

# **ERRATUM SLIP**

## **Brookfield Primary School**

**Unique Reference Number:** 100011

**Contract Number:** 706500

**Date of inspection:** 29 November – 3 December 1999

**Reporting inspector:** Ms Vera Rogers

### **INSPECTION REPORT**

**Due to incorrect paragraph numbering of the report please find attached a corrected version.**

# INSPECTION REPORT

**Brookfield Primary School**  
London

LEA area: Camden

Unique Reference Number: 100011

Headteacher: Mrs Margaret Pyne

Reporting inspector: Miss Vera Rogers  
22274

Dates of inspection: 29 November – 3 December 1999

Under OFSTED contract number: 706500

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior school with nursery
Type of control:	County
Age range of pupils:	3 to 11 years
Gender of pupils:	Mixed
School address:	Chester Road London N19 5DH
Telephone number:	0207 272 9627
Fax number:	0207 561 0056
Appropriate authority:	Governing body
Name of chair of governors:	Ms Virginia Kerridge
Date of previous inspection:	5 - 8 February 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Vera Rogers, RgI	History	Attainment and progress
	Art	Teaching
		Curriculum and assessment
Husain Akhtar, Lay Inspector	EMAG	Attendance
	Equal opportunities	Support, guidance and pupils' welfare
		Partnership with parents and the community
Francis Harrison	Mathematics	Staffing, accommodation and learning resources
	Design and technology	Efficiency
Barbara Lambert	Science	Attitudes, behaviour and personal development
	Geography	Pupils' spiritual, moral, social and cultural development
Carol Slade	English	Leadership and management
	Music	
	Special educational needs	
Cynthia Thumwood	Information technology	Curriculum and assessment (support)
	Physical education	
	Religious education	
	Under fives	
John Williams	Information technology (support)	
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## MAIN FINDINGS

### What the school does well

- Provision for literacy and numeracy is good.
- Teaching of literacy across the school is consistently good and this leads to high achievements.
- The school's achievements in science are well above those found in similar schools; achievement in mathematics is above that found in similar schools.
- The nursery is a strength of the school. Curriculum provision and teaching in the nursery are consistently good or better.
- Across the school the quality of teaching is good in over half the lessons.
- Pupils' attitudes towards their work are good.
- Procedures for monitoring the progress of pupils are good.
- Those pupils who have special educational needs and English as a second language who are appropriately supported make good progress.
- The financial resources available to the school are administered efficiently.

### Where the school has weaknesses

- Apart from English and mathematics, there are no school specific schemes of work to identify what pupils need to learn at each stage of their development.
- Planned opportunities for the development of pupils' spiritual and social development within the curriculum are unsatisfactory.
- Pupils, particularly the more able, lack consistent levels of challenge and opportunities to take responsibility or carry out their own investigations.
- The deployment of both teaching and non-teaching support staff is uneven across the school.
- The School Development Plan is insufficiently detailed with no clearly identified long term financial implications, particularly with regard to the large funds carried forward from previous years.

**The shortcomings are balanced by what the school does well. The governors' action plan will set out how the weaknesses identified during the inspection will be addressed. The plan will be sent to all parents or guardians of pupils at the school.**

### How the school has improved since the last inspection

Following the inspection in 1996, an action plan was produced to tackle the key issues and other concerns raised in the inspection report. Although there have been many changes in staffing during that period, the school has made satisfactory progress in addressing these issues.

The school has improved the quality of teaching overall especially in the nursery and Key Stage 2 and across the school in English and mathematics. The administration of provision for pupils with special educational needs has been reviewed and the targeted special educational needs pupils and those with English as a second language make good progress. The school has put effective structures in place to ensure that pupils who experience several changes of staff are not disadvantaged. The school seeks to address the issue of provision of more challenging work for the more able pupils through early identification, regular monitoring of progress and differentiated planning. As yet this is not always successful. Although the school has made some significant developments in its information technology provision since the last inspection, this has not yet had full impact on the pupils' achievement in all elements of the National Curriculum. Attendance and punctuality have been more closely monitored and both are much improved. The school has monitored the curriculum map to ensure coverage of National Curriculum Programmes of Study and have recently adopted the nationally recommended documents for Science and information technology. (QCA recommendations). However, there remains a lack of specific guidance on what pupils need to learn as they move through the school. Since the last inspection there have been significant improvements to the accommodation and further work is ongoing. The school's outdoor facilities remain inadequate but the school's plans for re-modelling should address some of these issues.



The school has satisfactory systems and strategies in place to make further improvements and to continue to further raise the achievement of pupils.

### Standards in subjects

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

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

The attainment of pupils at the age of eleven in the National Curriculum tests is broadly in line with the national average in English, mathematics and science. When compared with schools of a similar intake, the pupils' attainment is well above that in other schools in English and science and above average in mathematics.

The results in 1999 at the end of Key Stage 2 indicate a fall in average attainment in English over the previous year. This was due to a higher percentage of pupils (34%) who had been identified with special educational needs. Trends over the past three years indicate a steady improvement in English (apart from 1999) but a slight fall in mathematics and science compared with national averages. Taking all core subjects together, trends over the period 1996-1998 show a steady rise in average levels in line with the rate of improvement nationally.

Attainment in information and communication technology is broadly in line with national expectations. Attainment in religious education is in line with the expectations of the Locally Agreed syllabus. Attainment in the other subjects is in line with expectations overall

### Quality of teaching

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

In the lessons observed the quality of teaching overall was good. It was at least satisfactory in 96 per cent of all lessons. Of these it was very good in 14 per cent, good in 38 per cent, satisfactory in 44 per cent. It was unsatisfactory in only 4 per cent.

In the lessons observed, the teaching for the under fives was good or very good in three-quarters of lessons and satisfactory in the remainder. In Key Stage 1, teaching was satisfactory overall. It was very good in 5 per cent, good in 37 per cent, satisfactory in 55 per cent and unsatisfactory in 3 per cent. In Key Stage 2 teaching was good overall. It was very good in 13 per cent of lessons, good in 40 per cent of lessons, satisfactory in 40 per cent and unsatisfactory in 4 per cent.

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

## Other aspects of the school

Aspect	Comment
Behaviour	The behaviour of pupils is satisfactory overall. Within lessons it is generally good, although there is some challenging behaviour in a few classes.
Attendance	Attendance is satisfactory. It has improved since the last inspection and is now approaching the national average.
Ethos*	Sound overall. The pupils have good attitudes towards their work and good relationships with adults and each other. An effective learning environment has been established.
Leadership and management	Satisfactory; the headteacher provides sound leadership and is well supported by the governors. The school development planning is insufficiently detailed.
Curriculum	Satisfactory overall. The school provides a broad and balanced curriculum which meets statutory requirements. The provision for literacy and numeracy is a strength. There is a lack of planning for the progressive development of pupils' knowledge, skills and understanding in some other subjects.
Pupils with special educational needs	Where support is well deployed, pupils with special educational needs and with English as a second language make good progress.
Spiritual, moral, social & cultural development	Provision for pupils' moral and cultural development is satisfactory. Provision for spiritual and social development is unsatisfactory. Apart from religious education, there are few planned opportunities within the curriculum for pupils' spiritual development.
Staffing, resources and accommodation	Sound overall. Staffing is sufficient to meet the demands of the National Curriculum. Overall the accommodation is satisfactory, although two classes in Key Stage 2 have limited space. The outside facilities are limited and place restrictions on pupils' play and the teaching of outdoor physical education. Resources are satisfactory overall.
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
<ul style="list-style-type: none"> <li>• Parents feel that their children achieve good standards in their work and make good progress.</li> <li>• The school's values and attitudes have a positive effect upon their children.</li> <li>• The caring and supportive ethos.</li> <li>• Teachers and administrative staff are approachable.</li> <li>• Their children are happy to come to school.</li> <li>• Parents are encouraged to play an active part in school life.</li> </ul>	<ul style="list-style-type: none"> <li>• The inconsistency in relation to homework, both in terms of quantity and quality.</li> <li>• Too few parents' evenings. The timings of these are at the start and end of the school year. Parents would generally appreciate a meeting partway through the year.</li> <li>• Insufficient challenge for more able pupils.</li> <li>• Lack of provision of extra-curricular activities.</li> <li>• Senior management team not readily accessible.</li> </ul>

16 percent of parents responded to the questionnaire, 6 percent attended the meeting.

The large majority of parents who responded to the questionnaire or attended the meeting for parents are pleased with the school and support it strongly. The inspection endorses the parents' positive views about the school. The findings of the inspection endorse the parents' views with regard to both the challenge for more

able pupils and the lack of provision for extra-curricular activities. The school has a homework policy but the inspection findings are that the school does not provide consistency with regard to homework across the school. The recent home-school agreement has been signed by over half the parents and developments with regard to homework are planned as part of that agreement.

## KEY ISSUES FOR ACTION

In order to improve standards and the quality of education provided further, the governors, headteacher and staff should:

- Address the significant difference between attainment and progress of different groups of pupils; (*paragraphs 17, 22, 24, 25, 37, 39, 73, 119, 126, 131*)
- Raise the attainment of more able pupils by : (*paragraphs 17, 24, 41, 51*).
  - a) providing opportunities for more challenging work throughout the school; (*paragraphs 19, 20, 37, 39, 41, 51*)
  - b) introducing suitable strategies to develop pupils' independent learning skills and their capacity for personal study by giving them more opportunities to organise their own work and pursue personal research and enquiry in a variety of contexts, especially in science; (*paragraphs 30, 37, 51*)
- Ensure that schemes of work are in place for all subjects to provide teachers with a sound basis on which to plan their teaching which make clear how pupils' knowledge, skills and understanding are to be progressively developed; (*paragraphs 43, 139, 152, 171, 176, 183*)
- Deploy both teaching and non-teaching support staff more evenly to ensure that all pupils with special educational needs benefit equally from this support and have full access to the mainstream curriculum; (*paragraphs 23, 31, 40, 49, 53, 66, 78, 79, 91, 110*)
- Improve provision for the spiritual and social development of pupils by identifying and ensuring more opportunities for them in the school's planning and teaching; (*paragraphs 59, 61, 63*)
- Improve the School Development Plan so that it details clearer educational priorities and targets and the means by which these will be achieved. This should also include links with professional development and financial planning; (*paragraphs 74, 76, 77, 82, 88*)

In addition to the key issues above, the school should also consider for inclusion in the action plan strategies for:

- Developing opportunities for extra-curricular activities, including sport; (*paragraphs 54, 61*)
- Ensuring that provision for pupils under the age of five in reception classes provides continuity and progression with that of the nursery. (*paragraphs 10, 36, 47, 95, 96*)

## INTRODUCTION

### Characteristics of the school

1. Brookfield Primary School is situated in Dartmouth Park in north Camden, London. It is a large school with 362 pupils on roll (190 boys and 172 girls), aged from 4 to 11 years, who attend full time and a further 46 pupils in the nursery unit. Of these, 18 attend full time and 28 attend on a part-time basis. Children are admitted to the reception classes twice a year. At the time of the inspection 4 of the 21

children in the reception classes were under five, although all were under five at the start of the school year. Approximately half the pupils attend the school's nursery; others attend playgroups or have no pre-school experience before entering the reception class. The range of ability on entry is broadly average. Eight pupils have a Statement of Special Educational Needs, although the school has identified a further 110 pupils (30.5%) as requiring some additional support with learning disabilities and similar needs. Seventy four pupils in the main school and eleven pupils in the nursery come from homes where English is not the first language, which is a higher proportion than in most schools. The school is popular and over-subscribed.

2. The majority of pupils live close to the school, although several travel from outside the catchment area. The housing around the school is mixed, with both council owned properties, rented accommodation and privately owned housing. The pupils come from a broad range of socio-economic backgrounds, with the socio-economic background of a number of pupils above average and a significant number from areas of disadvantage. Approximately 32% of pupils are entitled to receive a free school meal, which is above that found nationally in schools of its type across the country.
3. The school has a broad philosophy and vision that seek *"to strive towards excellence in all aspects of school life by creating a well-organised, yet nurturing, atmosphere in which we help children, to value diversity, acquire a joy for learning and to develop an inquiring approach, as a foundation for good citizenship"*
4. The school has set itself the targets for attainment at the end of Key Stage 2 tests, of a minimum of 81 per cent of pupils attaining at least level 4 in English and 78 per cent in mathematics by the year 2000. In 1999 tests 67 per cent of pupils attained this level in English and 66 per cent in mathematics.

