

# INSPECTION REPORT

## **ST PETER AND ST PAUL RC PRIMARY SCHOOL**

St Paul's Cray

Orpington

LEA area: Bromley

Unique reference number: 101655

Headteacher: Ms J.M. Fernandes

Reporting inspector: Ms G Tomes  
25366

Dates of inspection: 24<sup>th</sup> - 28<sup>th</sup> January 2000

Inspection number: 188895

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

## **INFORMATION ABOUT THE SCHOOL**

Type of school:	Primary
School category:	Voluntary Aided
Age range of pupils:	4-11
Gender of pupils:	Mixed
School address:	St Paul's Wood Hill Orpington Kent
Postcode:	BR5 2SR
Telephone number:	01689 828208
Fax number:	01689 874940
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr K Fitzwater
Date of previous inspection:	01.07.1996

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## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Ms G Tomes	Registered inspector	Science Art Children under five Special educational needs	How high are standards? How well are pupils taught? How well does the school care for its pupils?
Mr M McCarthy	Lay inspector		How well does the school work in partnership with parents?
Mrs R Scahill	Team inspector	Mathematics Information technology Design and technology Physical education	How good are the curricular and other opportunities offered to pupils?
Mr R Coultard	Team inspector	English History Geography Music Equal opportunities	How well is the school led and managed?

The inspection contractor was:

Qualitas Education Consultants Ltd

Wickham Court  
Layhams Road  
West Wickham  
Kent  
BR4 9HH

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33 Kingsway  
London WC2B 6SE

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

St Peter and St Paul Roman Catholic Primary School is about average size, with 209 pupils organised into 7 classes. Children are admitted into the reception class either in September or January, depending on the date of their fifth birthday. At the time of inspection there were 15 children under the age of 5 in the reception class. There is a balanced number of boys and girls overall but some classes, such as Year 2, have more boys than girls and others, such as Year 6, have more girls than boys. Pupils come from a range of backgrounds, with a socio-economic mix that is similar to the national average. Most pupils live in the area close to the school, although several travel from further afield. Attainment of pupils on entry to the school is average overall. About 18 per cent of pupils are known to be eligible for free school meals, which is a broadly average proportion. No pupils speak English as an additional language, although 30 pupils represent different ethnic backgrounds. 45 pupils are on the school's register for special educational needs, an average proportion. Since the last inspection the school has been re-named and the roll has increased. The mobility rate has risen recently and some classes, such as Year 5, have 20-30 per cent of pupils who have joined from other schools.

### **HOW GOOD THE SCHOOL IS**

This is a caring, friendly school that supports pupils' personal development well. By the time pupils leave the school they achieve above average results in English and mathematics national tests and well above average results in science. The quality of teaching is good, especially at the top end of the school. The headteacher exercises strong leadership and leads the hard working staff effectively. She has managed recent improvements well and there are good, clear plans for further school development. The strengths outweigh the weaknesses and the school provides good value for money.

#### **What the school does well**

- Results in National Curriculum tests in Year 6 are well above average, largely due to the careful analysis of pupils' past performance and appropriate target setting.
- Teaching is good and all staff are eager and willing to improve.
- Provision for pupil's personal development is very good and contributes to their good behaviour and positive attitudes to learning. Pupils enjoy coming to school, and get on well together.
- The headteacher provides purposeful leadership and has clear priorities. The many changes of teaching staff and governors have been managed well, with a good programme of support and training.

#### **What could be improved**

- The school is not fulfilling statutory requirements for information and communication technology.
- The governors do not have sufficient involvement in monitoring the work of the school and in setting future priorities.
- Parents do not get enough advance information about the work their children will do each term.

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

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

Since the last inspection in 1996, there has been a very constructive response to the action points and the school has continued to improve. Results in the national tests for eleven-year-olds have risen year on year. The overall quality of teaching is better and lesson plans now have clear objectives. Pupils with special educational needs are identified more effectively and given appropriate, earlier support. Improvements in the curriculum have been good, apart from in information and communication technology. Overall improvement since 1996 has been good.

## STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with				<b>Key</b>
	all schools			similar schools	
	1997	1998	1999	1999	
English	A	C	B	B	well above average    A above average        B average                    C below average          D well below average    E
mathematics	A	B	B	B	
science	B	A	A	A	

*Similar schools means schools with similar proportions of pupils eligible for free school meals.*

Children in the reception class achieve what is normally expected by the age of five, in the areas of learning. Standards in writing by the age of seven are above average and well above results in schools with a similar proportion of pupils who take free school meals. Standards in reading and mathematics are average but results in reading compare less favourably with similar schools. Pupils currently in Year 2 are attaining average standards overall. Results attained by eleven-year-olds are above average for English and mathematics and well above average for science, when compared both nationally, and with similar schools. These results have risen over the last three years, in line with the national trend. Pupils currently in Year 6 are working at above average standards in these subjects. Their work in investigative and experimental science is of a particularly high standard. Throughout the school, standards in information technology are poor because there are insufficient resources and pupils do not use computers often enough. Overall, pupil's achievement is good. Attainment on entry to school is average and by the time they leave, aged eleven, they attain above average standards overall. The school has set targets to increase attainment in writing at Key Stage 1 by 4 per cent and to increase attainment in spelling by 3 per cent. Targets for reading involve increasing the proportion of pupils attaining the higher levels. At Key Stage 2, targets are based on good analysis of Year 5 tests. At both key stages the targets are sufficiently challenging.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils enjoy coming to school and they have good attitudes towards their work. Their good attitudes values and personal development have a significant impact on their learning and progress.
Behaviour, in and out of classrooms	Behaviour in lessons and around the school is good. Pupils respond well to the positive way adults interact with them.
Personal development and relationships	Pupils accept responsibility well and perform useful tasks throughout school. They get on well together and show respect for the views of others.
Attendance	Attendance and punctuality are satisfactory.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	satisfactory	satisfactory	good

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

Teaching was satisfactory or better in 97 per cent of lessons, with only one unsatisfactory lesson seen during the inspection. Teaching was at least good in 44 per cent of lessons and very good or excellent in 16 per cent of these. Overall, teaching was satisfactory for the under-fives; all lessons observed were satisfactory or better, 40 per cent being good. At Key Stage 1 most lessons were satisfactory, with one unsatisfactory and one very good lesson. At Key Stage 2, teaching is good, 61 per cent of lessons were at least good and 22 per cent of these were very good or excellent. Teaching is particularly good towards the end of the key stage. Literacy and numeracy are taught effectively at both key stages. Good planning with clear objectives enables teachers to set appropriate work for all pupils, which contributes to pupils' good achievement and learning. Teachers manage pupils positively and set high expectations for work and behaviour. However, marking of books and daily assessment does not consistently indicate how pupils could improve their work. At the time of inspection, four teachers were new to the school, two of whom were on temporary contracts.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is mainly broad and balanced but National Curriculum requirements for information technology are not met. Visits, visitors and activity weeks make a good contribution to the curriculum and enrich pupils' experiences.
Provision for pupils with special educational needs	Pupils have their needs identified at an early stage and individual education plans have appropriate targets. Pupils are supported well in their literacy and numeracy lessons but not as well in some other lessons.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good provision in this area is a strength of the school. Assemblies, team meetings and structured discussion are very effective in teaching pupils to understand their moral and social responsibilities. A good programme of events provides stimulating cultural activities and experiences.
How well the school cares for its pupils	Teachers know pupils well and give them good support and guidance. Pupils' attainment in test results is carefully tracked and monitored. Positive procedures for promoting good behaviour work effectively and misbehaviour is swiftly dealt with.

