. There are limited opportunities however for them to extend enquiry skills and to have the opportunity to work on their own initiative.

73. The children do not use computers regularly. Insufficient progress has been made in this area since the last inspection. The majority do not yet know the basic principles and functions of computers and are wary of using the one machine available, although the hardware has recently been updated.
74. A satisfactory range of experiences in art, craft, music and imaginative play provide children with a medium to express ideas and feelings creatively but this requires further development. Whilst most displays cover the range of activities, they lack visual impact and few invite the children to interact. Most children are confident when handling paint and malleable materials. In a printmaking activity with the nursery nurse some children were engrossed in the task of making patterns on paper using vegetable cutouts. Both adults guided the children in simple techniques to give them greater control over the materials they use.
75. Physical skills are developed satisfactorily and the children handle small equipment sensibly. The outside play area, which adjoins the main room, provides adequate opportunities for the use of the larger apparatus. Children climb with confidence and are developing the skill of balance. However, the previous report recommended a review of practice in this area but this uninspiring provision has not been improved. An unused sandpit continues to occupy a large amount of space and out-dated apparatus is still being used on a daily basis. This remains an important area for redevelopment.
76. The quality of teaching is satisfactory with some good features. The nursery teacher and the nursery nurse work well as a team and promote an atmosphere of mutual support. Teaching is planned appropriately and tasks are matched to children's abilities and achievements. Daily routines provide a good balance between activities that the children choose themselves and those which are led by adults. Observations of children's achievements are noted on a regular basis and are used to help inform nightly planning. Children are assessed on entry into the nursery and there are sound relationships with parents, which the school hopes to develop further.

## **English, mathematics and science**

### **English**

77. Attainment of pupils at the age of seven, as measured by the 1998 Key Stage 1 national tests was well above the national average in reading and writing and very high compared with similar schools. The number of pupils achieving higher levels was just above the national average in reading but below in writing. Over the three years 1996-1998, the performance of boys in reading and writing was close to the national average, while the performance of girls was just below the national average. The school improved its performance in 1999 with over 90% of pupils achieving the expected levels for their age. This is a very good result. It is evident that most pupils are attaining national expectations for pupils at the age of seven, with average and higher attaining pupils beginning to use a cursive script and able to use knowledge of phonics to spell unfamiliar words. Many pupils are exceeding these expectations in speaking, listening and reading. Average and higher attaining pupils have a good command of phonics, read fluently and with developing expression. The best readers are able to make predictions about what will happen next in the story and use inflection to indicate speech and irony. Less confident readers are developing sight recognition of the most common words and recognise some of these out of sequence.
78. Attainment at the age of eleven is less assured. In the 1998 Key Stage 2 national tests, the number of pupils achieving the expected level was close to the national average and close to the average for schools with pupils from similar backgrounds. The number of pupils attaining higher levels was below the national average. Results in the 1999 tests are well below these and confirm a

declining trend in the standards achieved over the last four years. In the three years 1996-1998, the performance of boys in English was well below the national average while the performance of girls was close to the national average. However, standards currently being achieved by pupils at the end of Key Stage 2 indicate an improvement on those achieved last year, with about two thirds of pupils achieving national expectations. They speak thoughtfully and confidently and are able to apply technical terms they have learnt, such as 'half-rhyme' and 'personification' when discussing Gillian Beer's *Frost on the Shortest Day of the Year*. While some are achieving higher levels in reading, few are working consistently at higher levels in writing.