### Key indicators

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

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

Year	Boys	Girls	Total
1999	36	22	58

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or Above	Boys	33	33	34
	Girls	20	20	20
	Total	53	53	54
Percentage at NC Level 2 or above	School	91(82)	91(89)	93(82)
	National	82(80)	83(81)	87(84)

Teacher Assessments		Reading	Mathematics	Science
Number of pupils at NC Level 2 or Above	Boys	34	34	34
	Girls	21	21	22
	Total	55	55	56
Percentage at NC Level 2 or above	School	94(89)	95(82)	97(91)
	National	82(81)	86(85)	87(86)

1

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

6. **Attainment at Key Stage 2<sup>2</sup>**

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

Year	Boys	Girls	Total
1999	30	28	58

<b>National Curriculum Test Results</b>		English	Mathematics	Science
Number of pupils at NC Level 4 or Above	Boys	19	20	24
	Girls	20	18	21
	Total	39	38	45
Percentage at NC Level 4 or above	School	67(81)	66(68)	78(83)
	National	70(65)	69(59)	78(69)

<b>Teacher Assessments</b>		English	Mathematics	Science
Number of pupils at NC Level 4 or Above	Boys	17	20	23
	Girls	17	18	21
	Total	34	38	44
Percentage at NC Level 4 or above	School	59(57)	66 (74)	76 (87)
	National	68(63)	69 (64)	75 (69)

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

7. **Attendance**

Percentage of half days (sessions) missed  
through absence for the latest complete  
reporting year:

		%
Authorised Absence	School	6.8
	National comparative data	5.7
Unauthorised Absence	School	1.1
	National comparative data	0.5

8. **Exclusions**

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

	Number
Fixed period	7
Permanent	0

9. **Quality of teaching**

Percentage of teaching observed which is:

	%
Very good or better	14
Satisfactory or better	96
Less than satisfactory	4

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

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

#### **Attainment and progress**

10. The majority of pupils enter school with attainment that is average for their age, with about a third attaining beyond this. Attainment is average in all areas of learning for pupils under five. They make good progress in the nursery but progress in the reception classes, although satisfactory overall, is slower. By the time they are five most pupils are attaining in line with what is expected for five year olds in all areas of learning. A few higher attaining pupils are ready to begin work within the National Curriculum before they are five.
11. The attainment of pupils in the Reception class is average overall. They talk about what they are doing, answer questions using an increasingly wider range of vocabulary and make appropriate observations. They enjoy listening to stories, following the plot of these and reading simple sentences with the teacher; they are beginning to recognise a range of letter sounds and write simple sentences using given words. In mathematical understanding most children recognise and count to ten and back; the higher attainers count to twenty and recognise numbers beyond that. They are developing an understanding of mathematical language such as "heavier than" and "lighter than" and most can name two-dimensional shapes. Pupils have a sound knowledge and understanding of the world and achieve the standards expected nationally in both their creative and physical development. Pupils' personal and social development is promoted well and by the time they are five they have reached the levels expected. They understand and follow the school's routines and behave well. They listen carefully in lessons, work well individually, in pairs or in small groups, and co-operate well with adults and each other.
12. In the Key Stage 1 National Curriculum and assessment tests for 1999, the percentage of pupils attaining level 2 or above in reading, writing and mathematics was above the national average. The percentage of pupils achieving level 3 in reading was well above the national average; in writing they were above the national average and in mathematics they were close to the national average. When compared to schools of a similar type, the percentages of pupils achieving level 2 or above in reading, writing and mathematics were well above average, whilst at level 3 they were very high in reading, well above the average in writing and above average in mathematics.
13. In Key Stage 2 National Curriculum tests in 1999, the percentage of pupils achieving level 4 or above in English was below the national average and above the national averages at level 5. In mathematics the percentage of pupils achieving both level 4 and level 5 was broadly in line with national averages. The percentage of pupils achieving level 4 in science was broadly in line with national averages whilst the percentage achieving the higher level (level 5) was above the national average. When compared with schools of a similar type, the percentage of pupils achieving level 4 or above was well above average in all three subjects and the percentage achieving level 5 was very high in English and well above average in mathematics and science.
14. The results in last year's tests at the end of Key Stage 2 indicate a fall in average attainment in English over the previous year. This was due to a high percentage of pupils (34%) who had been identified with special educational needs. Trends over the past three years indicate a steady improvement in English (apart from 1999) but a slight fall in mathematics and science compared with national averages. Taking all core subjects together trends over the period 1996-1998 show a steady rise in average levels in line with the rate of improvement nationally.
15. In 1998 both boys and girls attained almost equally well in English. Boys achieved higher than the girls, however, in both mathematics and science.
16. Findings during the inspection indicate that by the end of both key stages, pupils' standards of attainment in **English** are in line with national averages and pupils make good progress. Pupils enter the reception class with attainment that is in line with national standards. They make satisfactory progress

and by the end of both key stages they are achieving average attainment. However, there is evidence of variation in the rate of progress, particularly in writing. Pupils continue to make satisfactory progress in English through Key Stage 2.

17. By the end of both key stages pupils' attainment in speaking and listening is in line with national expectations. Most pupils use an increasingly wide range of vocabulary and most are confident when speaking. They listen very well to one another, their teachers and other adults and show understanding of the main points of discussion. In reading at Key Stage 1 the pupils read confidently and accurately from simple books. Pupils understand and discuss the books they are reading; they use a range of strategies, such as phonics and picture cues, when meeting unfamiliar words and by the end of the key stage many are reading fluently. In Key Stage 2 the pupils' skills in reading are built on steadily and by the end of the key stage most pupils read fluently with expression and express enthusiasm for reading. They have developed sound library skills and are able to find information from books. The pupils' attainment in writing on entry to the school is average. They make steady progress, which is maintained as they move through the school. However, the rate of progress of the more able pupils, although generally in line with that of the other pupils, does not exceed it; consequently, they do not achieve the higher standards by the end of the key stage. In both key stages, pupils write for a variety of purposes across all areas of the curriculum and in a range of styles. Throughout the school the standards of presentation are generally satisfactory.
18. As a result of the successful implementation of the literacy strategy and the quality of teaching of the subject, the pupils' standards of attainment are improving and they make satisfactory progress overall.
19. By the end of Key Stage 1 pupils' attainment in **mathematics** is in line with the national averages and pupils make satisfactory progress overall through the key stage. Pupils continue to make satisfactory progress as they move through Key Stage 2. By the end of both key stages pupils have a satisfactory understanding of numeracy, measurement and shape. Although pupils carry out investigations and problem solving tasks, these are generally teacher-directed, with few opportunities for pupils to devise and apply their knowledge further to "real life" situations..
20. In **science** pupils develop and build on their knowledge and understanding in all attainment targets, although pupils have few opportunities to devise their own experiments and investigations - these are usually teacher directed. Pupils build up their skills as they progress through the school. In Key Stage 1 they investigate and understand the properties of a range of materials, plant and animal life, health and growth and the effect of exercise and healthy food on the body. In Key Stage 2 pupils study all attainment targets of the National Curriculum. They carry out simple experiments appropriately and understand the need for fair testing when carrying out experiments.
21. Attainment in **information and communication technology** is in line with national expectations at the end of both key stages and pupils make satisfactory progress. By the age of seven pupils know the main functions of a computer and use a range of simple programs to write and display information. By the end of Key Stage 2 pupils use the computers confidently and have at least sound, and often good, keyboard skills, use a mouse and print and save documents. Some pupils in Year 6 use the CD-ROMs and the Internet to carry out research and use their word processing skills in a range of subjects. Through the school there are strengths in word processing but the skills in using computers for data handling, control and monitoring are less secure. Attainment in **religious education** is in line with the Locally Agreed syllabus for religious education and pupils make satisfactory progress through the school. By the end of both Key Stage 1 and Key Stage 2 they have good knowledge and understanding of the beliefs and practices of Christians and are developing an understanding and knowledge of a number of other faiths and the common elements found in these religions.
22. Progress over time in the remaining subjects is generally satisfactory. In **art** pupils develop their skills in the use of a range of media and their knowledge of the styles and work of some well known artists. In **design and technology**, pupils are making sound progress in developing their understanding, knowledge and skills, although not all skills are developed consistently and progressively across the school because different teachers have different levels of confidence and knowledge in the subject. A sufficiently broad range of work is covered with due emphasis being placed on designing and planning. As the focus of work in most classes across the school this year has been in history and little geography

has been taught, it is not possible to assess the rate of progress of pupils in **geography** securely. However, in the samples of work seen it is evident that pupils make satisfactory progress. Pupils' progress in **history** is satisfactory, with particular strengths in the development of the use of historical enquiry using a range of sources in Key Stage 2. Good use is made of visits to museums to support teaching and learning and this contributes effectively towards the progress in both history and geography. Progress in **music** is satisfactory overall in the development of musical knowledge, skills and understanding, listening and appraisal. Progress in **physical education** is satisfactory in gymnastics, dance and swimming.

23. Pupils with special educational needs usually make good progress within their Individual Education Plans when their work in class is supported by classroom assistants. Progress is slower for the pupils in lessons where this help is not available. There are well above average numbers of special needs pupils in the school and an above average percentage of pupils with Statements of Special Educational Needs. Lack of progress in learning is usually the trigger for drawing pupils into the special educational needs system in the school. Regular reviews are held by the special needs co-ordinator, the headteacher and the classteacher.
24. Pupils of average abilities make satisfactory progress; however, the high ability pupils do not always progress as they should. Consequently, by the end of the key stage some of the pupils of above average ability do not achieve the standards they should.
25. Where support for pupils with English as a second language is well focused and the lessons allow adequate contact between the teacher and the pupils who receive support, then they make good progress. There is underachievement by some ethnic minority pupils in national tests. The school has strategies to address the situation under EMAG provision.
26. Although the school has undergone many changes since the last inspection in terms of staffing, it has largely maintained the satisfactory standards in attainment and progress of the last report when attainment was found to be overall in line with national expectations. However the standards achieved in mathematics have improved, particularly in number work. With the introduction of the numeracy strategy it is anticipated that this improvement will continue. The standards in information technology show some improvement since the last inspection; however, the high standards observed in science have not been maintained.

### **Attitudes, behaviour and personal development**

27. Pupils' attitudes to learning are a strength of the school. In the majority of lessons they are positively engaged, listening carefully and concentrating well in order to complete tasks. Most show an interest in their work and have good relationships with each other and the adults who work with them. Pupils persevere when working alone and work collaboratively when the opportunity arises, sharing resources fairly and sensibly.
28. Behaviour in the school is satisfactory. Most pupils of all ages behave well both in and out of the classroom and respond well to the clear boundaries set through the school's "Code of Behaviour", which is consistently applied. Pupils know the school and class rules well, clearly know right from wrong and take responsibility for their own behaviour. There are several pupils on the school's special educational needs register who present more challenging behaviour in lessons, especially when grouped together. This poor behaviour slows down the pace of lessons and in turn impacts on the smooth running of the class and the attainment and progress of other pupils. Those pupils with specific behaviour difficulties have been set targets and receive recognition when these targets are met. There have been seven fixed term exclusions during the last year, three of which have been girl pupils.
29. The personal and social development of pupils under five is good. Pupils are confident in their environment and enjoy good relationships with each other and staff. They are developing in independence, work with enthusiasm and persevere well, for example, when producing good examples



of collage, painting and models and when studying and comparing photographs of themselves as babies and of themselves more recently.

30. Personal development in Key Stages 1 and 2 is overall unsatisfactory, with few planned opportunities given for pupils to take responsibility within the school. All pupils in Year 6 help in the dining hall at lunchtime. Some pupils organise collections or initiate sponsorship for charities. There is a lack of differentiation, particularly in science and the foundation subjects, which does not allow pupils to have an opportunity to take responsibility for their own learning or develop independence, for example, by organising experiments, resources or equipment.
31. Most pupils with special educational needs try hard to concentrate and do their best in lessons. They are not always sufficiently supported by suitably differentiated work, however, and where there is a mismatch attitudes and behaviour sometimes deteriorates. In lessons where there are well-deployed support assistants, good attitudes and behaviour are usually maintained.

### **Attendance**

32. Attendance has improved since the last inspection and is now near the national average. Unauthorised absence has also improved but is still above the national average. There is no truancy. For authorised absence, the main reason is illness. Absence disrupts the continuity of learning for the pupils concerned.
33. Punctuality is satisfactory and the school sessions start on time. This is an improvement from the previous report.

## **QUALITY OF EDUCATION PROVIDED**

### **Teaching**

34. The quality of teaching in the school is good overall. In the lessons observed, teaching was satisfactory or better in 96 per cent of lessons; of these it was satisfactory in 44 per cent of lessons, good in 38 per cent and very good in 14 per cent of lessons. It was unsatisfactory in just 4 per cent of lessons.
35. In the nursery, teaching is a strength of the school. It was never less than satisfactory with 38 per cent of lessons judged to be good, 42 per cent very good and the remaining 25 per cent satisfactory. At Key Stage 1 the quality of teaching ranged from very good to unsatisfactory but was satisfactory overall. It was very good in 5 per cent of lessons, good in 37 per cent, satisfactory in 55 per cent and unsatisfactory in 3 per cent. In Key Stage 2 in the lessons observed teaching was good overall; it was very good in 13 per cent of lessons, good in 40 per cent, satisfactory in 40 per cent and unsatisfactory in 6 per cent. The good teaching of the literacy strategy throughout the school has a marked impact on these results. Examples of very good teaching were observed in literacy and mathematics in both key stages, physical education, information technology, history and religious education in Key Stage 2. Good teaching was seen across all years and in a range of subjects.
36. The quality of teaching for children under five is good overall. In the nursery it is usually good or very good; in the reception classes teaching is satisfactory. Good teamwork exists in the nursery between the teacher and nursery nurses, who provide good support. Lessons are planned to provide appropriate learning activities. They plan and organise the lessons well and provide a good level of experiences and individual support to help the children make the best use of their time and learning. Staff have high expectations, particularly in establishing good behaviour; they manage the pupils well and discipline is good. Very good relationships have been established with the children and their behaviour is well managed. Questioning and explanations are good and maintain children's interest. Organisation is generally good and good use is made of careful and continuous assessment to inform day-to-day planning and ensure that all pupils make progress. Teaching of the under fives in reception is satisfactory overall; insufficient account is taken of pupils' previous attainment, particularly with regard

to the wide variation in opportunities that the pupils have experienced prior to joining the reception classes.

