

# INSPECTION REPORT

## **DEANESFIELD PRIMARY SCHOOL**

South Ruislip

LEA area: Hillingdon

Unique reference number: 102377

Headteacher: Mrs S O'Brien

Reporting inspector: Miss M A Warner  
(OFSTED No: 17288)

Dates of inspection: 27 – 30 November 2000

Inspection number: 189687

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Community

Age range of pupils: 3 – 11 years

Gender of pupils: Mixed

School address: Queen's Walk  
South Ruislip  
Middlesex

Postcode: HA4 0LR

Telephone number: 0208 845 2715

Fax number: 0208 845 6833

Appropriate authority: The governing body

Name of chair of governors: Mrs C Green

Date of previous inspection: 16 September 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Miss M A Warner (OFSTED No: 17288)	Registered inspector	Religious education	What sort of school is it?
			How high are standards? a) The school's results and achievements
			How well are pupils taught?
			Provision for pupils' spiritual, moral, social and cultural development
Mr J Vischer (OFSTED No: 8992)	Lay inspector		How high are standards? b) Pupils' attitudes, values and personal development
			How well does the school care for its pupils?
			How well does the school work in partnership with parents?
			Accommodation
Mrs R Arora (OFSTED No: 16773)	Team inspector	Foundation stage	
		Equal opportunities	
		English as an additional language	
Mr M Leyland (OFSTED No: 20864)	Team inspector	English	How well is the school led and managed?
Mr A Haouas (OFSTED No: 15023)	Team inspector	Art	How good are the curricular and other opportunities offered to pupils?
		History	
		Physical education	
Ms M Hart (OFSTED No: 22577)	Team inspector	Music	
		Special educational needs	

Ms M Still (OFSTED No: 15580)	Team inspector	Science	
		Geography	
Mr M Kenton (OFSTED No: 20174)	Team inspector	Mathematics	Assessment
		Design and technology	
		Information and communication technology	

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The Registrar  
Inspection Quality Division  
The Office for Standards in Education  
Alexandra House  
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London WC2B 6SE

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## PART A: SUMMARY OF THE REPORT

### INFORMATION ABOUT THE SCHOOL

Deanesfield Primary School is situated on the north east border of the London borough of Hillingdon. Two thirds of the pupils come from the Deanesfield ward and the remainder from the immediate area of Bourne and from Northolt and Harrow. The school has recently grown considerably from 310 to 479 on roll, which is much bigger than primary schools nationally. This includes 90 part-time places in the nursery. Twenty-six per cent come from a range of ethnic minority backgrounds. The percentage of pupils with English as an additional language, 7.7 per cent, is high compared with national figures. The percentage of pupils eligible for free school meals, 3.8 per cent, is well below the national average. However, this has risen to 7 per cent in the last month, since school dinners were introduced, and continues to rise. The percentage of pupils identified as having special educational needs, 20.8 per cent, is above the national average. One per cent of pupils has a formal Educational Statement of Need, which is broadly in line with the national average. Most children's attainment on entry is average. The school, overall, has a smaller number of pupils than usual who are above or below average.

### HOW GOOD THE SCHOOL IS

Deanesfield is a happy, purposeful and effective school, providing a very good learning environment for its pupils. Standards are in line with the national average in English and mathematics in both key stages and science, in Key Stage 1, and above average in science in Key Stage 2. Pupils' achievement is good. Pupils' attitudes are very good and teaching is good, overall, and very good, or excellent, in nearly a third of lessons. The leadership and management of the school is excellent. Taking all these factors into consideration, together with the fact that the school's income per pupil is below the national average, the school gives good value for money.

#### What the school does well

- In 2000, the percentage of eleven-year-old pupils reaching the expected Level 4 in English was above the national average. Because there were fewer than usual reaching the higher Level 5, the overall average was in line with the national average.
- The quality of teaching and learning is good in all key stages. This improvement has been brought about by a large number of new and relatively new teachers to the school.
- Pupils with special educational needs, and those with English as an additional language, make good progress in all three key stages. The school provides very good educational and personal support for all pupils.
- The quality and range of the curriculum and other learning opportunities is good, and provision for pupils' personal, spiritual, moral, social and cultural development is very good.
- The impact of parents' involvement on the work of the school is very good.
- The leadership and management of the headteacher and key staff is excellent. They give very clear direction to the work of the school. Educational priorities are supported through very good financial planning and a very effective use of new technology.

#### What could be improved

- Pupils do not have the necessary strategies to improve their spelling, which is below average across the school.

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

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

Improvement since the last inspection in September 1996 has been satisfactory, taking into consideration the many changes of staff, including the headteacher. In the last two years, fourteen new teachers have been appointed, nine of whom have been in the school three months. The good quality of teaching observed during the inspection has only just begun to have an impact on standards, which dropped after the last inspection.

- Systems for assessing and recording pupils' attainment have been implemented well in English, mathematics and science, but should be improved in the foundation subjects and religious education. The school has already identified this.
- Senior management monitors teaching and learning, which has improved.

- Provision for the multicultural development of pupils has been addressed in terms of specialist support but further resources are still needed.
- The school has addressed the issues related to statutory requirements.
- There have been good improvements in standards in science, art, information and communication technology, religious education and in the Foundation Stage.
- The school has built and improved on the good standards reported in the last inspection with regard to pupils' attitudes and behaviour.

The staff have a shared commitment to improving standards and their capacity to succeed is very good.

## STANDARDS

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

Performance in:	Compared with			
	All schools			similar schools
	1998	1999	2000	2000
English	C	A	C	D
Mathematics	D	C	D	D
Science	C	D	C	D

**Key**

well above average      A

above average            B

average                    C

below average            D

well below average      E

- The school's performance at the end of Key Stage 2 in English, mathematics and science, overall, measured by average National Curriculum points, was close to the national average but below that in similar schools.
- In English, the percentage of pupils reaching the expected Level 4 or above was well above the national average, but as fewer pupils than those nationally attained Level 5, the overall result was in line with the national average. In mathematics, the percentage of pupils reaching Level 4 or above and Level 5 was below the national average. In science, the percentage of pupils reaching Level 4 or above and Level 5 was in line with the national average. Standards in all three subjects were below those of similar schools.
- In English, at the end of Key Stage 2, the pupils exceeded the target set by the school. In mathematics, at the end of Key Stage 2, pupils attained well below the target set by the school. The school has set a much lower target for mathematics next year. The present standards are judged to be average and this target should be raised slightly to reflect this.
- Trends at the end of Key Stage 1, over the last four years, show a drop in standards in English, mathematics and science but a continual rise since 1998. At the end of Key Stage 2, the trend has shown a decline between 1996 to 1998, a rise in 1999 and a continued rise in science but a decline in English and mathematics in 2000. These variations partly reflect the mobility of pupils in and out of the school. The trend in the school's average National Curriculum points for all core subjects at the end of Key Stage 2, over the last four years, was below the national trend.
- Standards, seen during the inspection, at the end of Key Stage 2, were in line with the expectations in English and mathematics and above expectations in science. Strengths are in speaking and listening in English and in mental and investigative work in mathematics. A weakness is in pupils' spelling throughout the school. Pupils' achievement, overall, is good in English and mathematics. Pupils' achievement in science is now good because there is a greater emphasis on investigative science, following an analysis of the weakness found in the last test results.
- Strengths in other subjects are in art, history and physical education in both key stages, where standards are above average. Standards in lessons are above average in religious education but there is a need for more written work. In all other subjects standards are average and this reflects the limited time given to them.