### How well the school works in partnership with parents

Parents are pleased with the high standards of work and behaviour at the school. Several work in classes or help on trips. The school provides a satisfactory range of information for parents but has yet to develop an effective rapport with a few of them.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher has managed big staff changes well and has quickly built an effective team of teachers. The headteacher and curriculum co-ordinators have good plans to continue to raise standards.
How well the governors fulfil their responsibilities	Most of the governors are new to their role. They are keen to establish systems for carrying out their duties.
The school's evaluation of its performance	Assessment information is analysed well and enables the school to plan the curriculum and set appropriate targets. Teacher's lesson planning and lessons are monitored to help improve standards. The school has a clear view of what it should do to improve.
The strategic use of resources	Despite the high number of new and temporary staff, teachers match the demands of the curriculum effectively. Learning resources for information and communication technology are unsatisfactory and there is no library and separate play area for children under the age of five. Other resources are soundly used and financial planning is appropriately linked to school developments. The school is particularly successful at obtaining additional grants and consistently applies the principles of best value.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• The school has been brought up to date since the last inspection with lots of improvements.</li> <li>• The high standards of attainment and behaviour.</li> <li>• Informative annual reports about their child's progress.</li> <li>• Pupils are taught to care for others and there is a good moral theme to the school.</li> <li>• Their children like school.</li> </ul>	<ul style="list-style-type: none"> <li>• The standard of cleanliness in the school.</li> <li>• More information in advance about what their child will be taught each term.</li> <li>• Better communication when there are questions or problems.</li> <li>• The amount of homework and consistency between classes.</li> <li>• The range of extra-curricular activities.</li> </ul>

The inspection team agrees with parents' positive views and some of the negative comments. During the inspection areas of the school were dirty and the pupils' toilets became increasingly unhygienic during the day. The school provides appropriate factual information through the brochure and routine letters but parents would benefit from more regular newsletters explaining changes and celebrating successes. The school is in the process of arranging for information about topics to go home at the start of each term and this is a good development. The overall amount of homework is similar to most schools and is appropriate. Most teachers give an extended period of time for homework to be completed. A few parents feel that there has been some unsatisfactory communication from senior management. The school provides an appropriate range of extra-curricular activities.



## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and achievements**

1. Children enter the reception class at four years old with a wide range of previous experience and attainment that is overall average. During their time in the reception class they build soundly on their early skills and by the time they are of statutory school age, their attainment in language and literacy and mathematical understanding is of an average standard. Most reach and many exceed the desirable learning outcomes for their personal and social development, knowledge and understanding of the world, physical and creative development.
2. In the end of Key Stage 1 assessments in 1999, results were average in reading, above average in writing and average in mathematics. Teachers assessed pupils' attainment in science as very high. Compared to similar schools, results for reading were below average, for writing well above average and for mathematics average. The proportion of pupils attaining the higher level 3 for reading was lower than in most schools and this affected the overall results. During the last three years, girls' and boys' results have been similar, although overall results for seven-year-olds have fluctuated due to the proportion of pupils with special educational needs. The standard of work in the present Year 2 is similar to the attainment in last year's tests, apart from writing, which is lower, and is now average. There has been a significant change in teaching staff, which has interrupted learning in Key Stage 1. This has had particular impact on English and mathematics work, where some lack of continuity during the introduction of new schemes of work has limited pupils' achievement. Within the key stage, there is also a higher proportion of pupils with special educational needs. Currently, overall standards at the end of Key Stage 1 are average.
3. Results are above average overall at the end of Key Stage 2. In the 1999 end of key stage assessments, results in English and mathematics were above the national average and above average when compared to similar schools. In science, results were well above average when compared nationally and to similar schools. The school's results overall, during the last three years, have been above average and risen in line with the national trend, improving on the results reported at the time of the last inspection 3 years ago. Currently, overall standards at the end of Key Stage 2 are above average.
4. Pupils' learning, overall, is good. They enter the school with attainment that is, on balance, average. Progress during Key Stage 1 is satisfactory, leading to average standards by the end of the key stage. Progress in reading has declined slightly over recent years and there have been dips in pupils' attainment in mathematics. Progress is more rapid during Key Stage 2, especially in the older classes, and by the end of Key Stage 2 pupils achieve above average standards overall. Pupils in Year 6 made consistently good, very good and sometimes excellent progress in their learning as a result of good teaching. The school has set realistic, suitably challenging targets for future end of key stage results, based on a good knowledge of pupils' previous attainment and the characteristics of each year group.
5. Teachers are particularly effective at analysing previous end of Key Stage 2 assessment results and using the information to plan future work to ensure it is suitably challenging and there are no gaps in pupils' learning. This helps all pupils, including higher attainers, to make good progress. The proportion of pupils attaining higher levels in Key Stage 2 assessments has steadily increased over recent years. Girls and boys attain similar, above average standards in their work and teachers are vigilant in classes with significant gender imbalance. Additional support has been allocated to improve reading standards at Key Stage 1. Pupils with special educational needs make sound progress throughout the school. Targets in their individual education plans are relevant and used appropriately by teachers when

organising groups for additional focused support. Teachers set suitable tasks for pupils with special educational needs but these pupils occasionally have insufficient help within the classroom and they fail to complete their work.

6. Pupils make good progress in English. They study a suitable variety and range of writing styles, which helps them understand new texts more easily. A minor weakness is the quality and quantity of extended and imaginative writing. Literacy skills are used and developed soundly through work in all areas of the curriculum. Specialist vocabulary is promoted well by teachers in science and mathematics lessons and this encourages pupils to use words precisely when explaining their work. Speaking and listening skills are particularly enhanced during personal and social sessions and team meetings. Reference books and material are generally used insufficiently.

7. Pupils make good progress overall in mathematics, covering large quantities of work in a well-organised and systematic way. Explaining and discussing their work, such as the properties of shapes, helps pupils make good progress in their use of mathematical vocabulary. Progress in mental arithmetic is good when it is introduced in a stimulating and enthusiastic way at the start of each lesson. In science, well above average standards are achieved because pupils' good factual knowledge is acquired and consolidated through relevant and interesting practical investigations. A strength is pupils' understanding of investigative science and their ability to predict, and then later, explain what they have discovered.

8. At both key stages, standards in information technology are well below average and pupil's learning and progress is poor. There are very few opportunities to use the computer to support work in other subjects because resources are insufficient and pupils and teachers have too little experience. Work seen for art, design and technology, history, geography, music and physical education is appropriate for the pupils' ages. Since the last inspection, boys' attainment in English has improved and work is better in design and technology and music. Although overall standards have risen, standards in information technology have declined.

### **Pupils' attitudes, values and personal development**

9. Pupils' good attitudes, values and personal development have a significant impact on their learning and progress. From the moment they arrive in the morning, most pupils are motivated to learn and settle to work quickly. During the inspection, pupils response during lessons was good or better in over two-thirds of the lessons observed and often very good. They concentrate well and listen carefully to instructions. Most show confidence in asking for further explanation if they are unsure of what they have to do. Pupils enjoy their lessons, play co-operatively at playtimes and enthusiastically take part in extra-curricular opportunities. Parents agree that their children like school and they value the way that the school encourages pupils to care for each other.

10. Good strategies have been deployed to address the weakness identified in the last inspection regarding the inappropriate attitude and behaviour between girls and boys. All pupils now work co-operatively during experiments in science, they choose each other as partners for dance and physical education and they show respect and tolerance for each other's views during discussion. Pupils with special educational needs are well integrated into group activities and playtime games. Incidents of bullying are rare, but should they occur, pupils and parents report that they are dealt with swiftly. Relationships are very good throughout.

11. Children under five make good progress in their personal and social development. The well-structured, caring environment in the reception class enables children to quickly form good relationships with one another and adults. They soon become familiar with classroom routines and work together successfully, taking turns, sharing resources and inventing role-play. They are friendly and

polite and eager to please.

12. Behaviour is good in most lessons and at playtime. Occasionally pupils misbehave if they do not understand their work or if the activity continues for too long. Pupils are encouraged to devise their own class rules and discuss behaviour during team meetings. They respond positively to this and gain a good understanding of the impact of their actions on others. Pupils show sensitive respect for others values and feelings during structured discussion sessions and they generally follow this through in all their interactions with each other. There have been no exclusions in recent years.

13. Pupil's personal development is good. During team meetings pupils decide which charity to support during Lent and they consider how aspects of the school might be improved. Pupils take on increasing responsibility as they move through the school and Year 6 prefects are proud of their role. Several older pupils entertained the reception children with an impromptu lunchtime puppet show during the inspection and they regularly help during wet playtimes. During lessons, pupils often show initiative by consulting dictionaries without being prompted and continuing with additional work if they complete their primary task.

14. Levels of attendance are broadly in line with the national average and most pupils arrive punctually. Parents are clear about procedures to follow if their child is absent and most support the school with this.