37. In both key stages the teaching of English is good overall. Teachers provide good opportunities for pupils to talk and develop their communication skills and pupils are introduced to a wide range of literature in the Literacy Hour. Strategies for reading are taught well, particularly for older pupils in Key Stage 2 where they are taught how to use their reading skills to find information, for example, in history. Punctuation, spelling and handwriting skills are taught systematically and ensure sound progress. In mathematics, teaching in both key stages is satisfactory overall, with many lessons during the inspection being good. Teachers use the whole-class mental arithmetic session at the beginning of a lesson well to provide good opportunities for pupils to practise mental agility, look for patterns in numbers and learn number facts and bonds. Occasionally, the work provided is not matched closely enough to pupils' abilities and opportunities are missed to extend and use their knowledge. The teaching of science is satisfactory overall. Although teachers present a wide range of experiments for pupils to carry out, these are often over prescriptive and do not allow pupils opportunities to devise their own experiments or record their findings. Expectations of higher attaining pupils are often too low, with tasks set that are insufficiently challenging.
38. In information and communications technology, teachers in both key stages provide regular opportunities for pupils to use the computer to consolidate their work in mathematics and to use the keyboard to word-process pieces of writing. All pupils are allocated 5 hours' computer work each term to complete allocated blocks of work; this is recorded and monitored by the class teachers. Pupils in Key Stage 1 are taught the basic skills of using the keyboard and mouse and use these skills to support their work in English and mathematics. Older pupils in Key Stage 2 are taught to use the computer to research information with regard to their geography and history and to use data-bases. The teaching of religious education is satisfactory overall. It is good at the end of Key Stage 2 where teachers provide good opportunities for pupils to discuss important issues and develop their ideas. Evidence indicates that teachers are extending pupils' understanding of Christianity and the other major religions through both key stages. Teaching in other subjects is generally satisfactory in both key stages, with good teaching in music at Key Stage 1. Examples of good teaching were observed in physical education, information technology, history and religious education in Key Stage 2. Good teaching was seen across all years and in a range of subjects across the school.
39. Through both key stages, teachers almost always have a secure knowledge and understanding of the subjects they teach. Where there is good understanding, such as in English and mathematics, this is a strength and gives teachers the confidence to extend and challenge the pupils. They have high expectations of pupils in these lessons. In other subjects teachers' expectations vary according to the individual teacher's subject knowledge. Sometimes, however, teachers are unable to fulfil their expectations because the tasks they set are inappropriate for some pupils who do not complete them or succeed. In the best lessons, teachers' high expectations are matched to tasks and teaching strategies which challenge all pupils appropriately.
40. Throughout the school, teaching for pupils on the special educational needs register is good. Most lower attaining pupils make progress because they have additional support which is targeted appropriately or because teachers are more sensitive to their needs and support them accordingly. There is very good communication between special support assistants and class teachers, so that everyone is clear about pupils' individual targets and the progress they are making towards them. However, this support is not evenly spread across the school, with some pupils, particularly those with behavioural or emotional problems in Key Stage 2, often receiving no support.
41. Although the school has acknowledged the spread of ability within any particular year and the pupils are grouped appropriately in English and mathematics lessons, teachers are generally less successful in addressing the needs of more able pupils in other subjects. The high attaining pupils are almost always challenged sufficiently in English and mathematics but in other subjects, such as science, the same task is set for all. The issue of providing more able pupils with work that challenged them was raised during the last inspection. Since then, the school implemented a scheme to address the needs of the more able pupils by providing additional tasks. This was partially successful but the school decided that planning

for differentiation within individual lessons would provide better support for these pupils in all subjects. However, this issue has not yet been fully or successfully addressed.

42. Teachers' planning is satisfactory overall; it is good for literacy and numeracy. Methods used provide a good balance between explanation by the teacher, questioning and discussion, listening, writing and practical activity. Teachers use a range of organisational strategies effectively, which include class teaching, group work and individual work. However, although teachers present a variety of tasks for the pupils, they do not generally give them sufficient opportunity to use their initiative or take responsibility for their own learning. Much of the work, particularly in science, is very teacher-directed and pupils have too few opportunities to apply the skills they have learned. Teachers use time and resources effectively; the pace of lessons is generally good and an appropriate pace is achieved by always keeping pupils focused on their tasks. Throughout the school teachers have established good relationships with their pupils and in most classes their behaviour is managed with a high level of control. In these classes teachers use positive and encouraging remarks and maintain a friendly, supportive, caring and positive atmosphere that promotes pupils' confidence. However, in some classes which have a number of pupils with behavioural difficulties the teachers lack sufficient strategies to manage the behaviour successfully without additional support.
43. The school's planning system gives a clear overview for the whole of the school. However, apart from English, mathematics and physical education, planning for the progressive development of pupils' skills, knowledge and understanding in all subjects is not in place, as the school does not yet have schemes of work clearly referenced to the National Curriculum attainment targets and Programmes of Study for all subjects. However, the school has recently adopted the national QCA guidelines for the teaching of science and information technology and the locally agreed syllabus for religious education. Teachers' medium and short-term planning is thorough and generally focuses well on clear learning objectives. Opportunities for assessment are identified and recorded appropriately.
44. Procedures for the assessment of pupils' work are satisfactory, particularly in English and mathematics. Teachers maintain sound systems of recording pupils' attainment but do not always use these assessments well to plan lessons that make progressive demands on pupils. Oral feedback is given appropriately during lessons. There are some examples of good practice in written marking, particularly for older Key Stage 2 pupils, where evaluative comments annotate their work well, give guidance on what the pupil needs to do to improve, and set targets.
45. The school has a policy for homework but this is inconsistently applied across the school. Pupils are encouraged to take home reading books, spellings and multiplication tables; older pupils also take home research work in other subjects such as history, for example. Where homework is provided it enhances the learning opportunities available in the class, helping pupils to extend and improve their work. The school is currently reviewing its policy for homework in connection with the recently introduced home/school agreement.
46. Teachers use resources very effectively to support teaching. Books, photographs and practical apparatus in subjects such as mathematics and science all make valuable contributions to the quality of education provided. Good use is also made of a range of educational visits to further extend pupils' experiences. Support staff are well briefed and contribute very well to the development of the work in the classrooms.

### **The curriculum and assessment**

47. The school provides a broad and balanced curriculum for children under the age of five in the nursery. Provision in the nursery is planned in line with the nationally recommended areas of learning for the under fives. In the reception classes, however, pupils follow the early stages of the National Curriculum and do not have access to all the recommended areas of learning, although some pupils have not attended a nursery or had pre-school experiences to prepare them for this.

48. The quality of curriculum at Key Stages 1 and 2 is satisfactory. At both key stages the curriculum is broad and over the year provides balance. More than half of the total teaching time is allocated to English and mathematics; however, the pupils have worthwhile experiences in all other subjects in spite of the small amount of time allocated to them. The governing body has an agreed policy on sex education. This is taught effectively as part of the personal, social and health education programme and science. Information about the misuse of drugs and other harmful substances is also taught as part of the personal, social and health education curriculum. The provision for the arts is satisfactory.
49. The school's planning system gives a clear overview for the whole of the school. Curriculum coverage is planned through an eight-year curriculum map, which is well established. Policies are in place for all subjects except art; however, many of these policies are outdated, having been superseded by changes in curriculum provision. For example, the information and communication technology policy dates from 1995 and has not been revised to include the implementation of the Qualifications and Curriculum Authority scheme of work, which the school has adopted. Art and music lack schemes of work to ensure continuity and progression of learning across the school. Apart from the core subjects, there are no co-ordinators to manage the foundation subjects and ensure that all Programmes of Study are covered rigorously and that pupils' skills are progressively developed. The development of schemes of work was an area identified for development in the previous inspection which has not yet been fully addressed.
50. The school has successfully implemented the National Literacy Strategy and, over this academic year, the Numeracy Strategy, without compromising the breadth of provision. The planning for English and mathematics is particularly effective and ensures that these subjects are taught in depth. Teachers' medium and short term planning is thorough and generally focuses well on appropriate learning objectives.
51. The curriculum generally promotes pupils' intellectual development satisfactorily, although provision for the higher attaining pupils is less satisfactory in that they are insufficiently challenged, particularly in subjects other than literacy and numeracy. Provision for pupils' physical development is promoted satisfactorily, although there are limitations in that the accommodation for outdoor games is limited and there are no opportunities for pupils to compete with other schools in team games. Provision for pupils' personal development is less well planned; there are few opportunities for pupils to take the initiative for their own learning and develop their skills of enquiry. Additionally the school is not yet fully addressing problems for pupils, such as those with behaviour and emotional difficulties. Since the last inspection, when provision for the teaching of information technology was found to have weaknesses, the school has identified the provision of an appropriate programme of work as a priority for development. Recently the school has appointed a new co-ordinator and is making satisfactory progress towards the introduction of an appropriate scheme of work based on recent national initiatives.
52. The provision for pupils with special educational needs is good. The school meets the requirements of the Code of Practice for these pupils. Pupils have well designed Individual Education Plans with realistic targets and achievable small steps towards attaining them.
53. The school makes satisfactory provision for equality of access to the curriculum for pupils who have English as an additional language. However, as the school operates both a system for the withdrawal of these pupils as well as giving classroom support, some pupils are regularly withdrawn from lessons during the foundation subjects and therefore have their access to a full curriculum compromised by withdrawal from lessons for extra reading activities.
54. The school widens pupils' experiences by planning visits to museums and art galleries and by welcoming visitors to school. Opportunity for social development as well as learning in other subjects is encouraged through the annual residential visit for Year 6 pupils. The school provides just one extra-curricular activity; this is a Christian Club, which meets weekly and is open to all pupils in Years 5 and 6. The regular mixed football training has temporarily been suspended because of building work and scaffolding around the school. At present there are no arrangements for extra music tuition or sporting events with other schools.

55. Parents are actively involved in supporting their children's progress in reading. Some classes also provide challenging and purposeful homework which complements learning in school. However, although the school has a policy for homework, this is not always consistent through the school. Currently this is an area of development that the school is addressing through the home/school partnership.
56. Statutory requirements for the assessment and reporting at the end of each key stage are fully met. The quality of teachers' day-to-day assessment is sound overall, particularly in English and mathematics. Pupils' attainment and day-to-day progress are assessed through evaluation of oral responses and marking of written work. In Year 6 pupils contribute to the assessment of their own work by evaluating what they do and using this information to suggest targets for improvement.
57. Assessment information is used well to track consistency in the attainment of individuals and groups of pupils and to identify trends in standards and some weaknesses in provision. For example, an analysis of SATs results revealed that standards were not as high in writing as in other aspects of English. The school is addressing this through the use of additional time for the development of writing. Further than this, the school does not analyse and use information gained from assessment to inform its planning and teaching. In all other subjects except English, the process of assessment is not consistently implemented. For these subjects there is scope for improvement in the way that assessment and recording are linked to planning in order to ensure that work is more consistently matched to pupils' abilities.

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

58. Taken as a whole, provision for these aspects is satisfactory. The provision for pupils' moral and cultural development is satisfactory; provision for their spiritual and social development is unsatisfactory. The work ethic is well developed in the majority of lessons observed. Most pupils are seen working calmly and purposefully.
59. The provision for pupils' spiritual development is unsatisfactory overall, although there are strengths. Daily assemblies take place but these do not always include an act of collective worship. Assemblies are planned to provide pupils with opportunities to develop a sense of community and shared values. Time is given to celebrate achievement by the reward of merit certificates. Through the school, religious education lessons are planned to give pupils knowledge and understanding of beliefs of different faiths and some opportunities to reflect on the values of their lives when discussing and comparing the different religions. Within other subjects, however, there are few planned opportunities for the pupils' to reflect on their own lives or opportunities within lessons for pupils to discover, respond to and appreciate the wonders of the world. In science, for example, pupils have little opportunity to make discoveries for themselves. Although there are opportunities for the appreciation of music, within part of the music lessons, this aspect of the curriculum is not developed further in assemblies; for example, singing and listening to music are not built into the routine of the daily assembly.
60. Provision for moral development is satisfactory. The school promotes clear and consistent principles and values and makes sound provision for pupils' moral development. It is largely promoted through the expectations and examples of the staff, who teach pupils the difference between right and wrong successfully. They provide good role models, displaying fairness, care and consideration towards pupils and helping them to acquire the principles that enable them to tell right from wrong within the daily routine. Moral expectations are made evident in assembly, during circle time and by the reading of stories with a moral theme, in classes. There is an effective "Code of Behaviour" in place which is supported by a rewards system for academic and non-academic achievement. The "Five Golden Rules" are clearly displayed in classrooms and around the school and all staff share the responsibility of reinforcing them. Relationships between staff and pupils are positive; pupils respect and listen to the views of others and can concentrate in order to complete set tasks. Where there is an opportunity for collaborative working, pupils share equipment and resources fairly. Parents agree that the school promotes positive attitudes and values.