## PUPILS' ATTITUDES AND VALUES



Aspect	Comment
Attitudes to the school	Very good. They are keen to start work and in nearly all lessons work steadily, with good levels of concentration. Boys and girls organise themselves well and are confident. They talk with interest about their work, visits and visitors.
Behaviour, in and out of classrooms	Exemplary. They show very high standards of self-control. Pupils are quick to obey teachers instructions. When occasional lapses do occur they respond well to teachers admonitions. In the current year there has been one temporary exclusion.
Personal development and relationships	Very good. Pupils are offered very good role models by staff. Relationships are positive between pupils. They make friends easily and help one another willingly. Elected pupils from Years 2 to 6 take their responsibilities seriously on the School Council. All Year 6 are prefects. Pupils with a wide range of special needs feel secure and confident, welcomed by the other pupils.
Attendance	Below average. Certificates for one 100 per cent annual attendance are, however, sharply increasing. Nearly all absences are authorised, but there are more absences than in other schools. Unauthorised absences are lower than the national average. Many absences are due to holidays taken during term-time. Almost all pupils come to school punctually.

## TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	aged 5-7 years	Aged 7-11 years
Lessons seen, overall	Good	Good	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.*

The quality of teaching is excellent in 8 per cent, very good or better in 31 per cent, good or better in 70 per cent, and satisfactory or better in 99 per cent of lessons. It was unsatisfactory in one per cent of lessons.

The teaching of English and of literacy skills is good. The teaching of mathematics and numeracy in Key Stage 1 is satisfactory and in Key Stage 2 is good.

The main strengths in teaching are teachers' subject knowledge and the use of assessment during lessons and to plan pupils' work, resulting in good progress being made in different sets and groups. The management of pupils is very good throughout the school. There is good teaching of pupils with English as an additional language outside the classroom and when specifically supported. The school meets the needs of pupils with special educational needs well.

Weaknesses in teaching are: the pace and expectations of teachers in mathematics at Key Stage 1; the teaching of spelling across the school; the inaccuracy of teacher assessments compared with end-of-key-stage National Curriculum test results, and the teaching of pupils with English as an additional language within classroom lessons, where class teachers do not have the specific expertise needed and these pupils do not, therefore, make the progress of which they are capable.

The quality of pupils' learning, overall, is good in all key stages because of the high level of good and very good teaching. The main strength of pupils' learning is in their acquisition of skills, knowledge and understanding. Pupils are enthusiastic about what is being taught and listen very well indeed.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the	Good. The time allocation in several foundation subjects, however, is

curriculum	much lower than other schools nationally. The provision the school makes for extra-curricular activities is good.
Provision for pupils with special educational needs	Good. The needs of these pupils are promptly and accurately assessed and monitored. Learning support assistants make a good contribution to on-going assessment. Pupils make good progress.
Provision for pupils with English as an additional language	Good. Most pupils make good progress due to well-organised in-class, group and individual support. Class teachers, however, do not consistently plan to meet the needs of these pupils using a wide enough range of strategies. Effective use of specific resources is lacking.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Assemblies and the end of the day provide time for reflection and celebration. Pupils have a clear sense of right and wrong. Good opportunities are given to pupils to take responsibility in all classes. Cultural development is promoted through literacy, visits and visitors to the school. There are insufficient visual resources that reflect a multicultural society.
How well the school cares for its pupils	The care of pupils is very good. All staff are involved in promoting and monitoring good behaviour. Staff are supported well by the headteacher who talks personally to pupils causing concern. First aid and health and safety procedures are up-to-date. There is no over-arching record of pupils personal progress.

The school has good links with parents. The contribution of parents to their childrens learning is very good. Parents help in the school in the nursery and with reading and food technology. Consultation sessions were an integral part of the establishment of the "Storyworlds" joint venture on homework for younger pupils.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher and senior staff provide excellent leadership and clear direction to the work of the school. Their work to improve the day-to-day standards of planning, teaching and provision of a balanced curriculum has improved the quality of education provided for the pupils.
How well the governors fulfil their responsibilities	The governing body is very effective in ensuring that the school fulfills all statutory duties. The governors bring a good range of skills and expertise to their well-attended committee meetings. A pattern of visits has not yet been established, however, to help the governors understand, at first-hand, the strengths and weaknesses of the school so that they can better fulfil their strategic role.
The school's evaluation of its performance	The school has very good strategies to monitor the quality of learning. The analysis of strengths and weakness has led to important changes. The planning and delivery of the curriculum and quality of teaching are monitored effectively by the senior management team. The School Development Plan identifies priorities and provides clear targets for improvement.
The strategic use of resources	The management and control of the school's finances is very good. The school is making the very best use of strategic resources.

The school is well staffed with appropriately qualified teachers. Learning resources are good. The accommodation and site is mainly effective. The congestion at the end of the day in the younger pupils playground, however, is a cause of frustration to parents. The school applies the principles of best value very thoroughly.

## 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>• Their child likes school.</li> <li>• Behaviour is good.</li> </ul>	<ul style="list-style-type: none"> <li>• Information about the nursery.</li> <li>• A wider range of activities outside lessons.</li> </ul>

<ul style="list-style-type: none"> <li>• The teaching is good.</li> <li>• They feel comfortable about approaching the school with questions or problems.</li> <li>• The school expects their child to work hard and achieve his or her best.</li> </ul>	<ul style="list-style-type: none"> <li>• For the school to work more closely with parents.</li> <li>• A clearer understanding of expectations with regard to homework.</li> <li>• A clearer understanding of what standards to expect of their children.</li> <li>• They would like more feedback on brighter pupils.</li> <li>• They would like more appropriate reading books for children who finish them very quickly.</li> </ul>
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The nursery staff are seeking ways to ensure that new parents are more aware of the information already available. The school has a positive attitude to parents views and intends to respond to other concerns, which relate mainly to a better understanding of procedures. No evidence was found to judge whether enough feedback is given to parents of brighter children, who receive the same feedback as parents of other children. The inspection found extra-curricular activities to be good and reading books to be appropriate.