### **How well are pupils taught?**

15. Overall the quality of teaching is good. Teaching was satisfactory or better in most lessons, good or better in 44 per cent and very good or excellent in 16 per cent. Teaching is satisfactory overall for the under-fives; all lessons observed were satisfactory or better, 40 per cent being good. At Key Stage 1 most lessons were satisfactory, with one unsatisfactory and one very good lesson. At Key Stage 2, teaching is good, 61 per cent of lessons were good and 22 per cent of these were very good or excellent. Teaching is particularly good towards the end of the key stage. Although the lesson observations indicate overall satisfactory teaching, pupils' work is often better, because their learning is increased by good teaching. At the time of inspection, four teachers were new to the school, two of whom were on temporary contracts.

16. Teaching has improved since the last inspection, in for example, lesson planning, which now clearly and consistently identifies learning objectives. Carefully focused objectives for a Year 6 literacy lesson enabled pupils to make very good progress in understanding the similarities and differences in the vocabulary used by a football reporter and a war correspondent. When teachers shared and frequently repeated the learning objectives, pupils made rapid gains in their understanding. The frequent repetition during a Year 2 mathematics lesson about doubling numbers, increased pupil's interest and concentration, as they became more confident in their skills. Teachers' lesson planning is good and the work set becomes increasingly challenging as pupils move through the school. Mostly teachers structure their lessons well so that learning is built up in a methodical way. For example, in a very good mathematics lesson, the teacher reminded pupils about their previous work on shape by posing challenging questions. The lesson objectives were then shared with pupils and they were asked to make suggestions about the task. All pupils made very good progress consolidating their existing knowledge about cubes and developing new concepts about nets.

17. Teachers plan suitable work for pupils' different levels of prior attainment, and work is usually appropriately challenging in literacy and mathematics lessons. Occasionally, however, work is too difficult for pupils with special educational needs to complete without additional support. Samples of their previously completed work show incomplete or incorrect tasks, in subjects such as science. The constructive and effective help from learning support assistants, including those assigned to pupils with

special educational needs, continues to make a good contribution to pupil's progress. The training in literacy has helped them to support reading and writing activities well.

18. Most lessons have a satisfactory pace because teachers have well established routines and clear expectations of work and behaviour. They use a good range of organisational strategies, moving easily between whole class, group and individual teaching. Occasionally, however, lessons are too long and the momentum is lost, as pupils become bored. Sometimes literacy and numeracy sessions are longer than the recommended hour and science sessions are frequently too long. Classroom management is good throughout the school and has improved since the last inspection. Most teachers use well-targeted praise to motivate both girls and boys. In a very good Year 6 literacy lesson, the teacher's enthusiasm and energetic approach created a very positive learning environment. This challenged and inspired pupils to greater efforts in their choice of appropriate vocabulary.

19. Overall, teachers have satisfactory subject knowledge. Literacy and numeracy are mainly taught effectively and standards have risen. The literacy hour is well organised and pupils work well independently because teachers give clear instructions regarding the tasks and ensure all pupils understand before they begin work. In some mathematics lessons, there is insufficient impact at the beginning, because teachers do not consistently draw pupils together for a crisp and lively start. A particular strength in subjects such as physical education is the use of specialist teachers working in partnership with the classteachers. Pupils made excellent progress developing their creative and physical skills in a dance lesson because the teachers' technical expertise directed them to improve their poise, co-ordination and control by considering and interpreting the themes of rejection and acceptance.

20. Teachers use the information from national curriculum assessments very effectively in their long-term curriculum planning to ensure appropriate work is planned. They assess pupils' day-to-day achievements soundly through questioning and discussion at the beginning and end of lessons. Although teachers mark pupils' books regularly, comments are usually overly positive and rarely tell pupils how they could improve their work and make better progress. Insufficient use is made of this information to tailor work more accurately to lower attaining pupils. Progress in reading is not monitored or analysed carefully enough to ensure pupils understand a variety of texts. Relevant homework tasks such as reading, spelling and mathematics are set and completed regularly. These support work done in school and also help parents check what their children are achieving. An effective use of homework was seen in Year 5 when pupils were given a task to extend their understanding of a science topic on materials. Teachers miss valuable opportunities to extend pupils' learning because they very rarely use information and communication technology during lessons.

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

21. All subjects of the National Curriculum are planned for at Key Stages 1 and 2, but the school does not meet statutory requirements with regard to information technology. There are not enough computers to ensure that all pupils use and apply their skills in information technology, in a progressive way, throughout their time in school. The curriculum has satisfactory breadth and is relevant to the academic and physical needs of pupils. There is a planned programme for health education and pupils have swimming lessons. The governors have agreed that sex education should not be taught. Apart from information technology, the curriculum is appropriately balanced, and has sufficient depth to ensure good coverage of all subjects.

22. The curriculum for children under five is sound and has improved since the last inspection. The areas of learning for children under five are suitably balanced and these lead smoothly into the more demanding work of the National Curriculum. Although children have opportunities during dance and physical education to develop their physical skills, the lack of a separate outdoor play area limits their

opportunities for extending these skills through adventurous activities. The need to develop this is on the school improvement plan.

23. The school has appropriately addressed the issues outlined in the last report. The curriculum now has a clear structure and the roles of subject co-ordinators have been defined. The Headteacher is presently acting co-ordinator for information technology, science, religious education and physical education but these responsibilities will be delegated as soon as a permanent teacher can be appointed. There is now adequate coverage of both music and design and technology.

24. A high priority is given to teaching English and mathematics and the introduction of the national literacy and numeracy strategies is raising standards. Good use is made of the skills of specialists to support the work of teachers. This contributes to pupil's high standards and good progress in sport and dance lessons, and adds significantly to improving teachers' skills.

25. Pupils of all ages are given the opportunity to extend sporting activities after school. Several pupils have instrumental music tuition during curriculum time, which enriches the musical life of the school. Pupils are given good opportunities to perform in assembly and in concerts to their parents. There are close links with the church, but few other community links. However, a range of poets, writers and skilled experts visit the school to broaden the pupils' experience. A very stimulating design and technology project linked successfully to pupil's work on poetry and developed their understanding well.

26. Effective action was taken on the issue raised in the last inspection regarding boys and girls not being given the same opportunities. This is particularly evident in the dance project where boys and girls work together with enthusiasm and commitment. The analysis of test results for gender differences and those of higher and lower attainers has resulted in additional support being given where necessary. Half the pupils on the special educational needs register are pupils who have moved from other schools and the majority are summer born pupils. The school has carefully considered induction procedures and the identification of younger pupils in need of additional support. There are appropriate systems to help prepare Year 6 pupils for the transfer to the wide variety of secondary schools.

27. The provision for pupils' personal development is very good. Through circle time and team meetings, pupils are helped to reflect on their feelings and those of others. Pupils are encouraged to recognise their own achievements and celebrate those of others. Team leaders take on responsibilities and ensure that everyone feels valued and supported. Provision for pupil's spiritual development is very good. Well-planned assemblies include appropriate stories with a moral theme, an opportunity for quiet reflection, prayer and a relevant hymn. These make a good contribution to pupils' moral and social development as pupils are helped to develop their self-esteem and confidence by speaking and performing in front of others.

28. Older pupils are encouraged to develop their sense of responsibility by looking after younger pupils and entertaining them during breaks. Pupils are taught a sense of right and wrong and the very youngest pupils in the school have a good understanding of how to treat others. Good relationships are promoted throughout the school, with adults providing good role models, encouraging courtesy and kindness. Pupils learn about a range of cultures by listening appreciatively to a variety of music and studying the works of different artists. Local and residential visits contribute to pupils' developing social skills. Parents agree that the provision for pupils' spiritual, moral, social and cultural development is very good and has improved since the last inspection.

## **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

29. The friendly learning environment within the school establishes an atmosphere of trust and contributes significantly to pupils' progress. All staff, including those recently appointed, know the

pupils well and show concern for their welfare. Supervision of pupils before school, during breaks and at lunchtime is satisfactory and first aid procedures operate smoothly and efficiently. Health and safety routines such as fire drills and risk assessments take place regularly and the premises manager makes interim checks to ensure the site is free from hazards. Several parents complained about unsatisfactory cleaning of the premises and poor hygiene arrangements in the pupils' toilets. The lack of daily and weekly routines to check and remedy such issues as dirty chairs and wet toilet floors leads to unsatisfactory, accumulating unhygienic conditions. Procedures for monitoring child protection are sound and all staff are aware of the policy and guidelines. The induction arrangements for children under five are good and ensure children are gradually and sensitively introduced into full-time school.