61. The provision for pupils' social development is overall unsatisfactory. Pupils have too few opportunities around the school to enable them to develop social responsibility. There are few formal opportunities for pupils to take responsibility but a few informal opportunities. For example, some older pupils organise fund raising activities for charities and distribute gifts from the Harvest Festival to senior citizens. Some equipment for use by pupils during playtimes and lunchtimes has been purchased but this is not used on a regular basis and there is evidence of uncontrolled rough play and aimless running around in the playground. The Midday Assistants do not initiate play activities. Plans are in hand to improve this aspect of the 'play culture' in the school with the purchase of further playground equipment and organised activities. Provision of extra- curricular activities is limited to a weekly Christian club, mixed football training and one disco a year. At present there are no further opportunities for pupils to broaden their skills in music, for example. Pressure of curriculum and absence of appropriate staff are given as the reasons for this. As a consequence, pupils are not given the opportunity to develop a social context within the school.
62. The provision for pupils' cultural development is satisfactory overall. Pupils are encouraged to appreciate their own traditions and the diversity and richness of others through lessons such as music, art and the range of literature used during the Literacy Hour. There are satisfactory opportunities for pupils to appreciate their own culture through studies of the local area and visits to a range of museums and art galleries. Pupils' awareness of other cultures is developed through studying the different world religions. Through religious education lessons, pupils have the opportunity to learn about other important world religions, such as Buddhism, Judaism, Christianity and Islam. In literacy pupils read a range of literature, including poems, plays and fiction, and in geography and history study how peoples in other societies live their daily lives. Although there is a lack of artefacts to support the development of the multi-cultural dimension, there is a range of music and books and photographic evidence of differing cultures on display around the school.
63. Since the last inspection, the school has maintained its position regarding provision for pupils' moral and cultural development. However, the development of provision for pupils' spiritual development across the curriculum has not yet been addressed.

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

64. As at the time of the last inspection, arrangements for pupils' support, guidance and welfare are satisfactory.
65. The school provides a safe and friendly environment in which pupils are happy. Induction procedures for under fives are good. New entrants settle in quickly and arrangements for transfer to secondary schools are effective. Relationships between staff and pupils are good. Staff show care and attention to the needs of pupils. Pupils have sufficient supervisors at break and lunchtimes. The pupils play many running games, but are good at coming to order and getting into lines quickly at the end of playtime. Wet playtimes are well organised. Parents are generally happy with the care that their children receive at the school. The behaviour framework is generally effective in encouraging pupils to take responsibility for their behaviour. Pupils are encouraged and expected to co-operate and interact appropriately with other children. There is satisfactory use of strategies to promote good standards of behaviour. The standards of discipline and behaviour are generally good in lessons and satisfactory elsewhere. The school effectively deals with the reported incidents of bullying but prevention of bullying is less secure. Routines for attendance are well managed and meet the requirements. The headteacher actively monitors absences and good attendance is acknowledged. Pupils' attendance and punctuality have improved. Opportunities are provided for health education, including sex education and drugs' awareness education and raising pupils' awareness of issues related to their well-being through the curriculum, particularly the PSHE programme. Initiatives such as the local authority's project "Drug Education Theatre" and the school's anti-racism 'Road Show' also help pupils' personal development, which, in these respects, is satisfactory.
66. The school records pupils' progress satisfactorily and the assessment procedures are satisfactory. The headteacher actively monitors pupils' academic progress and personal development. The resulting

information is used (a) to guide pupils on how to improve their performance and (b) to ensure that difficulties are promptly recognised. Support for pupils with special needs, however, is patchy due to the uneven deployment of support teachers and assistants. Pupils with special educational, and language, needs, who are targeted, are well supported and their progress is carefully monitored through regular reviews. Assessment measures are generally thorough and detailed records are kept of pupils' progress. These are used continuously to modify individual plans. Others, including pupils with emotional and behavioural difficulties and low attaining ethnic minority pupils, do not equally benefit from the support. For example, the support through the Nurture Group and the Ethnic Minority Achievement Grant is limited to some pupils. There is some (but not adequate) provision to extend the learning of high attaining pupils ("MAC"). The progress reports sent to parents are informative.

67. The arrangements for child protection are satisfactory. The headteacher is the designated child protection officer and is well aware of her responsibilities; although there is no written policy, the staff are aware of procedures. With the many recent changes in staffing, not all staff have yet received the relevant training. Appropriate procedures for health and safety are in place. There are many trained first-aiders in the school. The school nurse is a regular visitor. Fire-drills are held regularly. Specialist and welfare services are well used in supporting pupils' welfare. A police officer visits the school and advises pupils on safety and security matters. The school provides a safe and clean environment suitable for learning.

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

68. At the time of the last inspection, there were satisfactory links with parents, the PTA supported the work of the school well and visits and visitors made positive contributions to the standards and quality of learning. These features are still in evidence.
69. Communication with parents is satisfactory overall. There is regular communication to parents and suitable procedures to inform parents about their children's progress through parents' evenings and end of year reports. The reports provide good information about what pupils can do but do not always suggest how they might improve their performance. The targets, where set, are too general.
70. Other information provided in the prospectus, governors' annual report and newsletters is satisfactory. The prospectus does not fully comply with the statutory requirements as it does not include rates of attendance and summary of school's/national assessment results. Parents appreciate the homework diaries and the newsletters. There are also letters to parents, outlining the curriculum in specific year groups. Parents generally appreciate the communications they receive from the school; some would like ready access to teachers and senior managers, more consistent information from teachers and more frequent and better timed parents' evenings than the two on offer at the start and end of the school year. Parents of pupils with special educational needs are closely involved, kept well informed about their children's progress and attend annual reviews.
71. Parents are generally well satisfied with the care provided by the school. They support the school and most take much interest in their children's education; for example, a literacy evening was well supported by parents. There are good examples throughout the school where parents are effectively involved with their children's learning through homework, reading and spellings. Some parents give regular time to the school, particularly in the nursery, and make a valuable contribution to the pupils' learning. They help in classes and also with other activities, including accompanying pupils on educational visits. There is an effective Parent Teacher Association, which organises well supported social events and raises considerable funds for the school's improvement. Parents have played a significant role in some of the school's building developments.
72. The school has satisfactory links with the wider community, which support the curriculum and pupils' personal development. Links with the receiving secondary schools help transition and provide continuity. Many pupils are actively involved in raising money for charities. There are visits to museums, galleries and places of interest. There are adequate opportunities for pupils to visit or work with the local community, including taking gift parcels to senior citizens at Harvest time. Visitors to the school include a police officer who talks to pupils about matters related to their well-being. These links make a satisfactory contribution to pupils' learning. Links with businesses are under-developed.

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

### **Leadership and management**

73. The satisfactory leadership and management of the school identified in the previous inspection report has been maintained. The school has had mixed success in implementing its key issues for action but has made satisfactory progress overall. Efforts to improve provision for the more able since the last inspection have met with varying success. More pupils are achieving at Level 3 at Key Stage 1 and Level 5 at Key Stage 2 in English and mathematics. However, the match of work to meet the needs of all pupils, particularly the more able, is still insufficiently developed in many subjects; it is frequently deficient in foundation subjects where there is no leader to take specific overall management responsibility for a subject across school.
74. The overall quality of leadership and management is satisfactory. The headteacher, staff and governors demonstrate a strong commitment to the work of the school and share a determination to improve the quality of education for its pupils. They have made great efforts through their work to establish a caring school, which is reflected in the good relationships, positive ethos and effective learning environment. The headteacher provides sound leadership. She effectively promotes team working in the school and is accessible to her staff. She has been active, with the support of the governing body, in negotiating for major building developments to provide improvements in classroom accommodation. These will be implemented during the year 2000. In the same programme new ground floor office accommodation will provide easier access to management staff for parents. The school has a knowledgeable, committed and active governing body, whose members are keen to make a full contribution to the leadership and management of the school. They work in five regular, well-organised committees and bring relevant professional competencies to many aspects of school management. Governors regularly visit the school; individual governors have developed links with subjects, such as literacy and numeracy, and their support is valued by the co-ordinators. Although they are involved in decisions regarding school development, financial decisions are short-term and therefore financial planning is unsatisfactory.
75. The leadership and management of the curriculum is carried out by the deputy headteachers, phase co-ordinators and core subject co-ordinators, who also ensure that the day-to-day routines of the school are carried out smoothly and efficiently. Teaching and learning in mathematics and English and pupils' work in the core subjects is regularly monitored by the co-ordinators for these subjects. Their contributions generally make a strong impact on provision for their subjects, for pupils of all abilities. At present there are no teachers with responsibility for the management of the non-core subjects and the monitoring of non-core subjects has not yet been developed on a regular or formal basis. The school has implemented many new initiatives, such as the Literacy Hour and the National Numeracy Strategy, effectively.
76. The headteacher and senior staff carry out detailed monitoring and evaluation of the achievement of pupils in some national tests and other standardised tests such as reading tests. These are used to monitor the progress made by pupils and to guide the planning of some future work, such as the need to develop further opportunities for writing. However, the monitoring process is not yet fully developed to assist with the full evaluation of weaknesses or used to inform staff development needs and so help to raise expectations and attainment further.
77. The School Development Plan which covers the period to the end of 2001, is unsatisfactory in its present form. It provides an outline of tasks to be completed but does not prioritise, set targets or identify overall financial implications or criteria by which the monitoring and evaluation of progress towards targets can be judged. The current plan does not extend beyond the end of the current academic year and therefore does not establish a clear, long-term view of school development.
78. The leadership and management of special educational needs is good overall. There is a detailed policy with written procedures for the school's provision, which are carefully followed. Pupils' problems are usually identified early and appropriate plans made to help them in consultation with parents.



Individual Education Plans are provided for pupils who need them. These are well written by teachers with high quality support from the very able special educational needs co-ordinator. Plans are regularly reviewed and updated in consultation with the head teacher. Full use is made of outside support agencies from the local education authority where necessary to complement the school's provision. The Code of Practice is fully and effectively implemented. A small group of Key Stage 1 pupils with extreme special needs benefits from withdrawn provision during the mornings but misses out on some National Curriculum provision. Support in classrooms is generous and of good quality. Some classes are well provided for, with centrally funded support for statemented pupils, whilst in others, where there is still significant need, extra support is unavailable.

79. The school has a clearly written mission statement, set of aims and a vision for the ethos it strives to promote. However, its actual implementation of these elements does not yet match its written intentions.. Provision for equality of pupils' entitlement to access of the full curriculum is regularly compromised by the frequent withdrawal of some pupils from their class lessons for other intervention activities.

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

80. Since the last inspection significant improvements have been made to the school accommodation and further work is ongoing. They include the conversion of some rooms to give additional classroom space and the refurbishment of the nursery. The school's outdoor facilities remain inadequate; however, the planned major project for the re-siting of the school library will address some of the issues. The playgrounds are very limited areas and do not provide sufficient space for the teaching of some aspects of physical education. The school has maintained its position with regard to teaching staff and resources to support learning. However, the provision of CD-ROM facilities and the school's recent access to the Internet for the teaching of information and communication technology is an improvement.
81. The number of teaching staff is sufficient to meet the demands of the National Curriculum. As a collective team, they have appropriate qualifications, experience and expertise for subjects and the different age groups. This enables the curriculum and the age range of pupils to be effectively covered. There is a good balance between experienced and newly qualified teachers. There has been a comparatively high turnover of teachers in the past two years. These changes have caused some instances of discontinuity; however, the school has put in place good procedures to deal with this. The number of special needs support assistants in the classroom is good. They have good experience and training and this has a positive impact on their work with special needs pupils. Pupils with English as an additional language are also well supported. The school has a number of support assistants, whose work supports pupils learning well.
82. Arrangements for professional development are satisfactory overall. Training has been focused on the introduction of the National Literacy and National Numeracy Strategies in the past two years and this has had a positive impact on their implementation. Further training concerning the National Numeracy Strategy is to be undertaken. There is no overall Professional Development Plan, however, and, in the absence of a link to a detailed School Development Plan decisions are short term in nature. Teachers receive regular professional development interviews with the headteacher and this leads to training being provided. Arrangements are in place for the professional development of support staff. The school has no appraisal process in operation. This is in contravention of the school's legal requirement. All teaching staff have job descriptions and where additional responsibilities are carried these job descriptions specify the role to be played. Arrangements for the induction of new teachers and newly qualified teachers are good. This has ensured that the three newly qualified teachers currently at the school are well supported and carry out their duties effectively.
83. The number, qualifications and experience of other support staff are sufficient to meet the needs of the school. As a result, the school is well maintained and the office is efficiently run. The administrative staff provide good support for the headteacher.
84. Overall, the accommodation is satisfactory for the current number of pupils. In general, the school has appropriately sized classrooms; however, two rooms on the second floor have limited space. These

classrooms will be improved when the building project takes place at the end of the school year. The school has a room set aside for the support of pupils with special educational needs and in addition an attractive area for the nurture group. The school also has two halls that are used for physical education, music, assemblies, lunches and school productions. They are of suitable dimensions for these purposes and are light areas. The Book Base is a useful additional teaching area. The school has placed its reference books in the Study Area and its fiction books in the outside library. This latter building is in a poor condition and will be replaced shortly. Various projects have been carried out recently to enhance the site and the governing body has further plans. The playgrounds remain limited and place restrictions on pupils' play and the teaching of outdoor physical education skills. The outdoor toilets are not up to modern standards and are in need of redecoration.

85. Resources for the under fives are very good. There is a wide range and they are organised well, so that children can exercise choice. Resources for English, mathematics, physical education and the support of pupils with special educational needs are good and support pupils' attainment well. The school has a good range of audio-visual aids to support delivery of the curriculum. Resources are satisfactory for all other curriculum areas. There is a need, however, for more artefacts for both history and religious education.
86. The school makes good use of school visits to enrich pupils' experiences. Pupils from Year 2 pupils have visited the Carnley Street Nature Park and Hampstead Heath, Year 4 have visited the National Portrait Gallery and Year 6 have visited the Hayward Gallery. Classes make use of the locality in their studies in geography, history and science. Year 6 pupils make a residential trip to Sayer's Croft, near Ewhurst. These pupils follow a programme of physical activities as well as environmental studies.