79. Pupils of all abilities make good progress in Key Stage 1. Lower attaining pupils make particularly good progress, with all those from the reading recovery programme in 1998 attaining the expected levels in the 1999 national tests. Progress of the highest and lowest attaining pupils is less assured in Key Stage 2. This is partly explained by instabilities in staffing, but in the case of higher attaining pupils limited opportunities for developing and extending skills as writers and honing these through frequent practice at drafting and redrafting work also plays a part. In the case of pupils with special educational needs, learning targets are often insufficiently well focused, and strategies for achievement are ill defined, so that the careful step-by-step planning evident in Key Stage 1 is less apparent. This means that some pupils who just attained national expectations in the end of Key Stage 1 tests have made little progress by the middle of Key Stage 2. Pupils with English as an additional language make satisfactory progress throughout the school.
80. Pupils in most classes enjoy working in English. They listen carefully to the teacher and to other pupils and are keen to contribute ideas. They enjoy exploring new words. As they get older they take pleasure in explaining how writers use words for effect and are proud of attempts to make use of what they have learnt in their own writing. For example, in a paragraph written by an older class, pupils demonstrate how using longer and shorter sentences builds atmosphere in a story. Most pupils settle quickly to independent work within the literacy hour and remain on task for the required period, although some of the youngest pupils find it difficult to sustain concentration for more than ten minutes.
81. English is taught well. Over half the lessons observed in Key Stage 1 and Key Stage 2 were very good. Only one unsatisfactory lesson was observed. Teachers have good subject knowledge, which has been strengthened by the use of material from the National Literacy Strategy. In Key Stage 1, phonics are taught very effectively, with teachers making good use of mime and modelling. They prepare appropriate materials and ensure a close match to the range of learning needs in the class. Teachers model good practice in their own reading and writing, paying careful attention to letter formation and commenting on which letters are joined and which unjoined when teaching handwriting. In the best lessons throughout the school, teachers communicate enthusiasm for the subject. They make learning objectives explicit at the start of lessons, checking that pupils have retained what they learned in previous lessons. They refer to these objectives during the lesson and conclude with a summary that reinforces what has been taught. Good use is made of the framework of the literacy hour to sustain the pace of lessons and to develop pupils' independent learning skills. For example, in Key Stage 1 a higher attaining group made effective use of word banks to construct sentences. There are some excellent examples of teachers using the National Literacy Strategy weekly planning format to assure progress and continuity in pupils' learning. Evaluation of what pupils did well and what they found difficult is taken into account in subsequent planning. However, this is not always the case, and less satisfactory teaching occurs when learning objectives for pupils attaining different levels are not sufficiently distinctive in planning and in teaching.
82. Small group teaching and individual teaching are usually very good. In reading recovery and

literacy support a variety of techniques, including flash cards, plastic letters, cutting up and reassembling sentences, is used to consolidate phonics and recognition of common words. The additional literacy support assistant in Key Stage 2 uses similar techniques very effectively. Support for pupils with English as an additional language is also effective, with an emphasis on good, purposeful speaking and listening and the development of sound learning habits.

83. Most teachers enjoy good relationships with their class and manage pupils' behaviour well. In those classes which are without a permanent teacher, management of behaviour is less secure. Teachers mark pupils work regularly and some very useful comments inform pupils of what they have achieved and what they need to do next to make progress. These teachers take account of what marking tells them about pupils' learning to plan future lessons. Good use is made of homework to extend pupils' learning. For pupils in Key Stage 1, this usually consists of reading while in Key Stage 2 a range of tasks are set, including writing and research to encourage pupils to make use of libraries and other sources of information, such as the internet.
84. The subject is managed appropriately although there is no permanent co-ordinator for English in post. A supply teacher who has monitored colleagues' planning and observed some teaching currently has this responsibility. The English policy needs to be updated to take into account the introduction of the National Literacy Strategy and the literacy hour.

84. **Mathematics**

85. The attainment of seven year olds in 1998 national tests is above the national average for pupils achieving levels 2 and 3. Results are well above average in all attainment targets. In comparison with the average for similar schools results are very high. This is an improvement on the average for the 1996-98 results which is below the national average. The 1999 results show pupils achieving above the average results for the borough and above those targets set by the school.
86. In the 1998 national tests at Key Stage 2 pupils' attainment is well above the national average for those reaching level 4 and above. In comparison with similar schools the results are also well above average. Taking the 1996-98 results together the performance of all pupils is close to the national average. The 1999 results show pupils reaching level 4 and above are below the borough and national averages but expected by the school for this particular cohort.
87. Standards at the end of Key Stage 1 are currently in line with national expectations with appropriate targets set by the school to achieve this in the national tests. Pupils' competencies in Key Stage 1 develop satisfactorily with an appropriate focus on number work. Pupils order and understand number factors and bonds. They recognise odd and even numbers. They name two and three-dimensional shapes such as square, circle, triangle, cube and sphere. Pupils use non-standard and standard units of measurement when estimating and measuring, for instance ordering strips of paper by width, which strengthens mathematical concepts. Pupils use and understand well basic mathematical language, for example, more, less, difference and are encouraged to develop this in mental and oral work. At the end of the key stage most pupils have a secure sense of number. Many have good recall of multiplication tables, for instance 2, 5 and 10. Pupils gain confidence in mental mathematics and many are able to use and apply knowledge and skills. For example, older pupils carrying out an investigation on probability in pairs and threes, using dice. They discuss methods using appropriate vocabulary, try different approaches, record findings and report back on the process used and the mathematical features discovered through investigation. Information technology supports learning well in some lessons.
88. Standards at the end of Key Stage 2 are currently in line with national expectations but there is some inconsistency across the key stage related directly to the current staffing instability. Pupils