## **PART B: COMMENTARY**

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

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

1. Standards on entry to the nursery are average. A few children with English as an additional language are at the early stages of English language acquisition. Most children achieve well in all areas of learning, and by the end of the foundation stage their attainment is in line with the expectations of the Early Learning Goals. Children achieve best in their acquisition of oral number knowledge and their personal, social and emotional development. Findings are consistent with the previous inspection report.
2. The school's performance at the end of Key Stage 2 in English, mathematics and science, overall, measured by average National Curriculum points, was close to the national average.
3. In English, in this year's National Curriculum tests at the end of Key Stage 1, pupils' attainment in reading was below and in writing was in line with the national average. Attainment was below similar schools in both subjects. Pupils' attainment in English at the end of Key Stage 2, overall, was close to the national average. The percentage of pupils reaching Level 4 was above the national average but the percentage reaching Level 5 was in line with the national average. Attainment was below that of similar schools.
4. Inspection evidence finds that attainment in English, at the end of both key stages, is satisfactory. The standard of speaking and listening is above average at the end of both key stages. Attainment, at the end of both key stages in reading and writing is in line with national averages. At the end of both key stages, handwriting is a strength, being above average, punctuation is in-line with average and spelling is below average, as pupils do not know basic spelling rules.
5. In mathematics, in this year's National Curriculum tests at the end of Key Stage 1, pupils' attainment, using the average points scored, was in line with the national average and in line with those of similar schools. The percentage of pupils reaching Level 2 or above was above the national average; but the percentage reaching Level 3 or above was well below average. National Curriculum mathematics tests results at the end of Key Stage 2, using the average points scored, were below the national average and below those of similar schools. They were below average for those reaching both Level 4 or above, and Level 5 or above.
6. Inspection evidence finds that attainment in mathematics in Key Stage 1 is satisfactory. For example, pupils understand place value and all can read numbers up to 20; some pupils can read higher numbers. Pupils are aware that multiplication is repeated addition, and know their 2, 3 and 10 times tables. All pupils recognise simple fractions in physical forms; higher attainers are able to calculate the value of half a number. Pupils' attainment in Key Stage 2 is also satisfactory. They add, subtract, multiply and divide large numbers. There is great emphasis placed upon mental processes and pupils are learning strategies to add large numbers without recourse to paper. They are also becoming accurate at estimating answers. In Year 6, pupils were able to discern sequences, represent them graphically, work out a formula and use it to predict the tenth term. The lower attainers were able to discern simple sequences and make predictions. Improvements in mathematics have been made because routine assessment has identified low and high attainers, and their needs are met in focus groups.....
7. The school exceeded its target in English at the end of Key Stage 2 this year. Pupils attained well below the target set for mathematics. The school has set a much lower target for mathematics next year. The present standards are judged to be average, and this target should be raised slightly to reflect this. Whilst day-to-day assessment of pupils by teachers is good, their predictions of test results have been inaccurate in the past. The present staff demonstrate a greater accuracy in assessing pupils than is reflected in the 2000 teacher assessment.

8. In science, in this year's National Curriculum teacher assessments at the end of Key Stage 1, pupils' attainment was below the national average. It was below the national average for those attaining Level 2 or above and Level 3 or above. It was also below those in similar schools. In this year's National Curriculum tests, at the end of Key Stage 2, pupils attainment was close to the national average. It was close to the national average at both Levels 4 and 5. It was below those in similar schools.
9. The inspection findings are that attainment is in line with the national average at the end of Key Stage 1 and above the national average at the end of Key Stage 2. There is evidence that pupils at the end of both key stages are now performing better than they did in the latest national tests. For example, at the end of Key Stage 1, pupils can identify light sources following an investigation and understand the life cycles of some animals that lay eggs. At the end of Key Stage 2, pupils understand that the state of some liquids and solids changes when heated and that when the change was chemical, the change was irreversible.
10. Achievement in English, as the pupils pass through the school, is good because the school uses the literacy hour very well to help pupils to progress in all areas of English except spelling. The School Development Plan includes the improvement of spelling as a priority this year. Achievement in mathematics, in Key Stage 1 is good because routine assessment has identified low and high attainers, and their needs are met in different groups. Achievement in mathematics, in Key Stage 1 is good because routine assessment has identified low and high attainers, and the needs of lower attainers are met well. In some lessons, however, the expectations of average and higher attainers are not sufficiently high. Achievement in Mathematics in Key Stage 2 is good because analysis of assessment has also identified both high and low attainers and areas of weakness. Teaching groups and the curriculum are organised to reflect this. Achievement in science is good because there is a greater emphasis on investigative science, and pupils are being taught to follow lines of enquiry systematically through good teaching with carefully focused questions. This is leading to a greater understanding of the scientific concepts.
11. In English, there was no significant difference between the attainment of girls and boys in the 2000 National Curriculum tests. In mathematics and science, in both key stages, girls perform slightly better than boys.
12. Trends in standards, at the end of Key Stage 1, show a drop in standards in English, mathematics and science in 1998, but a continual rise since then. At the end of Key Stage 2, trends in standards show a decline between 1996 to 1998, a rise in 1999 and a continued rise in science but a decline in English and mathematics in 2000. These variations partly reflect the mobility of pupils in and out of the school. The trend in the school's average National Curriculum points for all core subjects at the end of Key Stage 2 over the last four years was below the national trend. However, in the last two years fourteen new teachers have been appointed, eight of whom have been in the school three months. The good quality of teaching observed during the inspection, however, has begun to have an impact on standards, as reflected in the inspection judgements of present standards.
13. Strengths in other subjects are in art, history, information and communication technology and physical education where standards are above average in both key stages. Standards in lessons were above average in religious education but there was little evidence of written work. In all other subjects, standards are average in both key stages. The limited time allocated to these subjects prevent pupils from reaching higher standards in them. The lack of monitoring by the subject co-ordinators, results in co-ordinators not knowing what the strengths and weaknesses are in their subject and enabling pupils to achieve even higher standards.
14. The children learning English as an additional language receive effective support and show good progress over their time in both nursery and reception classes. The standards in English of pupils for whom English is an additional language are above average in key stage 1 and generally in line with their peers in key stage 2. For pupils who are new arrivals and on stages 1 and 2 of English language acquisition, achievement is below the national average.
15. Children with special educational needs receive good support to enhance their progress in both nursery and reception classes. Pupils with special educational needs, including those who have been assessed as needing additional provision, make good, and often very good, progress

towards their Individual Education plan Targets. Pupils achieve well because of their good attitudes to learning good teaching and the school's policy of targeting additional support for lower attainers in Key Stage 1, which has resulted in some good achievement in the National Curriculum Tests. The setting of pupils into three attainments groups in Key Stage 2 is also showing positive results.

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

16. Pupils' attitudes to school are very good across all year groups. They are keen to start work and make good use of the registration period to reinforce their learning especially, in Year 6. In a Year 4 literacy lesson, pupils could not raise their hands fast enough, during a quick-fire warm-up session. In a Year 1 religious education lesson, all pupils sat enthralled, listening to the story. In nearly all lessons pupils work steadily with good levels of concentration. Boys and girls organise themselves well, are confident and are comfortable with school routines. They move purposefully from one lesson to another when they have to change sets. Pupils know about the range of activities, provided by the school, such as extra sport, and they look forward to school excursions. They talk with interest about their work, visitors to the school and visits that they have made, especially the Year 5 visit to Osmington Bay.
17. Pupils' behaviour in and around the school and in lessons is exemplary. As they are led to and from assemblies, or transfer between sets on their own, they show very high standards of self-control. Behaviour in both Key Stage 1 and Key Stage 2 assemblies was found to be excellent. Pupils are quick to obey teachers' instructions. In the playground, when the whistle is blown or the bell is rung at the end of play, pupils take a delight in stopping instantly and then, on the second whistle, walking over to form their class lines. They are almost always silent. When occasional lapses do occur they respond well to teachers admonitions. In lessons generally, both boys and girls are patient, quiet and behave very well. In a Year 3 literacy lesson, pupils were very quiet and the transition from the on-the-carpet session to group work went extremely smoothly.
18. Pupils are offered very good role models by teaching staff in developing relationships and showing respect for one another's work. In a Year 6 science lesson, for example, the enthusiastic teacher thanked pupils 'for a lovely lesson'. Pupils responded with several favourable replies, one boy saying, "This is the best science we've ever done! Because of these relationships, pupils are self-confident and not afraid to raise queries with teachers. Relationships are positive between pupils. They make friends easily and are ready to assist pupils who may be upset or who have hurt themselves in the playground. As a result, pupils can show initiative. Elected pupils from Year 2 to Year 6 take their responsibilities on the School Council seriously. In Year 6, the entire year-group is designated as prefects. One of their duties is holding the doors open at lunchtimes as different classes pass in and out of the building on their way to the dining hall. Many pupils say "Thank you". Inspectors were also thanked if they held a door open for pupils. This is a significant indicator of positive relationships and respect for others.
19. Pupils with a wide range of special needs are welcomed into the school and are accepted well by the other pupils, so that they feel secure and confident. The good level and quality of classroom support contributes to this.
20. Attendance levels, over the last year, were below the national average, which mars an otherwise excellent record of positive attitudes and very good behaviour. Nearly all absences are authorised, however, and unauthorised absences are lower than the national average. Attendance certificates, for 100 per cent annual attendance, are now sharply increasing. Pupils come to school on time and registers are taken quickly and efficiently in all classes, at the start of both morning and afternoon sessions. There are very few late-comers. There were no incidents of bullying or oppressive behaviour noted during the inspection. Although there were no recorded exclusions in the reporting year, in the current year there has been one temporary exclusion. Overall, the school has built upon and improved the good standards reported in the last inspection.