30. Pupils' personal development is monitored well through good procedures and effective measures. Team meetings, structured discussion sessions, the positive behaviour policy with good achievement awards and clear sanctions encourage pupils to be responsible for their own behaviour. These procedures are highly regarded by pupils and parents and act as effective guidance for pupils' personal development. There are clear and well-understood measures to deal with incidents of bullying and harassment. Pupils with special educational needs have satisfactory support through their carefully devised and monitored individual education plans. Classroom assistants give sound assistance in lessons, working closely with teachers to give support to individuals and groups of pupils. Attendance and punctuality are monitored regularly and procedures for following up on unauthorised absence are satisfactory. Pupils who achieve good attendance are rewarded with praise and certificates to show that it is valued.

31. Pupils' attainment in assessments and tests is very carefully monitored from the start of their time in school. These results are analysed by the headteacher and co-ordinators to track each pupil's progress and to ensure curriculum plans are appropriate. This analysis is used to set targets for future attainment in tests. Sound records are kept for English, mathematics and science and weekly evaluations of lessons identify effectively strengths and weaknesses in pupils learning. Teacher's recorded day-to-day assessment is less thorough and lacks the detail to track the smaller steps in each pupil's learning. Observations of pupils' attainment in the reception class, and reading records and marking throughout the school offer praise and encouragement but do not consistently identify the level of each pupil's achievement, the next stage of learning, or indicate how each pupil could improve. As a result support is not always directed specifically enough. Parents receive comprehensive annual reports on their child's achievement and they are invited to discuss their child's progress twice during the year. Parents find the detail in the reports helpful and informative. Overall procedures have improved in this area since the last inspection.

## **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

32. Overall, there is satisfactory partnership between the school and parents. There is strong parental satisfaction with academic standards and the way pupils are encouraged to have care and consideration for others. Many parents at the pre-inspection meeting identified many recent improvements and were pleased the school is now more up-to-date. Parents see the staff as a hard-working, committed team who are helpful when approached. Some parents expressed the view that they would like more advance information about the work their child will do each term to enable them to help more at home. They are satisfied with the informative annual reports, which give a clear indication of each child's progress. However, some parents would like more opportunities to discuss the curriculum with teachers and to meet with governors occasionally, to share views and exchange information. Governors have already considered this and have plans for a governors' newsletter. Parents of pupils with special educational needs are informed as soon as the school has any concern and they are appropriately involved in reviewing their child's individual education plans.

33. The school has not sufficiently considered how to strengthen and further develop links with parents

to establish an on-going and effective rapport. A few parents would like better communication and feedback when there are questions or problems. The school brochure and routine letters home are informative and businesslike but do not reflect the warm and busy atmosphere within the school and the school's many successes and achievements. Several parents help regularly in school and this additional support with reading and practical activities is welcomed by the school and is of benefit to staff and pupils. Many parents listen to their child read and help with homework activities, which makes a good contribution to pupils' progress. Parents would like more consistency between classes regarding homework and some would like more challenging work for older pupils. A few parents feel that the efficient start to the school day prevents them from exchanging information with teachers. However, when teachers go into the playground to dismiss pupils at the end of the day, this provides good opportunities for parents to speak to teachers or make further appointments. The active parent teacher association organises a number of social and fundraising events that are well supported. These activities promote helpful projects, such as playground improvements and give financial support for additional resources.

### **HOW WELL IS THE SCHOOL LED AND MANAGED?**

34. The headteacher, who took up the post shortly after the previous inspection, exercises strong leadership. She has discharged her responsibilities in a dedicated and purposeful manner. Her principal responsibilities have been to improve the school in line with the key issues from the previous inspection, and to maintain continuity and progress through a period when there have been significant staff changes. At present, there is an acting deputy headteacher. Members of the senior management team have important roles delegated to them, which they carry out effectively. The roles and responsibilities of all staff are clearly defined and they have received a high standard of in-service training, often with the help of outside specialists and advisers. Co-ordinators work hard to support the work of their colleagues by providing suitable schemes of work, appropriate resources, formal in-service meetings and informal day-to-day support. Planning and documentation in all subjects is good

35. The mission statement reflects the school's clear aims and values. It was devised in consultation with the school community and all aspects of management and organisation work towards promoting the spiritual, academic and creative potential of all pupils.

36. A significant number of the governing body are recent appointees. In the past, the governors have respected the professionalism of the head and teachers, but have not exercised a constructive enough role in the strategic planning of the school. Some governors have made occasional visits to lessons, but there has been no effective monitoring of the standards achieved in national tests or in the classroom. Governors have exercised inadequately their important function as 'critical friend'. The governing body maintains sub-committees for personnel, curriculum and finance and all governors monitor matters of health and safety. There is no sub-committee for premises however, so governors are insufficiently informed about, and involved with, the cleanliness and hygiene of the building. Although their roles are not yet fully defined, there is considerable and varied expertise amongst the new governing body, and a strong intention to increase their effectiveness.

37. Teaching is monitored effectively by the headteacher and some co-ordinators. There is good analysis of national tests, teacher's planning is scrutinised, pupils' work is sampled, and classroom observation takes place. Teachers are supported well. For example, when the literacy hour was introduced, they received helpful feedback and suggestions about their teaching. The focus has recently passed to monitoring the implementation of the numeracy strategy. Individual subjects are made the focus for development in rotation. There is no formal appraisal at present, but teachers are aware of their strengths and weaknesses as a result of the varied and effective systems for monitoring which operate.

38. Despite very high changes in teachers at the end of the last academic year, the current teaching force is cohesive and effective, with specialist expertise to match the demands of the curriculum. A recently appointed teacher has expertise in information technology and will have responsibility for developing the subject. The very good scheme for the induction of newly qualified and newly appointed teachers, with regular meetings, a mentor system, and much support provided by colleagues, has helped new staff settle quickly and purposefully into their role.

39. Financial planning is satisfactory. The recently appointed school secretary has been trained in the requirements for the role as finance officer so that the computerised financial system can be used effectively. All expenditure is carefully considered, and the school seeks always to secure the best value for money. There are good systems now in place for financial control. The chair of the finance committee has given helpful professional advice and is monitoring spending appropriately to ensure the plans to repay the budget over-spend are on target. The school uses grants scrupulously for their designated purposes. For example, pupils on the special needs register benefit from the support of additional staff and grants for staff training are used very effectively. The headteacher has been assiduous in applying for grants to upgrade the premises and enhance the school's provision. Successful bids have recently enabled external lighting and fencing to be improved.

40. The accommodation is good, with classrooms of an adequate size and generous accommodation for assemblies, dining and physical education. However, the school has no library and pupils therefore have less opportunity than is usual for developing library skills and for carrying out independent research using reference books. The grounds are very spacious and well used for sport and environmental studies, but there is no separate and secure outside play area for reception children. Floors in school are made dirty by mud brought in on shoes and parents have expressed justifiable concern about the unpleasant state of the toilets. The current arrangements for cleaning the floors, chairs and boys' toilets are unsatisfactory.

41. Resources for learning are mostly of a good range and quantity. A good programme for educational visits, for example to the 'Ragged Museum', and visitors into school, supplements these. An important exception is the lack of computers. Currently, the school does not fulfil its obligation to teach information and communication technology to all pupils, both as a separate study and as an aid to learning across the curriculum. Plans are, however, in place. Otherwise, improvements in the curriculum have been good. There has been a constructive response to the action points from the last inspection and the school has continued to improve from that time. Results in national tests for eleven year olds have risen year on year. The overall quality of teaching is better and lesson plans have clear objectives. Pupils with special educational needs are identified more effectively and given appropriate support. Overall improvement has been good and the school provides good value for money.

#### **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

42. The school should now:

**Fulfil all statutory requirements for information and communication technology by:**

- Providing sufficient resources to enable all pupils to use computers regularly
- Ensuring that all staff are sufficiently trained to teach all aspects of the subject
- Developing and implementing a scheme of work, with associated assessment procedures, which identifies the work pupils need to complete to make step by step progress as they move through the school
- Identify opportunities for using information and communication technology to support work in other curriculum areas, especially literacy and numeracy

*(Paragraphs 48,60,65,70,79-81)*



**Clarify the role of the governing body and extend their monitoring and evaluation procedures by:**

- Ensuring all new governors receive training for their role
- Ensuring all governors have a constructive role in the strategic planning of the school
- Establishing a policy for school visits and contact with the school, with guidelines for reporting back to the full governing body
- Considering the need for a premises committee
- Establishing a clear strategy for evaluating the work of the school.