apply the four rules of number with confidence, working with increasingly large numbers. They are able to double, partition and recombine numbers. They estimate using non-standard and standard measures, understand simple and more complex probability, matched well to age and ability. Pupils work on decimal and equivalent fractions, percentages, perimeters and areas. They record temperatures and attendance figures on line graphs from which they extract and interpret information. Tally and other charts are also used to record information mathematically. The daily mental mathematics helps pupils to explain reasoning and describe methods of computation. There are a few examples of well-integrated information technology which support and develop the acquisition of mathematics but it is not a consistent feature across this key stage.

89. Progress is good in Key Stage 1 and satisfactory overall in Key Stage 2. Currently rates of progress in Key Stage 2 are variable, related directly to the quality of the teaching and range of experience. Pupils' advances in knowledge, understanding and skills associated with the mathematics curriculum are inconsistent apart from at the end of the key stage where they are good. Progress is also hampered in the middle of the key stage by the attitudes and behaviour of a small number of pupils.
90. Pupils for whom English is an additional language receive good support and make satisfactory progress as do lower attaining pupils with special educational needs when support is focused on them.
91. The majority of pupils communicate well. During whole class introductory and discussion, they listen attentively, respond eagerly and use mathematical vocabulary with growing confidence. They respect others' opinions and talk well about mathematical processes and how they work out problems. They respond to instructions quickly and the majority know what they have been asked to do as learning objectives are displayed and discussed effectively.
92. The quality of teaching is good overall, and ranges from satisfactory to excellent. Six out of eleven lessons seen were good or very good with one which was excellent. In both key stages emphasis is placed on using the main elements from the National Numeracy Strategy to teach the key competencies of numeracy. The whole class introductory sessions are particularly successful in consolidating, reinforcing and increasing pupils' knowledge, understanding and skills through effective questioning. Overall, there is an appropriate match to pupils' ability and good links to the content of lessons. Teaching strengths are subject knowledge and understanding, planning and delivery, good pace, high expectations and management of pupils. Teachers use resources well, including support staff, to extend and support pupils' learning. The school's involvement in the Cognitive Acceleration in Science Education Project is making a difference to the way the pupils in Key Stage 1 learn and this is having a positive impact on pupils' mathematical knowledge, understanding and skills. There are examples of effective, interactive displays across the school, particularly mathematical symbols and associated vocabulary. Weaknesses in teaching in Key Stage 2 are a lack of pace and expectations which provide insufficient challenge for pupils. The use of information technology to support mathematics and extend the curriculum is unsatisfactory.
93. Record keeping systems are in place and documentation provides a sound framework for planning and teaching. This has improved continuity and progression, particularly in Key Stage 1. There are samples of work for younger pupils, annotated and levelled against the National Curriculum which provide useful information on progress and achievement. Optional national tests are used to identify strengths and weaknesses in teaching and learning. The school is implementing the National Numeracy Strategy assessment system. There are effective examples of marking as an assessment strategy in half the classes, which help pupils to improve work and recognise achievement. Homework is used well to support and extend the work in the classroom. Any

inconsistencies in practice reflect the current staffing instability.

94. Mathematics is managed very effectively. There is a clear and accurate view of the subject's strengths and weaknesses. An effective action plan focuses on maintaining and raising standards. A wide range of effective monitoring strategies, including classroom observations, provides useful information on standards and rates of progress. The numeracy training and the deployment of support staff working with targeted individuals and groups, have a positive impact on planning and teaching. Teacher confidence, practice and pupils' achievement has improved since the last inspection.