## HOW WELL ARE PUPILS TAUGHT?

21. The quality of teaching is excellent in 8 per cent, very good or better in 31 per cent, good or better in 70 per cent and satisfactory or better in 99 per cent of lessons. It was unsatisfactory in one per cent of lessons.
22. The overall quality of teaching in the foundation stage is good in all areas of learning. Teachers provide experiences that are relevant, imaginative and enjoyable; such as creative work including collage, painting and making models. Planning effectively reflects all areas of learning and is linked appropriately to the advancement of children's skills, knowledge and understanding. The teachers' expectations of work and behaviour are appropriate and the tasks generally match children's level of functioning and skill. In the reception classes it is extended to embrace and link with the work children will encounter in Key Stage 1, in the literacy and numeracy strategies. Both nursery and reception teachers plan effectively together to provide a stimulating range of activities with clear reference to what children will learn. In addition to the assessments taking place on entry to both nursery and reception classes, there are consistent procedures for assessing children on a day-to-day basis. There are very good procedures for assessing and monitoring children's on-going progress in order to plan for their specific learning needs. Homework in the form of borrowing books is used particularly well to enhance children's progress. However, only those nursery children who are considered to be ready to read are given books to take home and this restricts their opportunities for sharing books with the parents at a pre-reading stage.
23. The quality of teaching of English and of literacy skills in Key Stages 1 and 2, overall, is good, although teachers do not yet teach spelling rules systemically and pupils' spelling is, therefore, unsatisfactory. The organisation of the National Literacy Strategy works well, and lessons provide a suitable balance of activities. Many teachers are extremely enthusiastic in their use of the book, stimulating pupils to enjoy the language and appreciate the illustrations. The teaching of mathematics and numeracy in Key Stage 1 is satisfactory and in Key Stage 2 is good. In Key Stage 1, lessons are well planned and teachers have a sound knowledge of the subject. Classroom management is good, but the pace of the lessons and the expectations of teachers are not always appropriate, for example, in mathematics in Key Stage 1, and as a result standards are lower than they could be. In literacy and numeracy teachers plan well for the pupils in their attainment sets, providing extension work for higher-attaining pupils. In the lower-attaining groups teachers take care to ensure that the range of attainment is covered in their planning, which ensures that pupils have a good understanding of what they are required to do. In science, teaching is good. Lessons are well planned, managed and organised. Teachers show at least a satisfactory knowledge of the subject. There is a strong emphasis on scientific vocabulary and teachers are skilful at reinforcing vocabulary throughout a lesson. This and the high expectations of pupils when articulating the results of their investigations provide firm links with literacy. Links with numeracy were not sufficiently identified in any subjects across the curriculum. The improvement of science investigations has been identified as a priority area and significant progress can already be seen. Lessons are exciting and progress is good.
24. In the foundation subjects, teachers have very good subject knowledge in history in both key stages and in religious education in Key Stage 2. They have good subject knowledge in art, information and communication technology and physical education in both key stages, in design and technology and religious education in Key Stage 1 and music in Key Stage 2. It is satisfactory in geography in both key stages and music in Key Stage 1. The co-ordinator of information technology has a good knowledge of the subject and teaching is good. Class teachers use computers in many areas of the curriculum. Teachers use on-going assessment particularly well in art, history, music and physical education. For example, in art there are often well-timed, helpful interventions and opportunities are given to help pupils improve on their work. In physical education, teachers use effective demonstrations and interventions to enable pupils to improve their performance. Discussion is used well to promote learning in religious education. There are very good links between learning about and learning from religion, relating the subject to pupils' own lives well. In design and technology lessons, teachers show a good understanding of the processes of designing before making and present the subject in an appealing manner. In geography, lessons are lively and imaginative, engaging pupils' interest. Questions are rigorous and clear and appropriate geographical terms are introduced. In history, teachers share learning intentions carefully and explain tasks clearly, making the way of working and expected outcomes

explicit. They provide a range of resources to develop pupils' independence. The setting of homework is mainly within the core subjects, English: mathematics and science. It is set well in English and is satisfactory in mathematics and science. In music, pupils are asked to think about their compositions over the week and develop new ideas, providing informal but appropriate homework.

25. The most important weakness in teaching is in the difference between the teacher assessments and the National Curriculum test results. This has resulted in lower standards than might otherwise have been achieved. Current day-to-day assessment, however, is good. The lack of monitoring by co-ordinators prevents them from noting strengths and weaknesses in teaching and learning and supporting teachers who need additional help in their subject. The depth to which foundation subjects can be taught is limited because of their restricted curriculum time. Minor weaknesses in teaching are in geography, where there is some evidence of information and communication technology being used in pupils' books and in displays, but this is limited to simple graphs and charts. In some music lessons, teachers' management of minor behaviour problems slows down the lesson and leads to other pupils becoming fidgety. There is a weakness in the teaching of pupils with English as an additional language within the class situation, for which class teachers and learning support assistants need further training.
26. Strengths in pupils' learning are in their acquisition of skills, knowledge and understanding, the fact that they listen very well and in their interest, concentration and enthusiasm for what is being taught. The setting of pupils, according to attainment, in English, mathematics and science, has lessened feelings of inadequacy among lower attainers and provided a challenge to higher achievers. Pupils fully concentrate, behave well and work hard because they are well prepared for a challenging task. They respond very positively to the high expectations of teachers, paying careful attention during discussions and showing a great willingness to supply answers. A minority of pupils loses concentration if the whole-class discussions are too long. In science, they work independently and systematically within a group. They are learning to collaborate effectively, sharing resources and ideas.
27. Pupils are highly motivated in art, geography and history and are keen to answer questions, find out information and demonstrate their knowledge and understanding. They achieve well and enjoy music. In physical education, they are well motivated, keen to participate in lessons and understand the importance of listening and following instructions, especially those related to safety. They always have an appropriate kit. The quality of learning of pupils with English as an additional language is good and most pupils make good progress over their time in school, due to well-organised support in class, groups and individually. Support is currently given in Year 1 and a block of time next term has been allocated to Year 2.
28. The quality of teaching of staff paid for through the Ethnic Minority Achievement Grant (EMAG), as judged from the scrutiny of pupils' work and the teachers' own records of their progress, is mainly good. It is characterised by teachers' regard to pupils' stage of learning English. In a few very good lessons, work was well-matched to targeted pupils. The teacher working with pupils with English as an additional language is aware of the full range of their language needs and plans effectively, with clear learning objectives and well-matched tasks, making good use of interesting and stimulating resources for young learners. Literacy and numeracy lessons are planned well, particularly with regard to the vocabulary and language component of curriculum content. The EMAG assistant is deployed efficiently during Literacy and Numeracy hours to make best use of time for targeted pupils. In literacy and numeracy lessons teachers are aware of pupils' continuing needs and their responses are sufficiently supported and extended.
29. There is an effective partnership between the class teacher and EMAG staff in planning, target-setting and sharing expertise. The EMAG support assistants and class teachers work closely assessing and reviewing pupils' progress. The language demands of the wider curriculum are analysed but teachers do not consistently plan to meet these pupils' needs and support them, for example, through repetitive language, structured activities, vocabulary development and the use of pupils' first language. Effective use of visual aids, artefacts, dual language books and story 'props' to enhance learning is lacking. Individual needs, including special needs, are, however, adequately met. Pupils are generally provided with effective models of written language and the EMAG teacher makes good use of pupils' first language to support their acquisition of English, although insufficient attention is given to supporting pupils' home languages. There is limited