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

87. Since the last inspection some improvements have been made. Time is used more efficiently and assemblies are of a more appropriate length. The school has still not compiled a detailed inventory and the financial balance has continued to grow.
88. Financial planning is unsatisfactory. The School Development Plan (SDP) is only in outline form. It covers a three year period but has not been further developed since it was constructed early in 1998. It sets inadequate targets, does not identify who is responsible for seeing that appropriate action is taken to meet the plan and does not set success criteria. The School Development Plan does not attempt to allocate a cost to each of the school's priorities and is thus diminished as a management tool. Overall it is an unsatisfactory document and means that financial decisions are short term.
89. The governors are aware of their financial responsibilities and participate in the formulating of the annual budget. They receive and consider regular financial reports from the headteacher but do not carry out any monitoring aspects of financial control; the local education authority monitors the budget. The governing body seeks to achieve value for money when contracting for services and purchases. They are heavily reliant on the headteacher for this.
90. The school has accrued a large surplus of funds with a considerable amount carried forward from 1998 to 1999 (£133,000). In the past the governing body has set aside large sums of money for building projects that never came to fruition through delays. These large sums have accumulated in the school's account and this situation is unsatisfactory. This year the school has drawn on these surplus funds to supplement its annual income in order to meet the planned running costs of the school. Funds have also been set aside for the building project. On completion of the building project, this should reduce the balance to a figure more in keeping with the school's income. Funds received for pupils with special educational needs are spent correctly on sufficient teachers and classroom assistants. Earmarked funds for staff training are used effectively.
91. The deployment of teaching and support staff has some weaknesses. Greater use could be made of the expertise of the teacher in charge of the nurture group and the senior deputy headteacher. For example,

the school has a number of pupils with behavioural and emotional difficulties who would benefit from the input of the skills of the teacher of the nurture group. Classroom support staff are not evenly distributed across the school. Emphasis is placed on support of the younger pupils whilst some pupils, in Key Stage 2, receive little support. The teaching skills of the senior deputy headteacher are generally under-used. This year she has a part-time teaching commitment and has been instrumental in implementing the numeracy strategy and gives some teaching support to classes. Teachers' expertise is matched satisfactorily to their responsibilities and the different age groups. Support assistants are used well to support pupils with special educational needs. Teachers make good use of resources and accommodation. All the space in the school is used effectively to enhance attainment.

92. Financial controls and school administration are good. The governors' finance sub-committee meets regularly to receive financial reports from the headteacher; these are based on good data. The committee, however, does not carry out any checks on the school's financial procedures to ensure the validity of the figures. The most recent audit by the local education authority, carried out in 1996, identified some areas for improvement. Most of these have been acted upon; however, the school still does not have an inventory that allows an annual check to take place. The school's senior administrative officer and clerical assistant are very capable and free the headteacher from many administrative tasks. The school receives additional income from activities organised by the Parent Teacher Association and parents contribute their time and energy to school projects.
93. Bearing in mind its pattern of income and expenditure, the educational standards achieved, the good attitudes of the pupils, the quality of education provided and the improvements made, the school is currently providing satisfactory value for money.

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

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

94. Curricular provision and teaching for children in the Nursery is a strength of the school.
95. The curriculum planned for children in the Nursery is good. There is full coverage of all the recommended areas of learning for children under five and the careful organisation of the classroom and good resources enable children to fully access all the equipment and exercise choice in their use of materials. The Reception Classes plan according to the requirements of the National Curriculum but not all the recommended areas of learning are addressed; additionally, the organisation of the classroom and the more limited resources restrict the opportunities for creative and active learning. Transition from the Nursery to the Reception Classes does not take full account of the attainment of the children from the Nursery and does not build on previous learning in all of the recommended areas.
96. Children enter the Nursery with a range of abilities and attainment on entry is generally at the level expected for children of this age. For approximately a quarter of the children, English is not the language they speak at home. Most children tackle the transition to school positively and settle well in a caring environment. They build effectively on their previous experience in all areas of learning and make good progress in a rich and stimulating environment. The curriculum and teaching methods give a wide range of practical and investigative experiences, with many opportunities to exercise choice over their activities and the materials they use. Some children transfer to the Reception Class from the Nursery but some children enter the Reception Classes without this rich experience. Progress is slower in the Reception Classes where learning is less stimulating, less active and investigative and where insufficient account is taken of previous attainment to inform future planning.
97. The children settle quickly into the routines of the Nursery and Reception Classes. Their personal and social development is given a high priority and this enables them to develop constructive relationships with adults and with others. They demonstrate good listening skills, behave well and display positive attitudes to learning. When required to do so, they work well in pairs and small groups and develop the skills necessary to work independently. Children dress and undress themselves independently and can put on and take off outdoor clothing. The children select activities with confidence and tidy away well at the end of sessions.
98. The quality of teaching of children under five in the Nursery is usually good or very good. Teaching of the under fives in Reception is satisfactory. The best teaching thoroughly meets the needs of young children and well-resourced activities target the development of skills, knowledge and understanding based on information the teacher has from previous assessment of the children. Groups are well managed, good questioning techniques draw out learning points and clear instructions are given.
99. In the Nursery all staff participate fully in the careful and continuous assessment of children, which builds up a profile of each child and is used effectively to inform day-to-day planning of the curriculum and to ensure differentiation. Tasks are imaginatively targeted to allow each child to progress to the next learning opportunity and to ensure a good rate of progress. This method is used particularly effectively in helping pupils with special educational needs to meet targets in their Individual Education Plans. The computer is used to good effect in this process.
100. The good team work that exists between all the adults in the Nursery is a strength of the effective teaching and progress, and the role of all adults is carefully planned to support the curriculum programme and the welfare of the children. Relationships between adults and children in all classes with children under five are very good. Links with parents are good and a wide range of information is available and parents support the learning of their children well.
101. The teaching of language and literacy is satisfactory in the Reception Classes and very good in the Nursery. Most children make good progress in language and literacy and are on course to attain the standards expected nationally by the age of five; a few are likely to exceed them. Most children

gradually develop confidence in their use of language, talking about their constructions, their cooking and games on the computer with ease. Children listen and respond to stories, songs, nursery rhymes and poems. They take part in simple role play in the house corner with confidence and enjoy books and handle them carefully. As they get older, they learn the names and sounds of some letters and begin to read simple words. A few can read simple texts. Evidence was seen of younger children making marks and tracing shapes and of older children forming letters and writing sentences.

102. The teaching of mathematics is satisfactory overall, with instances of good teaching. Pupils make satisfactory progress in mathematics and, by the age of five, most achieve standards which are in line with those expected nationally. The children work enthusiastically on practical mathematical activities. They accurately count different objects, such as the pumpkin seeds and conkers, and can identify and name numbers up to ten. They compare, sort, order, match and sequence using these numbers. A few children can count well over ten. They develop an appropriate number vocabulary and can count and use simple money. The children develop their awareness and knowledge of shape well. They use shapes to make pictures and models and most can name two-dimensional shapes with confidence. They learn how to write numerals and play simple number games to reinforce the skills they are taught, for example, counting the number of fish in the water tray and identifying the large numbers written on the floor.
103. The teaching of knowledge and understanding of the world is very good in the Nursery and satisfactory in the Reception Classes. Teachers use time and resources appropriately to provide an interesting range of activities and a varied programme to develop pupils' knowledge and understanding of the world. By the age of five, most children achieve standards in line with those expected nationally in this area of learning. They are aware of their environment and recall where they live and can give the full address. Pupils describe aspects of the locality, know that they are in London and name where their parents have come from and search for England and London on a globe. The majority of children show some idea about the past. They talk about when they were babies and describe their grandparents as the oldest people they know. Pupils' develop their understanding of their bodies, identifying their own body parts using the correct names; they know how they fit together on a skeleton. When learning about their environment they examine living things in the outdoor area and the park and explore the answer to questions through investigative activities. The children follow a simple recipe appropriately when baking, using appropriate ingredients. Pupils use skills, such as cutting and sticking, for a variety of activities and select materials and equipment to make models from found materials. They build confidently with construction materials, such as bricks and Lego, and begin to explore the effect that particular shapes and materials have on the process of construction.
104. The children make a good start to their knowledge about information and communication technology, using computer programmes confidently. They are competent at using the mouse to click on and to move the cursor around the screen. They also use some aspects of the keyboard, such as directional arrows, and a small selection of lower case letters accurately.
105. The provision for pupils' creative development is good. Most of the children are on line to reach the standards expected nationally by the age of five; a few achieve higher. Children start to build their musical appreciation and performance skills by singing a range of songs, with great enjoyment, from memory. They recognise and make rhythmic patterns and demonstrate very good listening skills in music. All children express their own ideas and communicate their feelings well through well-organised role play sessions in the home-corner, the shop and the baker's and make up stories and events using play people. They do this with confidence and obvious enjoyment. Careful artwork is created using a good variety of techniques, such as collage, printing, painting and drawing, and good quality displays enhance the learning environment. The exploration and use of the senses is well developed in the Nursery, during cooking activities and with feely boxes and jars for smelling different substances. There are good opportunities to explore sound and colour and to dance and make music.
106. Progress in physical development is satisfactory and most pupils achieve the expected standards by the age of five. There are daily opportunities in the Nursery for safe outdoor play and the children use a good range of equipment, including wheeled vehicles, balls, hoops and colourful climbing apparatus with enthusiasm and enjoyment. There are also outdoor opportunities for running, playing communal games, gardening, writing, and playing with sand. A home corner is established in the outdoor area.

They move with an awareness of space and other children. Within the classroom, children develop increasing hand control through cutting and making activities and through completing jigsaws and manipulating construction toys and malleable materials such as play dough.

## **ENGLISH, MATHEMATICS AND SCIENCE**

### **English**

107. Inspection findings indicate that by the end of both Key Stages 1 and 2, standards of attainment in English are overall in line with national standards. In reading, pupils' attainment in both key stages is above national averages and in writing and speaking and listening they are in line with national standards. The school has maintained the satisfactory standards of the last inspection, although in some intervening years there has been erratic variation in standards at the end of Key Stage 2. In reading, standards have improved and are above national expectations at the end of both Key Stages 1 and 2. In speaking and listening and writing, whilst there has been some improvement, pupils' attainment continues to be in line with national standards.
108. In 1999, the results of the national tests at the end of Key Stage 1 showed pupils' performance in reading and writing was above average; the percentage of pupils reaching Level 2 or above in writing was above the national average overall, with a well above average number of pupils attaining at Level 3. When compared with similar schools, attainment was well above average. There is some variation between the inspection findings and results of attainment tests at Key Stage 1 for 1999 in writing. Inspection findings show that attainment in writing for the present Year 2 classes is now in line with national expectations because less pupils are attaining Level 3 in writing. Fewer Year 2 pupils are writing extended text, following a logical sequence of ideas and using joined handwriting and accurate, appropriate punctuation.
109. At the end of Key Stage 2, in 1999, the percentage of pupils reaching Level 4 or above in English was in line with national averages and well above average when compared with similar schools. Whilst there has also been a decline in attainment in writing in national tests at Key Stage 2, inspection findings match more closely with test results. The school performs well above the average in English when compared with schools of similar social context.
110. Progress in English across the school is satisfactory overall; it is generally good in reading. Progress is good in lessons where there is high quality teaching that includes good behaviour management. Pupils with special educational needs make good progress in their learning when they are supported by well prepared, able classroom assistants. Insufficient progress is made by these pupils in classes where this good support is unavailable. Pupils whose first language is not English usually make good progress when they receive specialist support. Progress is also slower for them when this support is not available.
111. Improving standards of literacy make a satisfactory contribution to standards of learning generally across the curriculum. Where pupils are given the opportunity to use their literary skills in other subjects of the curriculum, this is done well. For example, in history lessons older pupils are encouraged to write letters and diaries and to record in chronological order. Good use is particularly made of discussion and teachers use questioning well in all areas of the curriculum to develop pupils' understanding.
112. Pupils make satisfactory progress in their speaking and listening skills as they move through the school. These skills are regularly promoted through the Literacy Hour. They are also well used in introductions and plenary conclusions to a majority of lessons in other subjects of the curriculum. Pupils throughout the school join in readily in discussion during question and answer sessions. They are usually thoughtful listeners and learn from a young age to give each other time to express ideas and to take turns in talking, putting up their hands in disciplined response to teachers' searching and stimulating questions. Most are willing to express their ideas, though they do so with varying degrees of confidence and clarity. Pupils make good use of their observation and listening skills as they watch a video to develop their note taking

techniques. Less progress is made in a small number of lessons where the listening atmosphere is disturbed by a minority of pupils with inattentive behaviour.