*(Paragraph 36)*

**Continue to improve communication between the school and home by:**

- Providing parents with fuller information about curriculum plans for each term

*(Paragraphs 32-33)*

**OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL**

- Improve the quality of day-to-day assessments, for the under fives and at Key Stage 1 and Key Stage 2, such as observations, marking and reading records so that teachers' comments focus on what pupils have achieved and how pupils can improve further.  
*(Paragraphs 5, 20, 31, 51, 71)*
- Ensure that pupils with special educational needs and lower attainers have appropriate support in lessons other than literacy and numeracy, especially in science  
*(Paragraphs 67,70)*
- Review the length of some lessons to ensure they are not too long  
*(Paragraphs 69)*
- Seek ways to improve library provision  
*(Paragraphs 40)*
- Provide a secure play area for children under five  
*(Paragraphs 22,40,49)*
- Establish a programme for the routine cleaning of the school to ensure the toilets and furniture are maintained to an appropriate standard of hygiene and cleanliness. Devise a strategy for preventing mud from the grounds being walked into the premises.  
*(Paragraphs 29,40)*

*The numbers in brackets refer to the paragraphs in which these issues are discussed*

### 43. PART C: SCHOOL DATA AND INDICATORS

#### *Summary of the sources of evidence for the inspection*

Number of lessons observed	32
Number of discussions with staff, governors, other adults and pupils	21

#### *Summary of teaching observed during the inspection*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3	13	28	53	3		

*The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.*

#### *Information about the school's pupils*

Pupils on the schools roll	209
Number of pupils eligible for free school meals	33
<b>Special educational needs</b>	<b>YR – Y6</b>
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	45
<b>English as an additional language</b>	<b>No of pupils</b>
Number of pupils with English as an additional language	0
<b>Pupil mobility in the last school year</b>	<b>No of pupils</b>
Pupils who joined the school other than at the usual time of first admission	10
Pupils who left the school other than at the usual time of leaving	10

#### *Attendance*

##### **Authorised absence**

	%
School data	5.1
National comparative data	5.4

##### **Unauthorised absence**

	%
School data	0.7
National comparative data	0.5

*Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.*

**Attainment at the end of Key Stage 1**

Number of registered pupils in final year of KS1 for the latest reporting year	Year	Boys	Girls	Total
	1999	16	14	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	14	14	15
	Girls	12	13	13
	Total	26	27	28
Percentage of pupils at NC level 2 or above	School	87 (88)	90 (86)	93 (72)
	National	82 (80)	83 (81)	87 (84)
Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	16	16
	Girls	14	14	14
	Total	29	30	30
Percentage of pupils at NC level 2 or above	School	97 (100)	100 (100)	100 (100)
	National	82 (81)	86 (85)	87 (86)

**Attainment at the end of Key Stage 2**

Number of registered pupils in final year of KS2 for the latest reporting year	Year	Boys	Girls	Total
	1999	11	19	30
National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	8	11
	Girls	16	14	18
	Total	23	22	29
Percentage of pupils at NC level 4 or above	School	77 (73)	73 (71)	97 (90)
	National	70 (65)	69 (59)	78 (69)
Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	10	11
	Girls	15	16	19
	Total	21	26	30
Percentage of pupils at NC level 4 or above	School	70 (74)	87 (72)	100 (95)
	National	68 (65)	69 (65)	75 (72)

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

***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	4
Black – African heritage	3
Black – other	4
Indian	2
Pakistani	
Bangladeshi	
Chinese	
White	164
Any other minority ethnic group	17

*This table refers to pupils of compulsory school age only.*

***Exclusions in the last school year***

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

*This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.*

***Teachers and classes***

**Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	7.5
Number of pupils per qualified teacher	28
Average class size	30

**Education support staff: YR – Y6**

Total number of education support staff	4
Total aggregate hours worked per week	55

***Financial information***

Financial year	1998/99
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	£
Total income	356908
Total expenditure	368702
Expenditure per pupil	1773
Balance brought forward from previous year	4426
Balance carried forward to next year	- 7368

*FTE means full-time equivalent.*

**Results of the survey of parents and carers**

**Questionnaire return rate**

Number of questionnaires sent out	209
Number of questionnaires returned	43

**Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	37	58	5	0	0
My child is making good progress in school.	33	51	16	0	0
Behaviour in the school is good.	12	70	7	5	5
My child gets the right amount of work to do at home.	9	53	26	9	2
The teaching is good.	33	60	5	0	2
I am kept well informed about how my child is getting on.	9	49	28	12	2
I would feel comfortable about approaching the school with questions or a problem.	30	33	26	12	0
The school expects my child to work hard and achieve his or her best.	33	60	2	2	2
The school works closely with parents.	7	40	35	16	2
The school is well led and managed.	14	28	30	23	5
The school is helping my child become mature and responsible.	9	67	21	2	0
The school provides an interesting range of activities outside lessons.	7	51	28	9	5



## **PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES**

### **AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE**

44. Children have a wide range of attainment and previous experience on entry to the reception class, though overall, it is average. Baseline assessments confirm this. Children are admitted to the reception class in September or January, depending upon their age. They are introduced gradually, attending part-time until they are fully settled into the school routines. Parents are invited to an induction meeting and given a helpful booklet about reading. At the time of inspection eleven of the twenty-six children had already had their fifth birthday. The youngest children were attending mornings only. Most children have attended some pre-school provision, which varies from a couple of mornings of playgroup to part-time nursery. A few children have been identified as having special educational needs. The quality of provision for children under five is sound and they make satisfactory overall progress. By the time they are of statutory school age, their attainment in language and literacy and mathematical understanding is of an average standard. Most reach and many exceed the desirable learning outcomes in the other areas of learning.

45. Children make good progress in their **personal and social development**. They form good relationships with adults and with one another, showing good manners and politeness. They already clearly understand classroom routines and school rules. Most are beginning to work effectively in groups, taking turns fairly with scissors and crayons, and playing together in the role play areas. Their behaviour is good in lessons and in the playground. They show pleasure and curiosity when sharing new books, and a well-developed sense of fun during creative dance. Older children enjoy the challenge of structured group sessions, showing increasing concentration and perseverance when, for example, sequencing their own storybooks. All children demonstrate growing independence in organising their coats and book folders and when changing for physical education.

46. By the age of five, overall attainment in **language and literacy** is in line with the national expectation. Children take part in a wide range of speaking and listening activities, such as discussion and role play that offer rich opportunities to extend their vocabulary. They quickly learn a range of stories, songs and rhymes and enjoy participating in these. Some older children speak very confidently in front of the class, sharing their news and reading their homemade books. Younger children are learning to hold pencils correctly and copy shapes and patterns with increasing accuracy. The names and sounds of letters are taught in an effective and systematic way, and word recognition skills are practised at home. Most older children write their own names accurately and many are beginning to copy adults' writing using recognisable letters. A few construct sentences independently. Children enjoy sharing books and story-tapes with each other regularly during the day. This promotes good progress and some higher-attaining children have already progressed to reading books from a reading scheme. Most children know several well-known folktales and understand the conventions of simple stories.

47. Attainment in **mathematical understanding** is in line with the national expectation. Children make sound progress as they steadily learn to sort and count through varied practical activities. Several older children count to twenty accurately. They can count on from five and understand the concept of 'more than' and 'less than'. They are building their understanding of number bonds to ten by firstly using apparatus and then mental strategies to calculate simple addition. Younger children make sound progress in their understanding of mathematical language when sorting the three bears, and their accessories, according to size, although several cannot independently cut out and discriminate between the properties and size of these. Most children recognise simple shapes such as squares and triangles and remember the correct sequence of the days of the week. Teachers encourage them to recall the day 'yesterday' and name the day 'tomorrow' to help build their understanding and the vocabulary to express

it.