evidence of promoting pupils' mother tongue in displays around the school.

30. The school benefits from very good specialist knowledge of the teaching of pupils with special educational needs. Pupils are supported well by the special needs co-ordinator and by learning support assistants in class and there are examples of good support by class teachers. Individual support techniques, such as Reading Recovery are effectively used and appropriately. While there are examples of good planning incorporating pupils' Individual Education Plan targets, not all teachers however routinely build these targets into lessons, and opportunities for helping these pupils to make good progress are therefore missed. The use of signing to support some pupils is a good feature of the school's provision and is unusual in mainstream schools. Pupils who have special needs, and those learning English as an additional language, are well supported in music lessons and achieve well. For example, in a Year 4 lesson the teacher joined a group of pupils with poor literacy skills, as their 'scribe', to allow them to concentrate on composing text and sound effects. Work is always matched to prior attainment of all pupils. Good progress in lessons was a direct result of the appropriate match of task and suitable differentiation. The correct match of activity to attainment is generally assured.

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

31. The planning and content of the curriculum provided by the school is good. Overall, the curriculum is broad and balanced and meets the statutory requirements of the National Curriculum including, provision for religious education. The time allocation, however, in several foundation subjects is lower than the lower quartile of the majority of schools nationally and does not enable pupils to build on previously acquired skills regularly as the time gap in some instances, such as history and geography, can span a whole term. This results in short-term standards often being average or above but subjects lacking depth over time.
32. The school's provision for literacy and numeracy is fully in place and is implemented effectively in line with the requirements of the national strategies. The school has also made a good start on implementing Curriculum 2000.
33. Provision for pupils' spiritual development is very good. The school meets legal requirements for collective worship, although the planning of class assemblies is in the process of being developed. Key stage assemblies provide happy times of celebrating achievement and praising God for all that is good. For example, after sharing their achievement with others, pupils enjoy singing the last verse of a hymn as they leave the hall and go down the corridor: 'Thank you Lord for Deanesfield school'. There is a strong sense of belonging, whether to the school or to their teacher. In a Key Stage 2 assembly moral issues are reflected upon and how one's spiritual life can be affected by racial prejudice. In one assembly, a black support assistant, whom the pupils knew well, acted the part of a very tired Rosa, wanting only to rest her weary legs and shopping bags, in the 'bus incident' leading to the change in American law on the rights of black people.
34. Whilst there are examples of pupils experiencing awe and wonder in lessons, such as in their science investigations, this is not planned for. Achievement in subjects, however, is celebrated by applause at the end of an exposition by pupils, in the good-work assemblies and at the end of the day when pupils reflect on what they have learned and what they have most enjoyed that day. They leave the school with positive thoughts and a feeling that the day has been interesting and enjoyable.
35. Provision for pupils' moral development is very good. Pupils have a clear sense of right and wrong. Provision for personal, social, and health education, including drug misuse and sex education, is good. The school nurse makes a positive contribution to lessons on sex education and works closely with pupils and staff. A range of materials is used to inform the planning of personal and social education and a teacher is designated to co-ordinate provision. The senior management team is directly involved in these developments. Provision makes a positive impact on raising pupils' awareness of social and moral issues, and good use is made of carefully selected texts to promote discussion and develop pupils' thinking skills. Moral issues are discussed sensitively particularly in Year 6.

36. Provision for pupils' social development is very good. Pupils agree their own class rules, and there are other rules for specific places such as the playground. 'Circle-time' is used well to promote social behaviour and share ideas and concerns. Good opportunities are given to pupils to take responsibility in all classes, especially in Year 6, where pupils are prefects and have an important role to play in helping this large school run smoothly. They have specific duties at lunchtime and these duties change as the needs of the school change and to ensure that pupils remain keen to carry them out. Representatives from each class are on the School Council, which is effective, provides pupils with an understanding of citizenship and is linked to the Parent-Teacher Association. Pupils also help with the summer fair and plant bulbs in the grounds. The provision the school makes for extra-curricular activities is good and enriches the curriculum and provision for pupils' social development significantly. In sport, there are football, netball and rounders teams. Other activities include dance, drama, art and reading clubs. All the activities are open to boys and girls and are well attended.
37. The school maintains constructive relationships with other pre-school groups and primary schools and benefits from its partnership with the neighbouring technology college for joint activities, using, for instance, its cookery bus for food technology. Effective arrangements for the casual admission of pupils from other schools and the transfer of records and attainment data to the schools to which pupils transfer are in place. The school maintains a range of links with the community to enrich the curriculum. Pupils participate in a number of sporting competitions in athletics, netball, football and rounders in conjunction with other schools. Close links are also maintained with schools in New Zealand through the use of the school's own web site and the exchange of electronic mail by pupils. A range of visitors contribute to activities, including local librarians, technicians from companies to organise design and technology workshops and opportunities for Years 5 and 6 pupils to be sponsored for a mathematics challenge.
38. Provision for pupils' cultural development is very good. For example, the children in the reception class celebrated Diwali by dressing in saris, and parents have come in to school to talk to pupils about Indian food and African art. The school has a wide multicultural dance programme. A visit to the school was made by a multicultural mathematics group to explore mathematics in other cultures. In art, pupils learn a range of techniques and styles, often using the work of artists from a wide range of cultures to inspire them. In music, pupils sing songs from different countries, and from different times, and there are a few instruments from other countries. Religious education contributes strongly to pupils' cultural development in the teaching about different faiths. Opportunities for a contribution to the spiritual, moral, social and cultural development are also present in design and technology lessons in the making of artefacts from different cultures, and in the pupils' ability to work in partnership. The weakness with regard to pupils' multicultural development is in the fact that there are insufficient resources that reflect multicultural society. There is a lack of written languages of different ethnic groups or posters of positive images on display around the school. Wider cultural development is promoted through literacy lessons and visits to the local theatre for a pantomime. A visiting opera group and a science theatre group have performed at the school.
39. Opportunities are provided for pupils with English as an additional language to participate in all curricular-related tasks. They are well supported. The planned activities, the quality of support and teacher interventions ensure equality of access to the curriculum. All pupils on the register are given support in literacy and numeracy, where teaching is specifically planned according to their individual needs. The school is committed to the inclusion and integration in all school activities of pupils with English as an additional language needs.
40. Pupils with special needs have good access to an appropriate curriculum, usually including the full National Curriculum appropriate for their age. Provision for pupils on the special educational needs register, is good. Most support is given within the classroom, and the practice of using sets and focus groups helps make this possible. Where it is in a pupil's best interests to have a teaching session outside the classroom the school ensures that the same lesson is not missed repeatedly.
41. Equality of access and opportunity for all pupils is good. The school has a commitment to equal opportunities, which is ensured through the equal opportunities policy and the aims, general philosophy and ethos of the school. Co-ordinators are generally aware of issues within their subjects and have a positive approach to ensure equal access to all. In lessons, boys and girls