94. **Science**

95. In 1998, the teacher assessments in science show the attainment of seven year olds is in line with national averages. Results are broadly average when compared with schools whose pupils have similar backgrounds. In 1999, results show a marked improvement with all pupils reaching the national average. In 1998, national test results for eleven year olds are above those expected nationally and similar to those identified in the last inspection report. When compared with pupils from schools with similar backgrounds, performance is above average. The lower results achieved in 1999 were anticipated, reflecting the high number of pupils with special educational needs in the class.
96. By the end of Key Stage 1, the attainment of the current Year 2 is in line with national averages and reflects a similar picture to that found during the previous inspection. Pupils can carry out basic investigations such as deciding how to group different animals and, in the older classes, classify and group different materials. Most are beginning to respond to suggestions of how to find things out but are far from secure in developing their own ideas. The majority of pupils talk about what they see but have a limited scientific vocabulary to describe simple features. At the end of this key stage pupils have a satisfactory understanding of life and living things and materials but are less sure about physical processes.
97. By the end of Key Stage 2, the attainment of most pupils in the present Year 6 is just in line with what they are expected to achieve. This is slightly below the attainment reported during the last inspection. Higher attaining pupils can identify how an investigation can be made into a fair test. For example, they are able to describe the need to provide the same conditions when testing the evaporation of different types of water and most know that changing one variable will have an impact on the conclusion. However, many lower attainers and younger pupils in this key stage find it difficult to describe what they are doing and why. They have little opportunity to contribute to the design of experiments or to select materials themselves. Few are accustomed to making predictions and they are rarely asked to evaluate results in detail. No use is made of information technology when presenting findings. By the end of this key stage pupils have not acquired an adequate knowledge of experimental and investigative science. They are not able to use appropriate charts and tables to record findings accurately and with precision. There has been little improvement since the previous inspection, which also highlighted this as a weakness.
98. Most pupils make sound progress early in Key Stage 1 and by the end of this key stage their acquisition of knowledge and skills is satisfactory. The school's involvement with the Cognitive Acceleration in Science Education Project is improving pupils' ability to solve problems. In Key Stage 2, progress is uneven and depends on which class pupils are in. They make rapid progress at the top end of this key stage. However, progress over the longer term is less than it should be. Pupils do not build progressively on previous learning and often find it difficult to recall and explain earlier work.



99. Pupils' attitudes to science are mostly satisfactory. They are always positive in Key Stage 1 but attitudes vary across Key Stage 2. Here they ranged from very good, to poor in one lesson seen. A very good response is always found from the oldest pupils. Most are well behaved, listen attentively and settle quickly to tasks, although a significant minority can present challenging behaviour across the middle classes of Key Stage 2. Few pupils can manage activities entirely independently.
100. The quality of teaching in science is mostly satisfactory. It is consistently good in Key Stage 1 and at the top end of Key Stage 2. However, the quality of teaching across Key Stage 2 is not yet secure in classes where there have been recent staff changes. In the best lessons, across the school, teachers have a firm understanding of the subject and have high expectations of pupils. Planning and preparation of resources are appropriate. The use of adult support is effective in helping those with special educational needs in Key Stage 1 make the progress they should. Major weaknesses in teaching are the limits in subject knowledge and the poor control and management of the session. Assessment is rarely used to inform planning.
101. The subject is managed appropriately. The co-ordinator's practical advice has supported less confident teachers. However, there is lack of assessment data, monitoring and budgetary control in science throughout the school to inform the co-ordinator of future needs. Although some professional development has taken place, this has been limited by more pressing priorities.

## **OTHER SUBJECTS**

### **101. Information Technology**

102. Pupil's attainment in information technology is in line with national expectations by the age of seven but below the level expected nationally at eleven. By the age of seven, pupils are familiar with the operation of the keyboard and the mouse, and have experience of simple word processing, for example, to make captions and labels for items of furniture in their classroom. They have some experience of sorting and classifying information and are beginning to learn to use a simple graphics programme to produce work in art. They are not used to storing and retrieving work on a regular basis. By the age of eleven, those pupils who have access to computers outside school use information technology with ease, but those without computers at home and lower attaining pupils have insufficient opportunity to develop skills. Raising pupils' attainment in information technology, especially at Key Stage 2, and improving provision for information technology is a key issue for the school.
103. Pupils' progress in information technology has been delayed because until recently much of the school's equipment was out of commission. This has disadvantaged those pupils who do not have access to information technology at home. However, higher attaining older pupils were able to draw on knowledge of mathematics to modify a familiar addition formula in a spreadsheet and calculate an average. Pupils' progress has also been hampered by a lack of confidence on the part of some teachers and because there has not been a consistent approach to planning for pupils' progression in learning. There is little evidence of pupils' work in controlling and modelling throughout the school, and in some classes in Key Stage 2, very little evidence of any work in information technology. There has not been adequate coverage of the curriculum to assure the progress of all pupils in acquiring information technology skills. The school has now adopted the Qualifications and Curriculum Authority's model scheme of work. While this provides an excellent foundation for the development of pupils' skills and understanding in information technology, it is not yet sufficiently embedded to have had an impact on pupils' progress.