113. Good progress is generally evident in reading across the school. In Key Stage 1 pupils know that reading is an enjoyable experience. They understand surface book conventions, such as what a title is for, what authors do and how print is arranged from left to right across the page. Pupils use illustrations well to gain a context for a book. They know how and when to raise their voices, taking prompts from the size of print and punctuation. As well as understanding the phonic relationships of letters and common letter strings, pupils learn the higher order skills of gathering meaning from print from the outset. Many are enthusiastic readers by the time they reach the end of Key Stage 1. Through Key Stage 2 pupils experience poetry and plays from big books. They become knowledgeable and identify increasingly with particular authors and genres and rightly begin to be selective in their personal likes and dislikes of types of books. They access dictionaries with increasing speed and confidence, know the difference between fiction and non-fiction, use proficient search skills to gather information and use similar search skills with confidence as they access information on a data base on the computer. By the end of Key Stage 2 pupils are beginning to explore the political context of literature and can deduce well argued implications from a mature and complex text.
114. Most pupils make satisfactory progress in their writing as they move through the school, and a small minority make good progress. In Key Stage 1 pupils begin to understand that writing is akin to speaking. As their hand to eye co-ordination improves they learn to form letters correctly and express their ideas and feelings simply but confidently through print with increasing legibility. Pupils learn to write for a range of purposes. They publish their own lively stories for the rest of the class to read. By the end of the key stage pupils are beginning knowingly to add interest to their writing by using grammatical rules. They are able to spell a range of common words and some write consistently in joined style, although insufficient numbers of pupils are able to do this. In Key Stage 2 pupils write detailed sequenced instructions for their peers on how to perform everyday tasks. Others act as critical friends, writing book reviews for each other's published books. Pupils write imaginative, expressive poetry which a teacher uses sensitively to interest and motivate others in the class. By the age of eleven pupils identify the difference between writing in the first and third person in autobiography and biography. They can accurately transpose sentences from one to the other and use the techniques they have learned in a journalistic style to produce newspaper reports. Satisfactory use is made of literacy software programmes for use on the computer to enhance pupils' English work. Word processing is frequently used in both key stages to produce neatly drafted writing as pupils' confidence in their keyboard skills develops.
115. Pupils' responses to their English lessons are usually good with a small minority of satisfactory responses. Pupils listen carefully and try hard to follow teacher's instructions. They usually concentrate well and respond eagerly to teachers' questions. Most collaborate well when asked to do so. Just a small minority of pupils in a few classes produce challenging behaviour and fail to achieve the lesson objectives set for them. The presentation of pupils' work is satisfactory overall, although a few pupils lack pride in their work and produce work which is untidy.
116. The quality of teaching of English is good overall at both Key Stages, with good teaching observed consistently in Key Stage 2. In the best lessons teachers have a lively enthusiasm which maintains pupils' interest. Activities are relevant, interesting and generally enjoyable for pupils, who are sometimes disappointed when they have to stop. English lessons are usually well planned to the recommended Literacy Hour formula with a good balance of reading, writing and speaking and listening. The pace is good and pupils are constantly reminded of the time element by working against the clock. Teachers usually provide encouraging language environments in their classrooms, which also celebrate pupils' work. Special needs support in lessons is usually well organised and well differentiated either by task or outcome. Whilst, overall, teachers use satisfactory pupil management strategies to ensure a smooth good natured working atmosphere, a few teachers are still relatively inexperienced in managing pupils' discipline. In some lessons there are insufficiently high expectations of pupils' abilities and a lack of challenge in work for the more able, particularly in reading at Key Stage 1.
117. The leadership and management of English are good overall. The co-ordinator has successfully supported the introduction of the Literacy Hour, on which the school has now based its English

curriculum. The senior management team have evaluated the last national test results. She has noted less favourable results in writing than in 1998 and has wisely established weekly booster writing lessons in addition to those of the Literacy Hour. Withdrawal from class for pupils who need additional support in language work is appropriate during the Literacy Hour. Targets have been set with the local authority for future progress in English. Effective individual target setting to increase pupils' personal sense of responsibility for their own learning is being developed for all Year 6 pupils. The teaching of the Literacy Hour has been monitored and pupils' work resulting from it is also regularly reviewed. The school had built up a varied stock of good quality group readers over a long period of time to meet a range of abilities and interest and these are well used now for guided reading.

118. The provision of books in both the reference and fiction libraries is good. The books are situated in two separate areas. Though neither area is ideally placed the school has made optimum provision in the circumstances for its fiction and non-fiction libraries. The non-fiction study area is placed in an open accessible position on the upper floor in the main building. It is well stocked with a variety of books which satisfactorily cover the reference requirements for the National Curriculum and is used with satisfactory frequency. The fiction library is also well stocked and organised with a wide variety of good quality books for all abilities from many popular authors. The retrieval system is accessible to the youngest pupils. Well displayed books and comfortable seating effectively promote reading. Its use is regularly timetabled for all classes.

### **Mathematics**

119. At the time of the last inspection attainment was said to be broadly satisfactory in both key stages. It was considered that in Key Stage 2 the most able pupils worked below their potential and that there was no consistent development of paper and pencil computations. Pupils did not have the depth and breadth expected in their number work. The school has made improvements since then. The introduction of the National Numeracy Strategy is addressing the lack of depth and breadth of the number work and is bringing about a consistent approach to written tasks. Generally the most able pupils are being given more appropriate work; however, there are still instances where this is not the case. Current attainment at the end of both key stages, as judged during the inspection week, is similar in that it is in line with the national average.
120. In 1999 the results of the national tests for 11 year olds showed that attainment was below the national average when compared to all schools and above the average for schools of similar backgrounds. The results for seven year olds were in line with the national average and well above the average for similar schools. Over the three years from 1996 to 1998 inclusive, the average National Curriculum level achieved at the end of Key Stage 2 in the school was above the national average and at the end of Key Stage 1 was well above the national average.
121. Inspection findings confirm that at the end of Key Stage 1, attainment is broadly in line with that expected nationally. By the age of seven, pupils can recall subtraction facts to ten. They are building a mathematical vocabulary, including alternative terms for the same process, for example, 'minus', 'take away', 'subtract'. Pupils can measure using standard units such as centimetres and metres. They recognise odd and even numbers and have some knowledge of regular 2-D shapes. Their knowledge of reflective symmetry is not fully secure, however.
122. The standards of attainment in Key Stage 2 are in line with those expected nationally. By the age of 11, pupils have a good understanding of place value in numbers up to and beyond 1000. They use information satisfactorily to solve problems that involve the use of the four rules of number. Pupils show a willingness to check the validity of their answers by approximation. They gather information to plot co-ordinates and draw and interpret bar graphs. They can interpret line graphs but are not proficient at constructing them. Skills in mental arithmetic and the rapid recall of number facts are being developed. Pupils understand the properties of two-dimensional shapes and the difference between "regular" and "irregular" shapes. Pupils understand simple probability, using language such as "certain", "likely" and "impossible". Numeracy is used well in other subjects, such as science and design and technology. In science, for example, pupils carried out an experiment concerning the flight time of parachutes they had



made and then produced a graph plotting time against distance travelled. Computers are not used significantly in mathematics lessons.

123. Overall progress is satisfactory throughout the school. Pupils come into the school with mathematical skills broadly in line with the situation nationally and this is maintained through the school. This is because the curriculum is providing opportunities to acquire skills in all aspects of mathematics and apply them. The National Numeracy Strategy has been implemented satisfactorily in this first term and as teachers become more proficient in its delivery, it will have a positive impact on standards. The implementation of the Strategy enables pupils to make sound progress in the acquisition and consolidation of the four rules of number and mental arithmetic skills. Pupils make best progress when the teacher gives emphasis to the main teaching point of the lesson and when work retains interest and builds well on previous knowledge. Progress of pupils with special educational needs and those where English is their second language is also satisfactory and good when they are well supported. Work is usually adapted to meet their needs.
124. Pupils' attitudes are good. They behave well, are attentive and concentrate well within an industrious working atmosphere. All pupils are fully engaged by the opening mental arithmetic tasks. Many pupils are enthusiastic about learning mathematics. In some classes the most able pupils enjoy working on the individual challenges that are provided. Pupils respond willingly to teachers' questions and talk confidently about the work they are doing. Relationships between pupils are usually good. They work well together sharing their ideas. Pupils accept constructive criticism from teachers that help them solve problems successfully. Most pupils take pride in setting their work out accurately. They show pleasure in mastering new techniques.
125. Teaching is sound overall with no significant difference between the key stages. No unsatisfactory lessons were seen and many were good. The most successful teaching stems from good planning which identifies clearly what the pupils are to learn. Pupils are usually taught in groups according to their abilities and most activities are matched to their differing needs. Most teachers have secure knowledge of the requirements of the National Curriculum and the National Numeracy Strategy and share their expertise well. They explain new work clearly so that pupils can easily understand what they have to do, using appropriate mathematical language. Throughout lessons they give advice about where pupils have made mistakes and how they can be put right. This enables pupils to make progress as they take on new learning. Time is used well as lessons move along at a brisk pace and pupils complete expected amounts of work. Resources such as "digit" cards and measuring equipment are used effectively to support learning. Homework is used to enhance attainment.
126. In lessons where teaching is less successful, work is not matched closely enough to pupils' abilities and opportunities are missed to extend their knowledge. Some teachers do not always differentiate the work for the most able pupils. Class management sometimes does not allow pupils to work at their optimum pace throughout the lesson.
127. The subject co-ordinator is influential in raising standards in mathematics. She has monitored teaching and teachers' plans. A good range of assessment procedures is used but these need to be more closely tied to planning. The policy document for mathematics is now out of date and in need of revision. The National Numeracy Strategy is in place and the co-ordinator is fully involved in ensuring that the implementation is successful. The statutory requirements of the National Curriculum are fully met. The co-ordinator is very experienced but at present does not have a substantial teaching role; her role varies dependant on need. Pupils would benefit from her expertise being used more directly. The commitment to raising standards and meeting the challenging targets for improvements is good. The school has a governor with responsibility for Numeracy. She has attended some of the training and intends visiting lessons next term to gain first hand knowledge of the efficacy of the introduction of the Numeracy Strategy. Resources are good, well organised and easily accessible. All classes have a basic complement of mathematical equipment and the school has a number of "topic" boxes to support the teaching of, for example, probability.

## Science

128. At the end of Key Stage 1 in 1999, teacher assessments show that attainment at the age of seven was well above national expectations with 91 per cent of pupils achieving Level 2 or above. At the end of Key Stage 2, 78 per cent of pupils achieved level 4 or above in statutory tests, which is in line with national expectations and well above average for similar schools.
129. Pupils make satisfactory progress throughout Key Stage 1 in all aspects of science. In Year 1 pupils attempt to make predictions about whether objects such as scissors, plasticene or wooden bricks can sink or float and represent their results on a simple chart. They are beginning to classify materials by using basic criteria, e.g. rough, smooth, soft and hard. Pupils know that animals and plants occupy different types of habitat and can record the conditions for cress seed germination. In Year 2 pupils continue to make satisfactory progress. They further develop their knowledge of habitats with a visit to Hampstead Heath. They are able to draw an animal in its natural habitat and can clearly label the main parts of a plant. Pupils know five ways in which a seed can be dispersed and can represent this pictorially. Pupils understand that different materials have differing properties and that sometimes they can be made to change shape/state and sometimes return to that original shape/state. Pupils can list a range of foods necessary for a healthy lifestyle and can identify risks to safety within the home. Pupils have a basic understanding of forces and know that gravity holds them on the earth and 'pushes and pulls' are needed to move objects along. Pupils are aware of the criteria for fair testing.
130. In Key Stage 2, pupils continue to make satisfactory progress.. They learn to set up experiments fairly and can record results after making predictions about the outcome. In Year 3, pupils are taught about light and its effect on shadow production. They know the phases of the moon and the names of the planets in our solar system. They carry out investigations on materials and their properties including pliability, texture and absorbency. Pupils can create simple circuits and know the difference between conduction and insulation, experimenting to identify which materials are best for a specific purpose. Pupils in Year 4 carry out investigations into condensation and evaporation, being mindful of the criteria for fair testing and recording their results clearly. They know and understand the water cycle and can track the journey of water from the river to the tap. Pupils understand what is necessary for healthy life and are aware of those things which are detrimental to it, i.e. smoking, drug taking and lack of exercise. Pupils in Year 5 develop their knowledge of habitats of various animals and know which species are endangered and why. They are aware of the stages in the human reproductive cycle. Pupils know that heat and cold can be measured accurately by a thermometer and can investigate to discover the best insulating material for a cup of coffee. In Year 6, pupils carry out experiments on soil and rock types, finding out which are permeable by water and which would be best to support the germination of seeds. They can design and test parachutes to investigate the best size, shape and material to be used. Pupils know that a gas expands when released from compression and can demonstrate this by experimenting with a bottle of lemonade.
131. Pupils with special educational needs make good progress but work is not always matched to pupils' abilities and this limits the progress of some pupils, particularly the more able.
132. In both key stages, pupils' attitudes, behaviour and response are satisfactory in most lessons and good in some. They listen attentively and are enthusiastic when answering questions. They demonstrate good relationships with each other and the adults they work with. Most can co-operate well when working together and use equipment and materials carefully and sensibly; they share resources fairly. However, in a small minority of lessons, in Key Stage 2, a few pupils behave badly, disrupting the learning for others and compromising the teaching; this has a negative impact on the smooth running of the lessons and the attainment and progress of other pupils. These pupils have been identified but insufficient support given to ensure positive behavioural management and smooth running of the lesson.
133. The teaching is satisfactory overall, although some unsatisfactory teaching was observed. Teaching is most effective where the teacher shows secure subject knowledge, clearly outlines the learning objective and makes good use of questioning to ascertain the pupils' knowledge; good use is made of the learning support available. Teaching is unsatisfactory where behaviour is not managed well, tasks are undifferentiated and pupils not given extension activities to broaden their learning. Teaching is less effective where introductions are overlong and presentation too didactic, not allowing pupils to develop

independence in their thinking or methodology of working. Higher attaining pupils are not challenged sufficiently by many of the tasks set and expectations made of them are often too low.