are given equal access and perform as well as expected. Teachers are generally aware of gender issues in lessons and how to deal with them as they arise. Incidents of harassment, bullying or racial/social name calling by or towards particular groups of people are recorded and carefully attended to following agreed procedures.

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

42. Educational and personal support and guidance for pupils is very good. All pupils are encouraged to behave well by a detailed and straightforward policy. This is consistently applied and thoroughly understood by all members of staff. Procedures for moving around the school are well thought through, and the provision of split break-times for Lower, Middle and Upper pupils fosters a culture of safety and well-being. This is further supported by classroom displays. Class rules feature in every class. In a Year 5 classroom, a display entitled 'What I do when', features six difficult situations, such as.....when someone is disturbing me, and how to cope with these situations, written up by pupils. All staff are involved in promoting and monitoring good behaviour. For example, lunchtime staff assist the teacher-in-charge in selecting eight pupils for the special Friday lunch table every week; a choice based on good behaviour or thoughtful conduct, and a reward that pupils find very attractive. All staff are well aware of safe classroom practice. In the playground, routines for lining-up and going into school are extremely well-practised, safe, and form a cornerstone of a positive behaviour culture. Similarly procedures for monitoring and eliminating oppressive behaviour are good. Staff are supported by the relatively new headteacher who takes a pro-active view and talks personally to the pupil concerned. Procedures for child protection are well known by staff. All class teachers keep records of pupils' personal development, covering personal issues such as settling, in. These are monitored by the headteacher. However, there is no over-arching record of pupils personal progress.
43. There are good procedures for monitoring attendance, which are straightforward and well-known by staff. The headteacher backs up day-to-day monitoring by teachers and has good links with the Education Welfare Officer. An award for 100 per cent attendance achievement has been established for just two years, so pupils are only beginning to respond to this. There is no provision to improve attendance, however, on a weekly or termly basis.
44. All pupils are given good opportunities to develop a sense of responsibility. These opportunities range from taking attendance and dinner registers back to the office, for all ages, to specific duties for Year 6. These duties have a positive effect on the smooth-running of the school and support pupils sense of self-worth. The provision of a School Council, and the house-point system further extends this sense of integration into school life.
45. There is a very effective first aid and welfare assistant who is based in the medical room and is well known to all pupils. First aid and health and safety procedures are up to date. A vigilant and resourceful site manager regularly monitors the fabric of the extensive school building. The school is kept very clean.
46. There are good procedures in place for the assessment of pupils' attainment and progress in the core subjects of English, mathematics and science. Records are kept of progress in spelling, reading and creative writing in English. Mental work and other aspects of mathematics are tested regularly. Pupils entering the school are given a base-line assessment. All results are stored in a pupil profile. The school has made good progress in addressing the recommendation of the previous inspection to improve the system for assessing and recording pupils' attainment.
47. Procedures for the assessment of attainment and progress in the foundation subjects are unsatisfactory. They consist of end-of-topic statements based upon the Qualifications and Curriculum Authority's tests, which give an indication of achievement. However, given the length of time between foundation subject topics, there is little opportunity for assessment to inform planning, or for progress to be monitored.
48. The results of formal test papers are analysed to identify weaknesses in achievement. The curriculum is then modified to remedy the situation. This was particularly noted in mathematics, where Key Stage 2 National Curriculum test results indicated a weakness in mental work and

examination technique, which led to the school giving a greater emphasis in these areas. Target-setting and action planning arise from a termly review of assessment results. The weekly planning sheet for each subject area has space for an evaluation. For example, one teacher noted, 'Some children need consolidation on this', and revisited the topic at a later date. There is also on-going assessment during the lesson, where the teacher praises achievement or explains again what is required. In one class, it was noted that pupils were invited to assess their progress and whether they had understood the lesson.

49. Records are kept of progress in spelling, reading and creative writing in English. Mental work and other aspects of mathematics are tested regularly. Pupils entering the school are given a base-line assessment. All results are stored in a pupil profile. In the core subjects, the recording of progress is satisfactory.
50. There are clear procedures in use to identify needs and target support for pupils with English as an additional language. Initial assessment for these pupils is effective. Continuing assessment is based on observations by the support assistant and class teachers and is mainly based on the language stages. This is not sufficiently informed by the demands of the levels of attainment of the National Curriculum. Targets for raising pupils' achievement are carefully identified on the basis of their prior attainment. They are used effectively to inform the grouping of pupils, their movements between sets and for tracking their progress. Pastoral care is a high priority within the school and the success can be observed in the confident way that pupils, including those with English as an additional language, become happy members of the school community. Individual needs, including special educational needs, are adequately met. A clear distinction is made between pupils with English as an additional language and those with special educational needs. Work is well matched to targeted pupils.
51. The school maintains its register of pupils with special educational needs well and its policy and practice on special needs fully meet the requirements of the Code of Practice. The needs of pupils with all degrees of special educational needs are promptly and accurately assessed and monitored, leading to good and often very good progress. Learning support assistants make a good contribution to ongoing assessment. A good feature of the school's practice is that it writes Individual Education Plans for all pupils at the stage when initial concern is expressed and discussed with parents. These plans are monitored at least termly and parents are invited to reviews. Appropriate provision is put in place at all stages, ranging from placing the pupil in a group which has additional support, to full-time support where the pupil's Statement of Special Needs requires this. There is good liaison with outside agencies and advice is sought and used from a range of specialist services. Statutory requirements for pupils who have a Statement of Special Educational Needs are fully met and annual reviews of statement correctly carried out. The provision named on the statements is made, although there is sometimes a delay before speech and language therapy can be put into place or because details of pupils coming from other boroughs are incomplete.