48. Children make satisfactory progress in their **knowledge and understanding of the world**. Through a variety of well-structured experiences, children talk confidently about past and present events in their lives, for example birthdays, parties and holidays. Older children recall instances from their infancy and retell their parents' memories. Children gained a sound understanding of how materials change when making cakes for their teddy bears' picnic. They planned and constructed suitable containers and boxes for their cakes, gaining an insight into the importance of a strong design. Children are aware of their local environment and most identify features of the local area. Keyboard and computer mouse skills are under-developed and children rarely use the computer for word games. Occasionally children use the computer for drawing pictures but overall, experience on the computer is unsatisfactory and there is too little opportunity for information technology to support their learning in other areas.

49. A sound variety of activities to promote **physical development** enable children to make satisfactory progress. Their fine motor skills develop soundly as they practise cutting, sticking and model making and when using rolling pins and cutters for cooking activities. Children run, jump and skip confidently, taking care not to bump into each other or trip over. They have good control over their actions and appropriate awareness of others. They do not have daily access to climbing and balancing apparatus outdoors or to adventurous activities on wheeled toys. They do however have regular physical education lessons, including dance and experience on gymnastic apparatus, which goes part way to compensate for this.

50. Children enjoy creative activities and they make sound progress in their **creative development**. They use a range of materials and tools confidently to cut, draw, paint and print. They developed their close observational skills well when carefully considering the personal details they wanted to include in their portraits. They enthusiastically take opportunities for role-play, and invent interesting scenarios with small equipment. Older children use puppets effectively to tell stories. During dance they imaginatively hunted down the bear, travelling through a variety of terrain and expressing a range of emotions from excitement to fear. Children concentrated well during music and produced tuneful singing. Many are building a good repertoire of action rhymes and assembly songs.

51. The **quality of teaching** is sound overall, with some that is good. The better lessons are planned in detail and effectively combine the appropriate areas of learning with the National Curriculum. In language and literacy and mathematics lessons there are clear learning objectives for older and younger children and for different levels of prior attainment. Additional classroom help is well organised. This contributes significantly to the children's good progress in these lessons. For other lessons, objectives are not sufficiently clear and some play activities lack focus, which limits the progress children could make. The good partnership between staff ensures that all children are given appropriate support and have equal access to the curriculum but sometimes during the afternoon, there is insufficient support in the classroom. Teachers assess children's learning when they first enter school, identifying their strengths and weaknesses. Continual observations and questioning strategies encourage children to explain their ideas, and this contributes to these assessments. There is no formal system however, for recording each child's learning and social development and ensuring this information is used to plan future activities. Teachers' brief, informal notes are not routinely linked to either the areas of learning for the under fives nor the National Curriculum, which makes it difficult to track children's progress consistently.

52. Staff use time well, extending learning in activities such as counting when lining up and totalling the register. A sound range of resources are well stored and labelled, which encourages children's independence and the colourful display constantly re-inforces learning. Parents are successfully involved in their children's learning from an early stage as reading books are regularly sent home for children to share with their parents. The **curriculum** is sound. The scheme of work has improved since the last inspection but still lacks the necessary detail to fully explain how teaching and learning for the under fives relates to the desirable learning outcomes and the National Curriculum. There is lack of guidance for step-by-step planning, to ensure children build systematically on previous learning and

there are insufficient formal links to assessments. Overall, provision has improved since the last inspection. The co-ordinator is new to the post and has good plans to further improve the curriculum for the under fives. These show good capacity for further development.

## **ENGLISH**

53. Results of the end of Key Stage 1 national tests in 1999 in reading were average compared with all schools, but below in comparison with similar schools. In writing, results were above average compared with similar schools and well above average in comparison with all schools. At the end of Key Stage 2, results in English were above average in comparison with all and with similar schools. Over the past three years, results in these tests have fluctuated due to the varying proportion of pupils with special educational needs.

54. The attainment of pupils currently in Year 2 and Year 6 is similar to that reported in the national tests in 1999. By the end of both Key Stages, standards in speaking and listening are well above average. Pupils listen well to teachers and absorb instructions readily at the start of lessons. In formal circumstances, such as assemblies, all pupils listen with sustained attentiveness. The skills of listening and discussing were very well exemplified in circle time in Year 5, when pupils discussed 'What makes a friend?' Ideas were thoughtfully exchanged and clearly valued. Pupils in Year 3 took part sensibly in discussion and listened attentively to classmates when they read poems in pairs and efficiently devised lists of rhyming words. In Year 4, pupils enthusiastically read out the advertisements they had compiled to attract visitors to the Millennium Dome.

55. Standards in reading are average throughout the school, but do not match the high standards pupils attain in other aspects of English. Group reading is well directed by teachers when it forms part of the literacy hour. Pupils read regularly to teachers and classroom helpers and routinely take books home to read with parents. However, the monitoring of pupils' reading is not sufficiently formalised or analytical to identify how reading skills can be improved and extended. Parents have little information about how to help improve their children's reading. Since the previous inspection, there has been considerable extension of the resources available to promote the development of reading, but the school does not yet have a wide enough variety of structured reading materials or appropriate library provision. This limits pupil's progress in developing their basic reading skills and extending these to research and the confident use of reference books. By Year 6, many pupils have well-developed tastes in literature and read widely for pleasure. They read aloud with obvious enjoyment.

56. Standards in written work are average at the end of Key Stage 1 and above average at the end of Key Stage 2. Pupils write neatly and take pride in the presentation of their work. In all classes pupils generally spell accurately, using an appropriately wide vocabulary. The literacy hour has been introduced with success. Pupils' understanding of language and their written work is being developed methodically. They become familiar with a wide variety of styles of writing through interesting assignments. For example, Year 1, pupils wrote birthday cards to the Big Bad Wolf, and the power of prose became clear to Year 4 pupils when they studied the effect of advertising. In Year 5, pupils considered how to improve the structure of their stories after discussing differences between oral and written story telling. By Year 6, pupils are familiar with the conventions of a wide range of personal and formal writing styles, including, journalism, play and film scripts, diaries and job applications. They write perceptive character studies, analyse clauses and retell and summarise stories effectively.

57. While they learn to appreciate and can engage in a wide range of styles of writing, pupils rarely write at great length, either in English lessons or across the curriculum. They write up experiments concisely in science. In history, they select information to support topics, and in geography, they survey, describe and list, but there are too few examples of pupils writing creatively or descriptively at length.

58. The achievement of pupils with special educational needs is satisfactory. Pupils are supported with additional help during literacy lessons and specially trained classroom assistants help consolidate the development of pupils' skills during withdrawal groups. All pupils have positive attitudes towards developing all aspects of their literacy. They are keen to succeed and work purposefully, both individually and collaboratively.

59. Teaching is satisfactory in Key Stage 1 and good in Key Stage 2. Teachers have a thorough knowledge of the objectives to be achieved and plan very carefully, using the structure of the lessons and a good range of suitable resources to good effect. They explain tasks carefully, and check pupil's understanding by the skilful use of questioning during the introduction. Work is usually well matched to the varied needs within each class and teachers provide a good level of individual support during group work. Learning support assistants contribute to lessons effectively as they are well prepared and efficient. No unsatisfactory teaching of English took place during the inspection, but some lessons are too long and tax pupils' staying power excessively. Good teaching at key Stage 2 invariably communicated both technical information and an enthusiasm for language and occasionally this promoted pupil's very good progress. For example, in a very good Key Stage 2 lesson, the teacher provoked pupils' awareness of the similarities between the vocabularies of sport and war. Pupils understood the poignancy of phrases such as 'no man's land', 'attack' and 'defeat'. The teacher drew on her enthusiasm for football, which amused the class but helped them appreciate the moving description of the football match between British and German soldiers during a Christmas Day truce in World War I.

60. Teachers mark pupils' work regularly, but comments are often too generous and do not give pupils sufficient indication of how they can improve. English is very well co-ordinated. The co-ordinator provides good leadership and support for colleagues offering formal and informal advice. There is a portfolio of assessed work, which helpfully indicates the requirements for different National Curriculum levels. There is a realistic plan for the development of the subject. Priorities to establish a system for assessing group reading and setting targets and the development of the use of ICT are appropriate priorities, whilst the further expansion of resources, including the organisation of a library are under constant review. Targets for future attainment in national tests are appropriate.