134. The science co-ordinator, who has recently been appointed, has clear plans and priorities for organising the planning, assessment and resourcing of science teaching and learning for the future. The school has recently adopted the QCA science scheme of work and this is ensuring coverage of all National Curriculum requirements in this subject. Assessment procedures are at the developmental stage; at present assessment is not used to inform future planning and, although this is a serious omission, there are plans to develop procedures to improve this during the next year alongside the review and updating of the science policy.

## **OTHER SUBJECTS OR COURSES**

### **Information and communication technology**

135. The school has made some significant developments since the last inspection in its information and communication technology provision. Because of this, pupils' attainment by the end of Key Stages 1 and 2 continues to be broadly in line with national expectations.
136. Overall, at both key stages, pupils make satisfactory progress in their understanding of the potential of information and communication technology and in their knowledge of the basic computer components and their functions. In Key Stage 1 pupils gain pleasure from their computer use as they learn to manipulate the mouse to move the arrow around the screen. They make considered selections by clicking onto icons to activate options as they search to find where "Spot" is hiding. They use an animated alphabet programme in support of literacy. By the end of the key stage pupils are able to select a variety of components on a tool bar to use in an artistic program. In Key Stage 2 pupils' confidence and skills in information and communication technology are boosted by highly competent teaching, at the upper key stage. Pupils know how to explore fields as they interrogate a data base on birds to search for species, using more than one option for selection. In Year 6 pupils cut and paste, confidently dragging and dropping elements as they design a page layout. They can competently change the size of a text frame, and select a font style and size to produce a journalistic-style page.
137. Pupils usually enjoy their computer work. They concentrate well when working independently or paired with a friend at the computer. Pupils mostly listen and watch attentively during whole-class computer demonstrations even when they have difficulty in viewing the small screen from a distance. They are usually keen to respond with their thoughts and ideas to teachers' open questions. If pupils do not understand what is happening on screen when working individually they confidently but discreetly ask a knowledgeable peer to help. Pupils are aware of the need to be sensitive to the feelings of peers when their work is being used for evaluative purposes for the whole class during a lesson.
138. The quality of teaching is satisfactory in both key stages with some good teaching in Key Stage 2. The best teaching is characterised by secure subject knowledge which is shared with the pupils. High expectations ensure that all pupils make the most of the lesson. The teacher praises her pupils constantly to motivate and encourage them. She asks challenging questions which make her pupils think hard. She also gives high quality feedback to make them clearly aware of how they can improve their work.
139. The provision of resources for information technology is satisfactory; new systems have been installed and recently three computers have been connected to the National Grid for Learning. A new co-ordinator has been in post since September who is a fine role model for the teaching of information and communication technology. She is already making her mark on the subject. She has a clear view of the developments needed in the immediate future in order to raise attainment. This term a new scheme of work produced by the Qualifications and Curriculum Authority has been implemented. Since September all staff have been planning to meet the requirements for their year group and this initiative is already ensuring greater continuity and progression in the information and communication technology curriculum. Assessment measures are planned for each unit of learning. With several new members of

staff this term, in service training is a high priority and some is planned for the whole staff in the new year. However, many computers were underused during the inspection. In classrooms where this was the case it is difficult to see how some teachers can reach their target of 5 hours' provision of computer time for every child each term. The policy for information and communication technology written in 1993 is seriously out of date.

### **Religious education**

140. Religious education in the school has improved considerably since the last inspection, and much useful work has been done by a temporary co-ordinator to produce a religious education policy and an outline curriculum plan which satisfactorily meets the expectations of the Locally Agreed Syllabus.
141. Progress throughout the school is satisfactory and most pupils are attaining a level appropriate for their age by the end of both key stages, according to the requirements of the Locally Agreed Syllabus.
142. By the end of Key Stage 1, pupils are familiar with a range of stories from the Old and New Testaments of the Bible, such as the Creation story, David and Goliath, Jonah and the Whale, and the First Christmas. They are familiar with the reasons for a number of religious celebrations, such as Christmas, Easter, Diwali and the birthday of Guru Nanak, and have an understanding of special clothes, places and food. Pupils appreciate that the Quran is a special holy book and must be treated in a special way and are familiar with some stories from the life of the Prophet Muhammed.
143. By the end of Key Stage 2, pupils explore further the meanings of festivals and practices such as Channukah, Diwali, Hajj and Id-ul-Adha. They appreciate the need for tolerance of other religions and they understand that some people are persecuted because of their religion. They know the story of Siddhata Gantama, understand how he meditated under the Bodhi tree and found enlightenment and can explain the four noble truths and five moral precepts of Buddhism; and recount the Ten Commandments and how they were given to Moses. Pupils are familiar with the five K's of Sikhism and can recount the names of the Patriarchs and explain the importance of customs such as circumcision to Jewish people.
144. Pupils readily express interest and show their enjoyment of religious education lessons. They listen attentively to stories from different faiths and are respectful of other religions and religious practices. Their behaviour is generally satisfactory and better where teachers engage the pupils interest more effectively by providing challenging work and encouraging pupils to develop their own insights into the meaning of faith and its relevance to everyday life.
145. Only two lessons were observed in Key Stage 1 and three in Key Stage 2. Of these, the teaching in Key Stage 1 was satisfactory; in Key Stage 2 one lesson was satisfactory, one good and one very good. From evidence of pupils' previous work it is evident that teaching is overall satisfactory. Of the lessons observed, the more successful achieved much through good oral work. The teachers related lesson material to everyday life well, encouraging the pupils to reflect and question from their own experiences. Teachers' subject knowledge is secure and teachers are clear in what they want the pupils to learn. Teachers manage pupils well and relationships with pupils are good.
146. A satisfactory range of resources, including artefacts, is available. These are accessible and book and picture material is generally well used. The use of artefacts is less well developed.
147. At present there is no religious education co-ordinator who takes overall responsibility for the subject and no system of regular assessment and monitoring. This limits the potential for improvement in standards and practice.

### **Art**

148. *Few lessons of art were observed during the inspection due to timetable arrangements. Judgements are based on the small sample of lessons seen, the scrutiny of pupils' work and displays around the school.*
149. Pupils make satisfactory progress through both key stages. In Key Stage 1 pupils experiment satisfactorily with a range of media, such as pencils, to explore and make patterns and to observe when drawing portraits. They make good gains in their awareness of how pencil or crayons can make a variety of patterned lines and use coloured crayons well when producing portraits of themselves. Younger pupils experiment with colour mixing and use this in their pictures, which cover a range of subjects mainly linked to their topic work. Pupils in Year 2 use the work of artists such as Monet, Van Gogh and Cezanne to extend their knowledge of art and draw pictures in the same style using pastels. Pupils in Key Stage 2 continue to build on their skills using a range of media and gaining knowledge about art and artists. They develop their skills in mixing colours in paint and in pastel. Pupils in Year 3 paint imaginative pictures based on the setting sun. In Year 4 pupils use examples of Japanese art as a starting point for their pictures on the theme of water. Year 5 pupils design large collage pictures built up in mosaics to create a scene from life in Ancient Greece. Pupils in Year 6 examine the styles used by Picasso and then attempt to produce pictures using the same techniques, for example, cubism.
150. The behaviour and attitudes of pupils are good. They enjoy art and take pride in producing work of good quality. They listen carefully to the teacher, settle quickly and maintain concentration. Pupils in Year 1 try hard to ensure that they do not smudge their pictures when using paint for their prints. Pupils in Year 6 concentrate well and work carefully on their pastel drawings in the style of Picasso. They value the work of others and take pleasure in discussing their work; older pupils explain well the various styles used by Picasso. All pupils use the school's resources with care and respect that equipment has to be used carefully.
151. The quality of teaching is satisfactory overall. Where teachers' knowledge is secure they are more confident and engage the interest of the pupils well. They prepare their classrooms and resources carefully and provide opportunities to use a range of materials. A weakness in some teaching is that the tasks given to pupils are limited and do not always sufficiently extend or allow pupils to use their creativity. Teachers have good relationships with pupils. They use questions and discussion well using correct technical vocabulary enhancing pupils' literacy skills. All teachers give due value to pupils' work through careful displays in classrooms, corridors and the halls. They use art effectively to enhance learning in other subjects. For example, in history Year 4 pupils have made good drawings in connection with their work in history.
152. The management of the subject is unsatisfactory. At the last inspection the school did not have a policy for the teaching of art. This situation remains, as at present there is no policy or scheme of work; therefore, there is no guidance on what skills, knowledge and experiences pupils are expected to have as they move through the school nor information to help teachers make assessments against these expectations. At present the development of skills is very much dependant on the individual teacher's expertise. Resources for art are satisfactory, with some reproductions of artists studied including that from non-European cultures. Pupils' cultural development is enhanced effectively however, by visits to art galleries.

### **Design and technology**

153. *Only two lessons were observed during the inspection. However, further evidence was obtained in discussion with teachers and pupils, and by looking at pupils' work and teachers' plans.*
154. The school has maintained standards and provision since the last inspection. The classrooms in Key Stage 2 provide a better working area than at that time although two classrooms still need to be enlarged. The work on improving these rooms is scheduled to take place in the summer. At present the school does not have a co-ordinator for design and technology.

155. Progress in design and technology is satisfactory overall in both key stages. In the observed lessons progress was good. There are some examples of good quality work through the school and the standard achieved compares with that seen in other schools. Pupils with special educational needs also make satisfactory progress. The quality of work has been maintained in the period since the last inspection.
156. Pupils in Key Stage 1 use labelled sketches as their design to refer to. They have experience of working with a range of materials, including wood, cardboard and recycled objects. Pupils have experience in using construction kits. They are able to use a variety of joining techniques and apply simple finishes, for example paint, paper, felt pen. The quality of the finished models, such as the jointed figures, is sound. Pupils in Key Stage 2 make satisfactory progress in the subject as a whole. They can distinguish between materials that are suitable for building a structure and those that are useful for decoration only. The design process is recorded on a worksheet and shows progression from earlier work by including written instructions to supplement the labelled sketches used in younger classes. Pupils are able to offer sensible suggestions when considering their design. The range of constructions is limited, however.
157. In both key stages pupils have positive attitudes to design and technology. They work consistently with good levels of interest and application to complete tasks. Most pupils enjoy the practical experience and sustain concentration and good behaviour to achieve their best results. Pupils share resources and show responsibility in handling the materials. They listen carefully to instructions and show pride in their finished work. Pupils are able to discuss their work and to offer suggestions for improvement: a good example of this was seen when Year 6 pupils evaluated each other's work on the use of levers and pivots.
158. Not enough lessons were seen to arrive at a firm judgement on the quality of teaching; however, the quality of the work produced indicates that satisfactory teaching has taken place. Lessons are well planned and a range of appropriate experiences is provided.
159. Management of the subject is unsatisfactory. The school does not have a co-ordinator for design and technology; consequently, no monitoring of standards of teaching and learning has taken place. This is an area that still requires development, a situation that existed at the time of the last inspection. The school has adopted a commercial scheme of work that provides continuity. The statutory requirements of the National Curriculum are fully met. Resources are adequate and used well. Some classrooms are short of space for practical activities. Activities in the subject give good support to the development of pupils' numeracy skills and some support to their literacy skills. Information technology is underused.

## **Geography**

160. *Due to timetable arrangements it was only possible to observe three lessons of geography during the inspection. Judgements are based on those lessons, an examination of planning and scrutiny of pupils' work. As there is no co-ordinator for this subject area, the management of the subject area could not be discussed.*
161. Pupils make satisfactory progress throughout the school and most pupils are achieving a satisfactory standard. In Key Stage 1, by the end of Year 1, pupils label simple maps of their route to school, using the vocabulary that accompanies this activity well. They use indicative weather symbols and place the symbols for various buildings on an outline map. In Year 2 pupils demonstrate knowledge of the seasons, being able to depict associated weather pictorially. They use simple grid references to locate features on a map and can use a map to work out the best route for a short journey. Pupils are familiar with the vocabulary for different kinds of weather around the world - hurricane, tornado, twister - and draw pictures of the different types of dwellings of various countries.
162. Pupils continue to develop their knowledge, skills and understanding satisfactorily as they move through Key Stage 2. In Year 3 pupils use more detailed maps of the local area to study particular features and know and understand scale. They know how to find information from photographs, books and by interviewing people for their studies. Pupils name the various types of housing in an area and interpret

symbols on a map in detail. In year 4 pupils label a map of the U.K. with all the main features, demonstrating knowledge of rock types, scale and distances. They are familiar with the major countries of the world and can show zones of land usage on a map. Pupils know which countries imported crops come from and talk about imports and exports. They differentiate between the different languages, flags and currencies of various nations accurately. By the end of Year 5, pupils have extended their knowledge of the water cycle and the use of windmills and actively compare one locality with another, noting the differing features, housing, population, weather and land usage. In Year 6 pupils have an opportunity to take part in a residential visit to Sayers Croft in Surrey where they carry out geographical investigations. They have an opportunity to study the effect of a river on the landscape, the change in use of local buildings and land and further develop their mapping and compass skills and take part in orienteering exercises. Pupils develop the skills of enquiry when comparing one location/region with another. They extend their comparative knowledge of the world, its weather, population and physical features.