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

52. Parents expressed very positive views about the school when responding to questionnaires and when being interviewed during the inspection. They say their children like school; that good progress is made by their children and that teaching is good. Parents feel that the school could most improve by providing a greater range of out-of-school activities. Many feel that the school could work more closely with them. Inspectors support this view. Several parents are unsure as to whether their children receive the right amount of homework. Inspectors judge that the amount of homework is suitable. The Storyworlds' Parent Partnership reading scheme, operated in conjunction with a group of a dozen parents, is especially useful in providing a consistent approach to reading homework. The amount of homework for Year 6 pupils is geared appropriately to the approach of secondary school.
53. The contribution of parents to their children's learning at school and at home is very good. For example, parents were offered very well-attended explanatory curriculum evenings on mental mathematics for pupils in both key stages and have been issued with school-produced mathematics packs for them to do work at home with their children. Another evening linked to the home/school agreement gave parents a useful opportunity to discuss and feedback to the school

their views on the homework policy. Consultation sessions were an integral part of the establishment of the Storyworlds joint venture between parents of younger children and the school. Some parents help in the school with reading and food technology, and there is a rota of parent-helpers for the nursery. There is very good provision to include parents of pupils with special educational needs in their children's Individual Education Plans. The school has a positive attitude to parents' views. For example, it acted to set up the after-school club after child minding issues had been raised by parents. The school plans to continue to expand this very positive approach to parents' involvement in the life of the school.

54. The quality of information provided for parents is good. The school regularly issues useful and informative newsletters. Arrangements for new parents are satisfactory. Although there are no home visits organised by the school, induction of new parents is well-catered for by interviews in school, an induction day for both pupils and parents and an after-school meeting and tour around the school. Reports offer very good quality information about pupils' progress in a clear, concise format. They include spaces for comments by both pupils and their parents. The school has suitable measures in place to ensure that parents of pupils with English as an additional language can have access to translations of written documents if needed. The Parent-Teacher Association (PTA) has raised large sums of money for the school and is well supported by parents. The PTA committee is usefully linked to pupils through the School Council via the member of staff responsible for both community links and the School Council.
55. The school is particularly good at involving parents in work with pupils who have special needs. Parents are contacted when there is an initial concern and are involved in the writing of Individual Education Plans and reviews. These specify how parents can contribute and are signed by the parents. Parental support is sought effectively for pupils with English as an additional language. The on-going interaction between school and home in supporting their learning is well-developed. Translators and translations can be arranged if and when needed.

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

56. The headteacher, together with the management team of senior staff, provides excellent leadership, clear direction and promotion of high standards. There is a strong feeling of teamwork and community throughout the school and delegation to a hard-working staff is an important factor in strategic planning. The senior management team consists of the headteacher and four-phase co-ordinators who meet regularly to discuss such matters as standards, analyses of assessment results, monitoring of teaching and learning and the formation of important policies such as the one for performance management. The headteacher is well respected by her colleagues, the pupils and parents and governors. She puts great emphasis on building a high-performance team. This is coming successfully to fruition with well-qualified members of the senior management team having a range of duties. Their responsibility for the day-to-day standard of planning, teaching and provision of a balanced curriculum has improved the quality of education provided for the pupils.
57. The headteacher has put into place, in a short time, strategies to develop fully the roles of teachers, including these with managerial responsibilities. This has been very difficult with a high turnover of staff. The four members of the middle management team provide an important link between the phases, with their responsibilities being for science, staff development, community liaison and literacy in Key Stage 1. Comparatively inexperienced teachers manage foundation subjects with great enthusiasm. They ensure that standards are improving through joint planning, using a new scheme of work. Subject co-ordinators work hard to manage their subjects very well. A key issue from the previous inspection was to develop the role of the co-ordinator to monitor teaching and learning. This term, members of the senior management team carried out these duties very thoroughly, promoting high standards and effective teaching and learning. It is planned that core subject co-ordinators, who at present scrutinise pupils' work and planning documents, will include observation of lessons as an important managerial task. The role of the foundation core co-ordinators is less well-defined and they have not, therefore, a full understanding of the strengths and weaknesses of their subjects.
58. The school runs on democratic lines with a very full consultation process. All members of the school staff and the governing body are invited to development days to play a useful part in

agreeing priorities for the school's future development. The governing body is very effective in ensuring that the school fulfils all statutory duties. The headteacher has worked hard to ensure that governing body committees are formed, for the first time. A good system of committees has now been organised and members of each committee are fully aware of their responsibilities. Regular, helpful reports by the headteacher and relevant members of staff are helping them to develop their role in shaping the direction of the school successfully. The governors bring a good range of skills and expertise to their well-attended committee meetings. The chair of governors is in regular communication with the headteacher through her visits to the school. The governor with responsibility for mathematics helps in the school regularly and one governor accompanied pupils on their residential visit. Because a pattern of visits has not yet been established, and governing body committees are at an early stage, this means that governors do not yet have a full understanding of such issues as teacher assessment and target-setting.

59. The school has very good strategies to monitor the quality of learning, through careful analysis of assessment tests. Analysis of strengths and weakness has led to important changes, such as placing the pupils in sets, according to their attainment in English and mathematics, and an investigation into the teaching of spelling throughout the school. Targets are set for groups of pupils and individuals. The delivery of the curriculum and quality of teaching are monitored effectively by the headteacher and senior teachers on a regular basis, particularly in English and mathematics. Monitoring of the foundation subjects is still at an early stage. The school audits shows clearly that there has been improvement in teaching and learning. Standards seen in the inspection confirm this. The School Development Plan is very well organised, and identifies priorities through clear analysis of strengths and weakness providing clear targets for improvement. The person responsible for each area makes regular reviews of progress towards the targets and the staff and governing body are kept fully informed.
60. The concise performance management policy, awaiting governing-body ratification, provides a good example of how the management of the school is broadly based. Performance management will be carried out for all teachers by members of the senior management team or the middle management team who have the best overview of each teacher's work and the ability to provide support. The governing body is aware of its important role of reviewing the policy to ensure that the performance of teachers is regularly reviewed and the process monitored. Representatives of the governing body will set performance objectives for the headteacher, who in turn will do the same for the members of the senior management team.
61. Professional development of staff is fully integrated into the School Development Plan and prioritised to give benefit to the development of both individuals and the school. There is a good policy for the induction of new teachers, with helpful courses, weekly release from the classroom and helpful guidance from personal tutors. Until the recent provision of the staff handbook there was a lack of basic information for newly-qualified teachers.
62. The management and control of the school's finances is very good. The bursar manages the day-to-day finances very efficiently, providing the headteacher and finance committee with up-to-date balances in great detail. Both members of the office staff attend courses regularly to enable them to make the most efficient use of the computerised systems. This enables decisions on spending to be made with a clear understanding of the financial implications. The use of specific grants for particular purposes, which are growing greatly in number, is clearly demonstrated within the system to show that the school is making the very best use of strategic resources. The headteacher is very thorough in applications for competitive grants. Successful bids have enabled the school to benefit financially on many occasions.
63. The school is well staffed with appropriately-qualified teachers and support staff. Whilst the majority of teachers have less than five year's teaching experience, they bring recent training and enthusiasm to the school. Their qualifications cover the majority of subjects, but there are no specialists for design and technology or for physical education where good standards have been maintained. In Design and Technology, there has been a decline in standards since the last report, although the standards are in line with expectations. The co-ordinator for pupils with English as an additional language is very experienced, has attended courses to enhance her own practice, and keeps abreast with current developments. There are clear and useful formal procedures for monitoring the attainment and progress of identified pupils. Guidelines for

assessing pupils' language needs are in place. Class teachers and support assistants are not, however, sufficiently equipped to provide specific 'English as an additional language' support in class.