## **MATHEMATICS**

61. Results in the 1999 tests at the end of Key Stage 1 were in line with the national average and also average when compared with similar schools. Results have varied over the last three years but overall have been average. At Key Stage 2, results in the 1999 national tests were above average and above average when compared to similar schools because a high proportion of pupils reached Level 5. The trend over time is rising. Appropriate targets have been set to raise the percentage of pupils attaining Level 4 and above even higher.

62. In Key Stage 1, standards are average. Pupils in Year 2 are familiar and confident with numbers to 100 and can fill in missing numbers on a number line correctly. When playing a game to reinforce this, they made informed decisions about where on the scale to place their numbers. Pupils currently in Year 6 are working at an above average level in the National Curriculum. For example, most pupils were confidently changing fractions to percentages and decimals. The amount of work covered and the skills and enthusiasm brought to the subject by the teachers motivate and challenge pupils to higher standards. They have high expectations of pupils' recorded work and give clear instructions as to how it should be presented so pupils learn how to set out their work methodically.

63. At both key stages, most teaching was at least sound, with just one unsatisfactory lesson. In half of the lessons observed, teaching was good or better. At both key stages, activities and resources are well

prepared and used effectively to reinforce pupils' understanding. In the best lessons, teachers' plans indicated the methods they would use and pupils were told what they were expected to learn. This strategy ensured pupils knew exactly what to do and completed the expected work. When lessons started with a rapid oral mental session, pupils were enthusiastic and their lively answers established a brisk pace. This promoted good learning when the questions related to current work or revised recent activities. For example, in one lesson at Key Stage 2, questions derived from multiplication tables were related to the number of edges of two-dimensional shapes. This linked pupils' knowledge of tables to their recent learning about shape. In a Key Stage 1 lesson, where pupils were not appropriately settled at the start and the pace was slow, pupils lost interest and concentration and made insufficient progress.

64. New vocabulary is frequently used to consolidate pupils' understanding. This was particularly effective where the newly introduced words were displayed in the classroom. In Year 6, the teacher's good subject knowledge and methodical development of pupils' skills promoted effective learning in a lesson about the relationship between fractions, decimals and percentages. Work had been gradually built up during the week, each lesson extending pupils' learning further. Tasks to consolidate pupils' knowledge and understanding are generally well matched to their abilities. Lower attaining pupils are well supported in class. However, marking is inconsistent and, although praise is given for good work, it does not always identify weaknesses of the lower attaining pupils and specify points for development.

65. In the majority of classes, pupils work enthusiastically and co-operate well. In one lesson, they effectively discussed the similarities and differences of the shapes they had made and how they were going to record them. They are confident when asking questions, explaining their thinking and reasoning clearly. This shows an improvement since the last inspection. Pupils are responding well to the format of numeracy lessons. The national numeracy strategy has only been fully implemented this term because of the considerable staff changes. Numeracy is mainly well used across the curriculum and work is recorded in graphs and tables in geography, history and science. In some instances however, pupils use insufficient accuracy when measuring in science. Pupils make careful measurements in design and technology and in art they make patterns generated from number sequences. There are no opportunities for pupils to develop their numeracy skills through information technology.

66. The newly appointed co-ordinator is managing the subject effectively. The monitoring of standards and support of colleagues has helped to raise standards especially at the top of the school. Test results are analysed to identify areas for development and to set targets. This has had a positive effect on standards, which have improved since the last inspection. The school is well placed to raise standards further.

## **SCIENCE**

67. Pupil's attainment in the 1999 national tests at the end of Key Stage 2 was well above the national average for all schools and for similar schools. There is a trend of well above average results over the last three years. In 1999, the proportion of pupils achieving the higher level 5 increased significantly. Results of the 1999 teacher assessments, at the end of Key Stage 1, were very high compared to all schools and to similar schools. All pupils were assessed as attaining the higher level 3. At both key stages, girls and boys have attained similar results over recent years. Evidence from recorded work, lessons, and discussions with pupils show standards to be slightly lower than those reported in the 1999 end of key stage tests. Pupils have a good knowledge of all aspects of science, gained through a good range of investigative and experimental work. A factor restricting achievement in this school year is the increase in pupils with special educational needs. Work samples indicate that some lower attaining pupils find aspects of the work too difficult and do not complete it.

68. Pupils' learning is satisfactory in both key stages, and the overall quality of teaching is sound. The

good scheme of work provides detailed guidance and is used well by teachers to plan appropriate practical activities for each age group. Lesson objectives are clearly stated and teachers show confidence in the subject. In Year 6, pupils made good progress in their learning about shadows, as a result of the teacher's enthusiastic questioning. This encouraged pupils to remember their previous work, consider and explain how light travels and to quickly focus on the new lesson. The teacher's frequent re-capping, as the lesson progressed, re-inforced pupils' understanding and enabled her to offer constructive support and identify common problems or misunderstanding. Teachers generally make good use of pupil's own ideas to relate the topic to their own experience and this makes the lesson more meaningful. In a Year 2 lesson, pupils made good progress in identifying the characteristics of living things by thinking about their own lives. In several lessons there was insufficient support for lower attaining pupils.

69. Pupils have good attitudes to learning. They use their investigative skills well to carry out practical investigations and they are curious about their results. Girls and boys work co-operatively in groups, sharing and respecting each other's ideas. This contributes positively to their social development. Occasionally, pupils become restless if they have finished the work set or the task is too easy. Several lessons were too long and pupils found it difficult to maintain full concentration throughout.

70. The curriculum is good, and supports the teaching of experimental and investigative work effectively. This ensures pupils' understanding about physical processes, materials and living things is built up step by step through a programme of fair testing. Scientific vocabulary is identified and taught for each topic and pupils are expected to use terms such as opaque, translucent and transparent accurately. In most lessons, pupils make their own predictions, write well-structured accounts of their activities and draw appropriate conclusions. This supports their developing literacy skills effectively, although in a few classes, there were examples of unfinished work. Numeracy skills are developed when pupils use tables, graphs and units of measurement but there is some inconsistency in the accuracy teachers expect from pupils. There is insufficient use of information technology.

71. Teachers keep records of pupils' attainment and progress in National Curriculum assessments and tests and the continual assessment system is carefully linked to the scheme of work and attainment in lessons. Analysis of test results has been thorough and teachers have made good use of the information regarding strengths and weaknesses in the subject, in their forward planning. Marking, however is insufficiently thorough and does not identify the difficulties or particular successes experienced by pupils. Resources are adequate to support the range of investigative work, apart from appropriate measuring jugs to support the weight of a thermometer. Since the last inspection, standards have risen at a higher rate than the national average and the curriculum has improved. There has been insufficient improvement in marking and in meeting the needs of lower attaining pupils, especially at Key Stage 2. The post of co-ordinator is currently being advertised.

## **ART**

72. Standards in art have been maintained since the last inspection. Pupil's attainment is generally in line with what is expected for their ages. The curriculum is broad, and pupils make sound progress in both key stages, systematically developing a range of skills in two and three-dimensional activities. Art is used effectively to support work in other subjects. For example, younger pupils have drawn careful self-portraits to link with their 'ourselves' topic. Pupils in Year 1 have made colourful collage whilst exploring the properties of materials for science. At Key Stage 2, art activities contribute to pupils' understanding of Ancient Greek communities through drawing, painting, printing and mask making. Close observational skills are developed soundly. Year 2 pupils used chalk and oil pastels to capture the reflections in coloured bottles effectively. By Year 6, pupils have applied their skills to produce a range of striking still-life studies inspired by the work of artists such as Georgia O'Keefe, Roald Dufy and Fernand Leger. The further study of other artists such as Monet, Picasso and Kandinsky provides

pupils with good examples when studying the use of colour, texture and abstract design. This makes a good contribution to pupils' spiritual and cultural development.

73. Pupils' work is valued by the school, carefully displayed and labelled and hung proudly in classrooms, in the entrance and along the corridors. This is motivating for pupils and gives encouragement to their efforts. Standard and specialist resources are satisfactory, which enables pupils to work with a range of diverse media. The co-ordinator has initiated appropriate in-service training and devised a helpful scheme of work. This has given staff confidence and guidance when teaching the subject. The co-ordinator monitors pupils' work but has yet to identify for teachers how the work could be improved. There is an appropriate development plan, which includes the introduction of sketchbooks and assessment procedures.