163. Pupils who have special educational needs make good progress, although some pupils miss some of their class activities when they are withdrawn for support or nurture and this inhibits their progress.
164. In the lessons seen, the majority of pupils respond positively to this subject and behave well in class, concentrating in order to complete tasks. There are good relationships between pupils and their teachers.
165. As few lessons were observed in geography it is not possible to make a firm judgement regarding the quality of teaching. Of the lessons observed, however, two were judged to be good and one satisfactory. In the more effective lessons, the teachers outline clear learning objectives and use questioning well, both to ascertain pupils' understanding and develop their knowledge and understanding further. However, from the scrutiny of work and the lessons observed, there is an apparent lack of differentiation throughout, which affects the learning and the progress of the more able pupils.
166. Resources for this area are adequate but few maps, globes or atlases were seen in use. Worksheets form the basis of the tasks the pupils complete. Some visits to the local area take place and this gives pupils an opportunity to practice mapping skills and the use of the compass for finding direction. There are no obvious assessment procedures built into the planning schedule and therefore assessment is not used to inform future planning. The use of information technology is not specifically planned for within this subject area.

## **History**

167. *Only two lessons in history were observed at Key Stage 1. Judgements are based on those lessons and lessons observed in Key Stage 2, pupils' previous work, displays of pupils' work around the school and teachers' planning documents.*
168. From this evidence it is clear that pupils make satisfactory progress overall in both key stages. By the end of Key Stage 1, pupils are developing a sense of the past; they appreciate that some events took place a long time ago and that life then was very different from our own. They contrast life in the past with their own, for example, when making comparisons with homes previously and at present and when making comparisons between a "Victorian" Christmas and how they themselves celebrate Christmas. Pupils in Key Stage 2 develop historical skills and knowledge at a satisfactory pace. Pupils in Year 4 discuss well the significant features of life in monasteries during the Tudor period and how they were dissolved during that time. They use the knowledge they have gained through the study of the period and for homework to present questions in the role of a television interviewer; these indicate considerable knowledge of the wives and divorces of Henry VIII. In Year 5 pupils continue to develop the use of reference materials, such as books, pictures and a few simple artefacts, as sources of evidence when arranging debates, giving opposing views about the events of the Trojan War during their study of Ancient Greece. Pupils in Year 6 understand the importance of evidence in historical investigation and are able to identify the differences between fact and opinion when studying materials about events during the Second World War. They use evidence and the information gained from their study of "Carrie's War" in literacy lessons well, when describing life as evacuees.

169. Pupils' show positive attitudes towards history. Pupils clearly enjoy the subject. Some older pupils show excitement in learning when debating the Trojan War from a specific viewpoint. They listen well with concentration. Pupils in Key Stage 1 show interest and both ask and respond to questions well when discussing changes. Pupils in Key Stage 2 listen attentively and are enthusiastic. They are keen to join in discussion and answer appropriately, giving some good well thought out answers, particularly when discussing life as an evacuee during the Second World War. When carrying out their tasks pupils are well-motivated and work well together, sharing materials without fuss and helping each other.
170. The quality of teaching is satisfactory overall at both key stages, although it is better in Key Stage 2. In both lessons observed in Key Stage 1, the quality of teaching was satisfactory; teachers' knowledge is generally satisfactory but an over-dependency on the use of worksheets indicates that historical skills are not developed sufficiently. In Key Stage 2, teaching is satisfactory overall with examples of good and very good lessons. Where teaching is best, clear objectives are shared with the pupils and a wide range of methods effectively extends pupils' knowledge, understanding and enquiry skills. Some tasks promote higher standards in developing enquiry skills because they are exciting and have a purpose, for example, when debating the Trojan War. Where teaching is less effective, the teacher does not set clear targets for completion of the task and the time for discussion is limited. This leaves the pupils with little sense of purpose for completing the activity. Additionally, the poor behaviour of a group of pupils demands and becomes the focus of the teacher's attention.
171. Management of the subject is unsatisfactory; the school does not have a co-ordinator, therefore, no monitoring of teaching and learning takes place. History is taught through a rolling programme of half-termly topics based on the recommended study units of the National Curriculum. However, there is no scheme of work to specify in detail the knowledge, skills and understanding to be taught through the study units to each year group and therefore the progressive development of these skills is uneven. Procedures for assessment are satisfactory, although they lack reference to the development of historical knowledge, understanding and skills in each year group. As a result, the recording of pupils' progress towards these targets is not in place. Therefore, there is no clear identification of higher attainers who need more challenge and the lower attainers who need more support. The school's resources for history are adequate, although the provision of artefacts is less so. A number of visits are made to museums and places of interest, which have a good impact on pupils' understanding and attainment. The school also has access to the Internet and is developing its use for research in Year 6; since the last inspection all classes from Years 2 to 6 have access to CD-ROMs, although the use of information technology is still not used to full effect in the teaching of history. This was identified in the previous report and has still not been fully addressed.

## **Music**

172. The status of music remains similar to the findings of the previous inspection. Pupils make satisfactory progress in their musical knowledge, skills and understanding in performance, listening and appraisal in both Key Stages 1 and 2. Whilst pupils have satisfactory opportunities for composition on a variety of musical instruments, no written recording of musical composition was observed during the inspection.
173. In Key Stage 1 pupils listen carefully to a musical pizzicato recording and mimic the sound on non standard, impromptu musical instruments. For example, they pluck with great pleasure in time to the music, each playing on an elastic band stretched over a polystyrene tray. As they do so they understand how sound is produced by vibrations. They follow the dynamics and tempo of the music and learn how to start and stop together. In Year 2 pupils listen perceptively to "Peter and The Wolf". They recall the story characters and the pitch and rhythm of the musical sounds evoked by them. Working in groups they select suitable musical instruments to suggest their chosen character and practise playing, then performing in their ensemble for the whole class. In Key Stage 2 pupils work in groups to sensitively reproduce musically street and playground sounds on chosen instruments. Another class practises a song in readiness for the Jewish celebration of Hannukah. Older pupils use the stimulus of African rhythms to explore variations within a steady pulse. They select and handle pitched and unpitched musical instruments confidently and practise and perform on them with enjoyment and are able to evaluate each other's performances. Year 6 practise a song with a jazzy theme with a satisfactory awareness of pitch dynamics and tempo, in preparation for a Christmas performance. They add harmony and percussion



parts to the song and some pupils volunteer to choreograph a dance sequence which appropriately reflects the rhythm and vibrancy of the song. Pupils practise informally communal singing in preparation for Christmas celebrations. Pupils with special educational needs make satisfactory progress in their musical understanding within their abilities. A small group of Key Stage 1 pupils was inappropriately withdrawn from their music lesson for additional language support.

174. Younger pupils are uninhibited in their enjoyment of their music lessons. They usually choose appropriate musical instruments confidently. Most participate fully and try hard to keep their enthusiasm in check, to listen well, follow instructions and to start and stop together. Older pupils are more inhibited at the beginnings of music lessons but most become increasingly involved as the lessons progress, contribute more ideas and show interest and pleasure in their musical experiences.
175. The quality of the teaching of music is good. The school has experienced difficulties recently in employing a music specialist and the current part-time teacher is a temporary appointment. She makes good use of the relatively short time that is allocated for music to each class at present. Her choice of resources and activities makes the music lesson an enjoyable experience for pupils. She uses very good subject knowledge and patient pupil management techniques to keep lessons moving at an energetic pace. Her planning is succinct with clearly identified aims, which are usually achieved.
176. Management of the subject is unsatisfactory. There is a policy but no scheme of work in place. Although professional musicians visit the school from time to time to perform for pupils, music has a low profile in the day-to-day life of the school. It is insufficiently used in spiritual and behavioural provision. For instance, no music is used during arrival and departure from assemblies to create a special, calm atmosphere and extend pupils' musical knowledge. There are no extra-curricular music clubs and no instrumental music lessons are available for pupils during school time.

### **Physical education**

177. Overall pupils make satisfactory progress in physical education throughout the school and achieve standards which are appropriate for their age. However, no games lessons were observed during the inspection so no firm judgement about this element of physical education can be made. Swimming is only taught in Key Stage 2 but pupils make satisfactory progress and attain the expected standard in swimming and water safety by the time they leave the school.
178. Pupils in Key Stage 1 make satisfactory progress in gymnastics and dance. By the end of Key Stage 1, pupils understand why it is important to warm up and cool down and the effect this will have on their bodies. In gymnastics lessons they travel on the floor and on apparatus, using hands and feet and seeking a variety of pathways, changing speed and direction and walking running and jumping. They put out apparatus with confidence and return it after use, showing satisfactory health and safety awareness. In dance lessons they can respond to music and show contrasts of shape, direction, speed and level, as they move around the hall with control, being aware of the space around them.
179. By the end of Key Stage 2, in gymnastics lessons, pupils work hard to sequence a series of gymnastics movements, showing strength, balance and control. They effectively carry out a range of movements with great skill and creativity and improve and refine their performance. Pupils are able to repeat a series of movements on the floor and on the apparatus with control and have confidence when demonstrating their work to the whole class. In dance lessons, pupils can perform dances from different places and times, including some traditional dances of the British Isles.
180. The response of pupils in physical education lessons is good in both key stages. They are enthusiastic about the subject, listen well to instructions and carry them out thoughtfully. They respond well to the music and can improve their technique with practice. Apparatus is handled sensibly and they lift and carry equipment safely. They take turns and show respect for the work of others. They behave well and enjoy their work.

181. The quality of teaching is generally satisfactory, and occasionally good. In lessons where teaching is good, teachers give very clear instructions to the pupils about the preparation of the tasks that they are expected to do. They give positive encouragement, have high expectations in terms of behaviour and effort and provide opportunities for pupils to extend their tasks imaginatively. Where teaching is less effective, teachers do not challenge pupils enough and do not show them how to improve their performance.
182. The curriculum provision for physical education is satisfactory. However, opportunities for some outdoor games and athletics are limited due to the lack of outdoor facilities. Pupils participate in outdoor pursuits and adventure activities in Year 6 during the Sayers Croft residential visit. There are no extra curricular opportunities for competitive team games. At present there are no sporting activities due to the extensive scaffolding around the school. The school intends to resume mixed football training in the Spring Term..
183. Following the previous inspection, the school carried out regular and systematic monitoring of provision for physical education. However, the co-ordinator has now left and has not yet been replaced so that there is currently no regular or systematic assessment and very little monitoring takes place. As a result, the subject lacks overall direction and the scope for improvement in standards and practice is now limited.
184. Resources for physical education are good. The school has two good halls with a good range of gymnastic equipment and games equipment, which is well stored. The outdoor facilities are very limited and severely constrain the games activity which can be carried out.

## PART C: INSPECTION DATA

### SUMMARY OF INSPECTION EVIDENCE

185. The inspection was carried out over a period of four and a half days by a team of six inspectors, who were joined by a lay inspector for three and a half days and a further team inspector for one day. They spent the equivalent of over 74 hours in observation of 103 lessons or part lessons throughout the school. All teachers and other members of staff were seen at work in classrooms. Interviews were held with the headteacher, the chair and vice-chair of governors, the chairs of the committees for finance, curriculum, premises, communications and those governors with responsibility for literacy, numeracy and special educational needs. Discussions were held with the senior administrative officer and the administrative assistant and classroom support assistants. All teachers with responsibility for the co-ordination of subjects and aspects of management of the school were interviewed about their roles; and discussions were held with the three newly qualified teachers. Assemblies, playtimes, registration, lunchtime procedures and the extra-curricular Christian club were observed.
186. The inspectors examined the work of six pupils from each year group, chosen by the school to reflect its ability range. Similarly, three pupils from each year group were heard reading and talking about their books. Displays of work throughout the school were examined and discussions held with the pupils about their work. The curricular and other documents such as the School Development Plan and attendance registers were scrutinised before and during the inspection. The inspectors heard the views of 24 parents who attended the parents' meeting and evaluated 64 questionnaires (16 per cent) returned by the parents.

### DATA AND INDICATORS

187. **Pupil data**

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y6	362	8	110	114
Nursery Unit/School	32	0	4	11

188. **Teachers and classes**

**Qualified teachers (YR – Y6)**

Total number of qualified teachers (full-time equivalent):

19.3

Number of pupils per qualified teacher:

18.7

**Education support staff (YR – Y6)**

Total number of education support staff:

19

Total aggregate hours worked each week:

306

**Qualified teachers (Nursery classes)**

Total number of qualified teachers (full-time equivalent):

1

Number of pupils per qualified teacher:

32

**Education support staff (Nursery class)**

Total number of education support staff:

4

Total aggregate hours worked each week:

82

Average class size:

25.8

189. **Financial data**

Financial year:

1999

	£
Total Income	1007939
Total Expenditure	1012534
Expenditure per pupil	2250.08
Balance brought forward from previous year	133042
Balance carried forward to next year	128447

190. **PARENTAL SURVEY**

Number of questionnaires sent out:

400

Number of questionnaires returned:

64

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	26	59	11	2	2
I would find it easy to approach the school with questions or problems to do with my child(ren)	43	49	5	3	0
The school handles complaints from parents well	13	48	31	7	2
The school gives me a clear understanding of what is taught	28	59	8	5	0
The school keeps me well informed about my child(ren)'s progress	30	52	11	7	0
The school enables my child(ren) to achieve a good standard of work	25	64	11	0	0
The school encourages children to get involved in more than just their daily lessons	20	43	16	18	3
I am satisfied with the work that my child(ren) is/are expected to do at home	20	52	7	13	8
The school's values and attitudes have a positive effect on my child(ren)	34	46	20	0	0
The school achieves high standards of good behaviour	26	51	18	5	0
My child(ren) like(s) school	51	39	5	5	0