104. Pupils enjoy using computers. Younger pupils are delighted to explore the possibilities for creating circular and oblong shapes derived from the paintings of Kandinsky using a paint programme. Older, higher attaining pupils are interested to compare calculations made by the computer in a spreadsheet application with those they had done themselves. They assumed, correctly as it turned out, that the computer had got these sums right while they had got them wrong. They also take pleasure in using the application to present numerical data in a graphical form, and explore the spreadsheets' tools to alter the colour and size of the graphs they had generated.
105. The direct teaching of information technology observed in Key Stage 1 and at the top of Key Stage 2 is good. Teachers make learning objectives clear and appropriate links with other subjects of the curriculum. For example, in Key Stage 1, pupils worked at paper keyboards during registration and in the course of the week, the teacher introduced them to a range of functions linked to work in literacy.
105. **Religious Education**
106. Pupils' standards of attainment are satisfactory for their ages in relation to the locally Agreed Syllabus. Religious education has a secure place in the curriculum and is planned for all year groups. By the time they leave school pupils have studied aspects of the world religions and Humanism. Lessons provide opportunities for pupils to gain subject specific knowledge, skills and understanding. There are no significant variations in attainment for pupils of different gender, ethnicity or background. Pupils' progress is good in Key Stage 1 and satisfactory in Key Stage 2.
107. In Key Stage 1 pupils begin to have knowledge of world religions. They know some of the personalities, places of worship and symbols associated with religion. For example, the youngest pupils broke and ate bread, smelled the wine and heard a range of prayers whilst learning about Shabbat in their study of Judaism. Pupils recognise that Sunday is a special day for Christians and using previous knowledge discussed the special day for Muslims and Jews. The occurrence of Diwali during the inspection was used well to study the story of Rama and Sita and how and why Hindus celebrate the festival. Pupils from two classes used assemblies effectively to communicate learning about Diwali through drama and reading their own versions of the story. Pupils communicate ideas through well-structured discussions. Visits to local churches support pupils' learning about symbols and ceremonies, for example baptism.
108. In Key Stage 2 pupils extend their knowledge. They share opinions and respect others' views. They are able to reflect upon their own views and relate experiences to those of others. For example in discussing Islam, pupils of that faith provided information on Allah, special features of worship, fasting, the importance of the Qu'ran and the use of spoken and written Arabic. Non-Muslims provided information which referred to similarities and differences in their own faiths. Effective links are made between religious education and assemblies whose themes and important festivals and themes are planned well on a termly basis. As a result pupils develop sensitivity and appreciate that others have different traditions and faiths. Personal and social education, including circle time, also enhances pupils' spiritual development. Pupils' response across the school is usually good.
109. The quality of teaching is always satisfactory and is sometimes good or very good. Teachers demonstrate good knowledge of the Agreed Syllabus. Effective planning and delivery of lessons include direct teaching, use of discussion, periods of reflection, good pace and use of resources, including visits to support and enrich the curriculum. There is equality of access and opportunity for all pupils. The half-termly summative self-assessment of pupils' knowledge and

understanding is an effective strategy which informs future planning.

110. There have been significant improvements in teaching and learning since the last inspection. The subject is very well managed. There is effective documentation and guidance linked to the Agreed Syllabus. Resources are improved. Monitoring structures provide useful evidence of effective practice and areas for development. Effective staff development has made a positive contribution to teachers' confidence and subject knowledge.

#### 110. **Design and Technology**

111. Attainment at the end of both key stages is in line with national expectations. At the end of Key Stage 1, pupils are able to measure and join materials with reasonable accuracy, using glueing and stitching techniques to make coats for Barbie and Action Man dolls. They make preliminary designs and modify these to take account of what they are taught about repeat designs. They use tools such as scissors and glue confidently and are developing new skills in sewing. By the end of Key Stage 2 pupils have developed these skills further. They understand the importance of accurate measurement when making a slipper to fit their feet. They can distinguish between decorative and functional items and describe the characteristic features of each.

112. Pupils' progress in the subject is assured as they move through the school. They deepen their understanding of the relationship between designing and making and put increasing emphasis on the accuracy of drawings. The care and accuracy with which they use simple tools to join and fix materials increases. They develop understanding of the concept of fitness for purpose and ability to evaluate the products created. Older pupils gain an appreciation of how best to assemble products they are making themselves by deconstructing commercially produced items such as various types of slipper. They explain the advantage of making a prototype to test its fitness for purpose and to help them make improvements before fashioning the finished item.

113. Pupils look forward to and enjoy design and technology lessons. They take pleasure and pride in the artefacts they have made and relish the opportunity to develop and practice skills in new design and make enterprises. They co-operate well with each other and share resources amicably. They appraise each other's work thoughtfully and incorporate other pupils' suggestions into their own work. They remain on task and are keen to conclude the work in hand.