## **DESIGN AND TECHNOLOGY**

74. Overall standards in the work seen are appropriate for the pupils' ages. In the Year 6 lesson seen, pupils were involved in the full range of skills in planning, designing, making and evaluating. The teacher's thorough planning, very good demonstrations and systematic approach helped the pupils to make good progress. They designed and made greeting cards with moveable parts and carried out a series of tasks to find out how levers and pulleys might be constructed. They evaluated their effectiveness, and then planned the final construction of their cards.

75. There have been improvements in design and technology since the last inspection. The co-ordinator has written a detailed scheme of work and has organised in-service training to increase teachers' expertise. Teachers' plans are monitored and pupils' work samples are collected for display. The project to make an automaton linked a good range of design and technology skills with pupils' work in other areas of the curriculum such as, poetry, science and mathematics. Targets for further development have been identified.

## **GEOGRAPHY**

76. At the end of Key Stage 1, pupils' attainment is in line with what is expected for their age. Many pupils are achieving beyond expectation by the end of Key Stage 2. Pupils study the local area in Key Stage 1. They mark their route to school on a map to help them understand directions and simple geographical terms. In Year 2, pupils make a tour of the area near the school to note its principal features. They plot significant landmarks on a map appropriately, such as a church, phone boxes and shops. Pupils understand how to represent different places by symbols, and have devised their own. In Year 3, pupils study climate and record temperatures outside school and plot them accurately on a chart. This is developed well in Year 4, when they extend their knowledge of technical language by learning to define such terms as 'weathering' and erosion, and they understand what causes volcanoes to erupt.

77. Pupils in Year 5 discuss moral and other considerations, which influence environmental decisions, such as motorway construction. In Year 6, pupils carry out an investigation into local socio-economic conditions and their influence on house building locally. Results of this are very well displayed in the classroom. Mapping skills are good by the end of the key stage. The learning of pupils with special educational needs is in line with their abilities. Evidence from lessons in each key stage and work on display indicates that the teaching of geography is satisfactory in Key Stage 1 and good in Key Stage 2. There is a good scheme of work and geographical skills are methodically and cumulatively developed through the school. Planning is more methodical and better monitored than at the time of the last inspection and the co-ordinator's role is better defined. Resources have improved and there is a small amount of use of a CD-ROM for finding out information.

## **HISTORY**

78. No history lessons could be inspected. Evidence comes from display, pupils' exercise books and information provided by the co-ordinator. The attainment of pupils in history is in line with what is expected for their age at the end of Key stage 1. At the end of Key Stage 2, many pupils are attaining above national expectations. Pupils build their sense of chronology soundly. In Year 1, pupils recognise the difference between past and present by drawing a time line for themselves and describing what they could do as they passed each birthday. In Year 2, they learn about generations of the present British Royal Family. By the end of Key Stage 2, pupils have studied the Ancient Greeks and Egyptians, the Tudors and the Victorian Era. They use a variety of sources and show awareness that different sources may have a different interpretation of events. History topics stimulate much attractive artwork and there are some eye-catching displays around the school. Pupils often engage in enthusiastic and painstaking research and they present their findings neatly, with attractive illustrations, for example, of houses in Tudor England. The subject is well co-ordinated and teachers have benefited from the co-ordinator's attendance at substantial in-service training events. A variety of educational visits have helped bring history to life and have enhanced pupils' understanding of social and cultural developments. Pupils in Year 5 have spent a day being educated like Victorian children and clearly identify the differences. A good range of resources supports work for each topic and parents have provided artefacts. Additionally, grandparents have spoken to Key Stage 1 pupils about life in former times. Resources are better than at the time of the previous inspection. The co-ordinator monitors pupils' work informally and provides sound support and advice for class teachers.

## **INFORMATION TECHNOLOGY**

79. Very little use of information technology was observed during the inspection. The school has identified information technology as an area for improvement and increased funding has been received as part of the National Grid for Learning project. Cabling has been installed, and the school is awaiting the installation of seven new computers. Meanwhile pupils have little or no access to information technology and provision is minimal. Pupils do not cover the areas required by the National Curriculum for information technology. As a result, standards attained at the end of both key stages are well below what is expected for their age.

80. The available computers are used infrequently and pupils do not develop their skills sufficiently. The oldest pupils use the computers in their classroom and have experience of simple word processing. Occasionally work done on computers at home has been used to support work in other subjects. Throughout the school, information technology is not consistently planned into activities in lessons. In their short residential visit, Year 6 pupils have the opportunity to sample other aspects of the information technology curriculum, but this is insufficient for them to reach the required standard. There has been a decline in standards since the last inspection. Resources have not been upgraded and the equipment is now inadequate for the demands of the National Curriculum. This contributes to the lack of work carried out.

81. The management of the subject across the curriculum is currently unsatisfactory. However a new co-ordinator has been appointed and her responsibilities will take effect at the beginning of the next academic year. In the meantime, the school is developing a progressive scheme of work and there is a planned programme for teachers' training to improve expertise and classroom management.

## **MUSIC**

82. Pupils' levels of achievement are satisfactory at the end of both key stages and pupils' attainment is in line with what is expected nationally for their age. As they progress through the school, they gain a satisfactory working knowledge of the elements of music prescribed in the National Curriculum. They



gradually refine this knowledge and acquire skills in composing and performing by concentrating each term on two elements, such as pitch and dynamics. Singing is proficient, and pupils perform a good range of hymns and religious songs in assemblies. They practise regularly, singing well in tune and with a pleasing tone. In class, there are purposeful musical games and activities, which confirm their knowledge of the rudiments of music and enable them to compose and perform with confidence. Only one music lesson was observed during the inspection. In it, pupils in Year 5 showed a good knowledge of note values and rests and they could perform rhythms accurately using a variety of body percussion sounds. Pupils with special educational needs were fully involved in all activities.

83. The co-ordinator has devised a realistic and imaginative scheme of work, which enables other teachers, who are all non-specialists, to teach the requisite skills and knowledge confidently. A helpful glossary of basic musical terms is included in the planning. The schemes of work for each key stage draw on a variety of published schemes and recorded accompaniments for singing are provided. At present, the scheme lacks procedures for assessing pupils' work. Since there is a narrow focus of activities in each lesson, the time allocated to individual lessons in teachers' planning is too long. Pupils have opportunities to become familiar with a good range of music from various musical eras. Their listening skills are further developed by the music they hear as they enter and leave assemblies. During the inspection they heard music ranging from 'Winter' by Vivaldi to 'Summertime' by Gershwin. Instrumental lessons from visiting teachers are available, and the school presents a choral and instrumental concert for parents each Christmas. Regular visits from professional instrumentalists provide pupils with good opportunities for cultural development. Resources are satisfactory, but more tuned percussion instruments are required to increase the scope of activities in composing and performing. Statutory requirements for music are now fulfilled and provision is much better than at the time of the previous inspection.

## **PHYSICAL EDUCATION**

84. In physical education, most pupils are working at levels which are in line with, or above, those expected for their ages. This is an improvement since the last inspection. At Key Stage 2, pupils receive regular swimming tuition and by the time they leave school the majority achieve 25 metres. Pupils are provided with a well-planned programme, which includes all the elements recommended by the National Curriculum. Outdoor and adventurous activities are provided by a residential course for older pupils. Overall, pupils make satisfactory progress throughout the school.

85. All teachers take part in warm up activities and carefully demonstrate techniques. Teachers also have a good level of subject knowledge and organise activities well. They develop pupils' skills by introducing increasingly more challenging tasks, such as building up different techniques of throwing, from beanbags to balls and foam javelins. Teachers have high expectations of the pupils' performance. In the dance lesson, pupils were given time to practise and develop their ideas before working together as a whole class. The interest they show and their commitment to achieve show pupils' enthusiasm for the subject. After-school activities are also popular. The specialist teaching of dance and games is very effective and contributes to their progress in these areas.

86. When taking part in physical activity, pupils are aware of the need to warm up and cool down. The youngest pupils are confident in throwing and catching beanbags to each other and at a target. In gymnastics, pupils co-ordinate their movements and link them into sequences effectively. Year 6 pupils understood the need for co-operation and teamwork when sharing their ideas in a dance lesson. The use of specialists to teach dance, basketball and football, in addition to sporting activities for the younger pupils, has raised the standards in physical education. It has provided good opportunities to develop both pupils' and teachers' skills.