114. The quality of teaching is good. Teachers make good use of a wealth of stimulus material, including commercially produced products and packaging materials, to inform pupils' design choices. These are supported by appropriately prepared documentation such as planning briefs and evaluation sheets. Teachers have a keen awareness of health and safety issues. There is an appropriate emphasis on the correct use of technical language to describe the concepts of prototype and template and to distinguish between cutting and sewing lines. Teachers' planning takes account of pupils' skills and identifies new skill areas for development. Appropriate links are made with other subjects for example, drawing on what pupils have been taught about materials in science to inform their choice of suitable materials in a packaging project. Planning to ensure continuity and progression in pupils' learning has been strengthened by incorporating elements from the scheme of work published by the Qualifications and Curriculum Authority into the school's existing scheme of work.

114.

#### **History**

115. History is taught in alternate half terms to geography and lessons were observed only in Key Stage 2. Judgements are based on evidence from discussing work with pupils and of work, classroom and corridor displays of other year groups. The main improvement since the last

inspection has been the provision of a policy and the implementation of the Qualifications and Curriculum Authority scheme of work. At the end of both key stages standards of attainment are in line with national expectations.

116. Pupils make good progress in Key Stage 1. They begin to develop a sense of the passing of time by learning the days of the week and months of the year. They have opportunities to extend their understanding of the past by studying a variety of historical events, for example Guy Fawkes and the Great Fire of London. They describe differences between past and present through learning about toys and interviewing parents about theirs. They show an emerging sense of chronology through changes in the lives of familiar adults and sequencing the events and using timelines of their own lives.
117. Pupils' progress in Key Stage 2 is variable and related to the current staffing instability. Progress is sound at the beginning, unsatisfactory in the middle and good at the end of the key stage. Pupils study World War 2, the Romans, Tudors, particularly Henry VIII's marriages and the Victorians. Aspects of local history inform particular study units, for instance the effect of World War 2 on people and places in the locality. Pupils are prompted to ask questions about life styles, similarities and differences between the past and present whilst studying the lives of Victorian children. A visitor, evacuated during the war, provided an effective example of adult reminiscence and encouraged pupils in the lower key stage to ask their own questions about a past period of history. Effective use of artefacts, books and other resources makes a sound contribution to pupils' progress. Currently, there is a lack of consistency in pupils' development of historical skills within the key stage and insufficient attention paid to writing skills when recording accounts of the past.
118. The quality of teaching observed was mainly sound and most effective when pupils have to ask historical questions, find reasons for events and identify information matched to people in the past. Where this is in place pupils' respond with interest and curiosity. There is evidence of good cross-curricular links across the school, for example in art and geography.
119. The quality of the history curriculum has improved in Key Stage 1 since the last inspection and is maintained at the beginning and end of Key Stage 2. The documentation and range of resources provide an effective support for teachers and pupils. The high quality teaching in Key Stage 1 and at the end of Key Stage 2 ensures that standards in history are at expected levels, despite the lack of a substantive subject co-ordinator.
119. **Geography**
120. Only two lessons were observed, one in each key stage. Judgements are based on evidence from discussing work with pupils, classroom and corridor displays and sampling pupils' work.
121. Attainment in geography is satisfactory at the end of both key stages and in line with national expectations. Pupils in Key Stage 1 make good progress in geographical skills and knowledge. They use the local area to study the physical features of places, for example different types of buildings. Focused work on school plans and simple maps of the immediate locality help young pupils gain a sense of direction and the geographical features encountered. Skills are developed during the key stage and pupils use more complex maps, understand and use a key, identify local services and land use. Pupils have visited local shops, recording position and use on a simple plan. Older pupils are given the opportunity to study a locality which contrasts with their own, either in the United Kingdom or overseas.
122. Progress in Key Stage 2 is sound. Whilst mapping skills are taught there is insufficient

progression in this area. Pupils study the physical features of rivers with effective links to science when investigating soil erosion and good use of geographical terms such as transportation, deposition and meander. Work on St. Lucia helps pupils understand life in a contrasting locality, discuss similarities and differences, particularly in industries. Pupils' progress is facilitated by the use of globes, maps, published materials and visits out of school.

123. Pupils respond with interest in both key stages and are motivated by the subject. The quality of teaching observed was good or very good. Subject knowledge is sound and resources are used well. There are clear learning objectives which are displayed, shared with pupils and the outcomes are checked at the end of the session. Expectations are high, work is well presented and marking is used to recognise achievement and indicate areas for improvement.
124. The quality of the geography curriculum has improved since the last inspection. There is now coherent documentation in place which supports the teaching of enquiry-based geography. The subject is well managed. There is a clear view of strengths and weaknesses, information is gathered through a range of monitoring strategies.

## **Art**

125. Standards of attainment in art are in line with those found nationally for both key stages and reflect the findings in the previous inspection. The majority of pupils are demonstrating the knowledge, skills and understanding in art expected of them when they reach 7 and 11 years old. Little direct observation of teaching of art took place during this inspection. Evidence was gained, therefore, from a variety of resources, including interviewing the co-ordinator, the teachers' planning, discussing and viewing pupils' work.
126. The satisfactory progress made in art in the early years is consolidated across Key Stage 1 and Key Stage 2. Evidence of pupils' progress in art can be seen in the displays and pieces of work throughout the school. These reflect the developing maturity in pupils' work and demonstrate increasing ability to use a widening range of materials and media.
127. In Key Stage 1, pupils learn effectively to use colour with crayon, pastel and paint and to model work on that of a range of well-known artists. They notice patterns in natural objects, such as leaves, and draw from observation in some detail. Pupils in Key Stage 2 work with clay, draw carefully and use sketch books well to record observations. Skills in observational drawing are good by the time pupils reach Year 6. The cross-curricular work linking art and history is particularly successful. For example, pupils worked with the visiting potter to produce Roman artefacts and models and older pupils studied examples of Victorian china and produced finely painted watercolours.
128. Pupils work with enjoyment and some concentration. However, displays indicate that much of the work is teacher inspired with little scope for pupils to use imagination and develop their own ideas. There are few opportunities to evaluate and modify work or discuss the work of others.
129. Teaching is satisfactory and involves some demonstration and instruction in the use of various techniques and materials. The scheme of work introduced before the previous inspection is used to guide curriculum planning. To some extent this still lacks the planned opportunities for more independent artwork in exploring and researching.
130. There is satisfactory management of the subject. However, the co-ordinator has no budgetary control and, as noted in the last report, there is a lack of monitoring and assessment to inform and influence the delivery of the subject throughout the school. The subject is well resourced although the opportunity to utilise the local art galleries and museums has not been fully explored.

130. **Music**

131. The range of music lessons observed in the course of the inspection was too narrow for a judgement to be made on whether pupils are attaining national expectations by the age of seven and eleven.
132. The lessons observed provided little evidence of progress since the activities were similar. Younger and older pupils displayed a similar level of skill in their ability to sing along tunelessly to a pre-recorded tape. Although teachers indicated that in subsequent lessons pupils would develop these songs to include the two-part harmonisation apparent on the tape, there was no evidence during the inspection of their ability to do so. There was no evidence available of pupil's skills in composing or of the extent to which they were developing understanding of musical notation. Older pupils listened carefully to their song and were able to apply what they had learned about tempo, dynamics, texture and structure in response. The younger children found it difficult to sing and clap at the same time, while some of the older pupils swayed in time to shifting rhythms of the song they were listening to. The singing of both classes improved as the lessons progressed. Younger pupils made some use of percussion instruments to beat a rhythmic accompaniment to a song. The skill with which they did this varied from pupil to pupil.
133. Pupils enjoy the opportunity to listen to songs and to sing along to the tape provided. Teachers made clear what pupils were expected to learn and introduced technical vocabulary with care so that all pupils understood what was meant. However, they sometimes miss opportunities to deepen pupils' insight into and enjoyment of the subject. For example, while pupils easily identify differences in tempo and dynamics in the verse and refrain of the song they were listening to, the teacher did not extend understanding by discussing why it was performed in this way or what the intended impact on the listener might be. Limited use was made of percussion in one class, but it is apparent that the variety and range of instruments in the school is underused. Both teachers were following a commercially produced scheme of work which provides adequate coverage of the national curriculum. The good relationships they enjoy with classes and secure grasp of the principles of effective teaching and learning compensated for lack of subject expertise.
134. Following the resignation last year of the school's music teacher, who had done much to improve the range of instruments available and to support other teachers in delivery of the scheme of work, there is no co-ordinator currently in post. Consequently, the subject is not led effectively at present and there is no planned support for non-specialist teachers.

134. **Physical Education**

135. The inspection of this school included a focused view of swimming which is reported below. Pupils' standards of attainment in physical education are as expected for their ages at both key stages. They participate in swimming, games, gymnastics and dance. Although the inspection report of 1996 noted that there were few opportunities for participation in swimming this issue has been addressed successfully. Two year groups attend the local pool on a weekly basis. Pupils' attainment in swimming is now a strength of the curriculum, with the majority of pupils being competent swimmers by the time they leave school.
136. Across both key stages pupils make the progress expected in physical education. In Key Stage 1 most pupils have the appropriate co-ordination to move imaginatively in response to music. They demonstrate basic actions of travel and some are beginning to link actions into a sequence. In Key Stage 2 the majority of pupils swim with growing confidence and enjoyment. The majority can swim unaided, competently and safely, for at least twenty-five metres. In gymnastics they show a growing awareness of others when working in pairs. Pupils grow in self-assurance and

show a sound skills base upon which to develop further work. Pupils of all ages work with satisfaction in physical education, with older pupils recognising the value and importance of exercise in their lives.

137. The quality of teaching in physical education is mostly sound. Where it is effective, particularly in swimming when qualified instructors are taking sessions, there are clear learning objectives and appropriate propulsion activities interest the pupils. However, class teachers' limited knowledge and understanding of the subject result in tasks that rarely challenge the abilities of the class. Some teachers use demonstration to influence the quality of performances but the opportunities for pupils to evaluate and assess their own movement and that of others are not developed sufficiently. There is an over strong emphasis on safe practice. Consequently, sessions are heavily teacher directed, often at the expense of purposeful activity.

138. Currently there is no co-ordinator to manage and monitor the subject effectively and documentation to support staff is out-dated. Resources are satisfactory and support the planned curriculum. The school takes part in the local football competition and occasional visitors develop pupils' understanding of rugby and football skills. Regular extra-curricular activities are limited to the site manager's football club on one evening a week.

## **PART C: INSPECTION DATA**

### **139. Summary of inspection evidence**

The inspection was carried out by a team of four inspectors.

During the inspection:

- a meeting attended by parents was held before the inspection and the responses to seventy-four questionnaires were analysed;
- 60 lessons or part lessons were observed;
- discussions were held with pupils, teachers, support staff, the acting headteacher, governors and parents;
- pupils in each class were heard reading and were examined in their mathematical knowledge, skills and understanding;
- assemblies and registration times were observed;
- pupils' records, reports and past work were scrutinised;
- teachers' planning and assessment files were examined;
- school policies, the school development plan and planning documents were studied;
- the minutes and agendas of school meetings, including those of the governing body, were received;
- the school's budget figures and financial monitoring arrangements were examined;
- attendance registers and related documents were examined.



## 140. Data and indicators

### PUPIL DATA

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
<b>YR – Y6</b>	<b>189</b>	<b>2</b>	<b>65</b>	<b>91</b>
<b>Nursery</b>	<b>25</b>	<b>0</b>	<b>4</b>	<b>5</b>

### TEACHERS AND CLASSES

#### Qualified teachers (YR – Y6)

Total number of qualified teachers (full-time equivalent)	<b>8</b>
Number of pupils per qualified teacher	<b>27</b>

#### Education support staff (YR - Y13)

Total number of education support staff	<b>5</b>
Total aggregate hours worked each week	<b>67.5</b>

#### Qualified teachers (Nursery class)

Total number of qualified teachers (full-time equivalent)	<b>1</b>
Number of pupils per qualified teacher	<b>25</b>

#### Education support staff (Nursery class)

Total number of education support staff	<b>1</b>
Total aggregate hours worked each week	<b>32.5</b>

#### Primary school

Average class size:	<b>30</b>
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### FINANCIAL DATA

Financial year:	<b>1998/9</b>
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	£
Total income	<b>443,027</b>
Total expenditure	<b>496,755</b>
Expenditure per pupils	<b>1,724</b>
Balance brought forward from previous year	<b>75,351</b>
Balance carried forward to next year	<b>21,623</b>

**PARENTAL SURVEY**

Number of questionnaires sent out:	150
Number of questionnaires returned:	74

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	45	53	3		
I would find it easy to approach the school with questions or problems to do with my child(ren)	59	39		1	
The school handles complaints from parents well	47	41	9	3	
The school gives me a clear understanding of what is taught	54	42	1	3	
The school keeps me well informed about my child(ren)'s progress	59	34	3	4	
The school enables my child(ren) to achieve a good standard of work	57	36	7		
The school encourages children to get involved in more than just their daily lessons	43	35	18	4	
I am satisfied with the work that my child(ren) is/are expected to do at home	39	45	9	7	
The school's values and attitudes have a positive effect on my child(ren)	57	41	3		
The school achieves high standards of good behaviour	57	36	4	3	
My child(ren) like(s) school	78	19	1		1