64. The school is very well supplied with learning resources for science and information and communication technology and there are good resources for English, mathematics, art, music and religious education. There is a satisfactory number of resources for design and technology, geography, history and physical education. There are insufficient visual resources, dual language books and story 'props' to support pupils with English as an additional language.
65. Learning resources for special needs are sufficient, of good quality, and well-managed. There is a good base for withdrawing pupils from class for teaching, for meetings and for storing of resources. There is very good specialist knowledge within the school, and available through supporting outside agencies. There are committed and well-trained learning support assistants, who have regular meetings and opportunities for development and training. The school has made good provision by allocating three-and-a-half days a week to the co-ordination of special needs. The department is led well by its well-qualified and experienced co-ordinator and there are appropriate plans for its further development. At a school level, arrangements for setting and focus groups make a good contribution to support for pupils with special educational needs.
66. The accommodation is effective in supporting the delivery of the curriculum. All the buildings are spacious, except the part of the buildings that house the Years 5 and 6 classes. Here, space is at a premium and connecting corridors are tight. The layout of the main block, as a square around a garden, provides not only plenty of daylight and a quiet space in the centre of the school but also allows pupils and staff to move safely around the school in a choice of ways. This garden is a good and convenient environmental resource. The provision of two large halls gives scope for a choice of simultaneous activities. Neither is large enough, however, to accommodate the whole school population. Most classrooms are large enough to accommodate the whole school number of pupils required, but Years 5 and 6 classrooms are only just large enough: moving about the rooms has to be carefully managed. The remaining unsatisfactory sliding partitions are being phased out. Provision for the new library in the Key Stage 2 block was unfinished during the inspection, due to the recent major structural programme. The space is adequate, but will be too small if one side continues to be used as a corridor. There are several useful smaller rooms that are used for teaching groups of pupils and a well-provisioned information and communications technology suite and a food technology room. There is ample storage space for resources around the school.
67. The playing-fields are an asset to the school. The playgrounds are large enough for the numbers of pupils. There is, however, a congestion point around the younger pupils playground that arises at the time parents collect their children. Parents expressed concern about this, and although it is not a significant health and safety risk, inspectors agree that it is a cause of frustration. The under-fives have access to their own secure play areas.
68. The school applies the principles of best value very thoroughly. The school consults widely before buying services, including those of the Local Education Authority. The site management staff work very well to keep the accommodation in good condition and their work in re-decoration and refurbishment helps to keep the school's outlay in these areas to a minimum. The school applies very good principles of best value in the use of resources. Taking into consideration the good, overall, effectiveness of the school, and the slightly below-average income per pupil, the school provides good value for money.

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

69. In order to raise pupils' standards of attainment to the level of similar schools, the governors, headteacher and staff should:

- Improve standards in English further, by developing strategies to improve spelling. (*paragraphs 4, 10, 23, 81, 84, 86*)

Other weaknesses, not included in the issues for action, but which need consideration by the school:

- Improve the pace of lessons and teachers' expectations of pupils in mathematics, at Key Stage 1. (*paragraphs 23, 93*)
- Review the time allocation for foundation subjects and religious education in order to meet the requirements of Curriculum 2000 in greater depth; ensure that skills are built on more frequently and enable pupils to achieve higher than average standards. (*paragraphs 13, 25, 31, 115, 118, 133*)
- Ensure that teachers are fully aware of National Curriculum levels, so that teacher assessment is more accurate in relation to National Curriculum test results. Further improve the assessment arrangements for foundation subjects. (*paragraphs 7, 25, 58, 84, 93, 99, 106, 118, 131, 138*)
- Improve the quality and range of resources for pupils with English as an additional language. Provide further training for class teachers and learning support assistants, in order to equip them with skills specific to the teaching of pupils with English as an additional language. (*paragraphs 25, 63, 38*)
- Further develop the strategic role of the governors in order to improve their first-hand knowledge of the strengths and weaknesses of the school so that they might carry out their strategic role more fully and monitor standards more knowledgeably. (*paragraph 58*)



## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	110
Number of discussions with staff, governors, other adults and pupils	61

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
8	23	39	29	1	0	0

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 school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	90	479
Number of full-time pupils eligible for free school meals		17

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with Statements of Special Educational Needs		5
Number of pupils on the school's special educational needs register	3	110

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	37

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	48
Pupils who left the school other than at the usual time of leaving	37

### Attendance

#### Authorised absence

	%
School data	6.3
National comparative data	5.2

#### Unauthorised absence

	%
School data	0.4
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 Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2000	36	27

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	30	31	34
	Girls	26	27	27
	Total	56	58	61
Percentage of pupils at NC Level 2 or above	School	89 (70)	92 (90)	97 (87)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	29	32	30
	Girls	26	25	25
	Total	55	57	55
Percentage of pupils at NC Level 2 or above	School	87 (86)	90 (83)	87 (91)
	National	84 (82)	88 (86)	88 (87)

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

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2000	32	21

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	24	20	26
	Girls	20	14	20
	Total	44	34	46
Percentage of pupils at NC Level 4 or above	School	83 (86)	64 (71)	87 (80)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	23	22	19
	Girls	18	14	19
	Total	41	36	38
Percentage of pupils at NC Level 4 or above	School	77 (69)	68 (80)	72 (80)
	National	70 (68)	72 (69)	80 (75)

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

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	5
Black – African heritage	3
Black – other	8
Indian	14
Pakistani	2
Bangladeshi	2
Chinese	3
White	322
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	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

*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)	24.0
Number of pupils per qualified teacher	19.2
Average class size	24.6

#### **Education support staff: YR – Y6**

Total number of education support staff	11
Total aggregate hours worked per week	170

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	37

Total number of education support staff	2
Total aggregate hours worked per week	57.5

Number of pupils per FTE adult	18.5
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*FTE means full-time equivalent.*

### ***Financial information***

Financial year	1999/ 2000
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	£
Total income	878400
Total expenditure	875781
Expenditure per pupil	1986
Balance brought forward from previous year	59119
Balance carried forward to next year	61738

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	514
Number of questionnaires returned	145

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	63	32	3	1	0
My child is making good progress in school.	50	38	6	1	4
Behaviour in the school is good.	42	50	2	0	5
My child gets the right amount of work to do at home.	25	50	12	6	3
The teaching is good.	41	50	2	1	5
I am kept well informed about how my child is getting on.	36	44	14	2	3
I would feel comfortable about approaching the school with questions or a problem.	46	45	6	1	3
The school expects my child to work hard and achieve his or her best.	47	43	4	1	5
The school works closely with parents.	29	43	14	4	8
The school is well led and managed.	36	50	5	2	8
The school is helping my child become mature and responsible.	37	52	3	2	3
The school provides an interesting range of activities outside lessons.	17	34	22	6	17

Where numbers do not add up to 100, not all parents gave an answer to the question concerned.

### Other issues raised by parents

- Parents, particularly of new children, would like further Information about the nursery.
- They need a clearer understanding of what standards to expect of their children.
- They would like more feedback on brighter pupils.
- They would like more appropriate reading books for children who finish them very quickly.

## **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**

70. The school has a ninety place part-time nursery catering for three and four year-olds. Children are admitted to the reception classes as rising-fives twice a year. At the time of the inspection, most children in the reception classes were under five. The nursery is staffed with one teacher, a nursery nurse and a nursery assistant. Another two full-time classroom assistants support the reception classes in both indoor and outdoor activities effectively. The staff work effectively as a team and support one another. They are committed to the inclusion, support and children of pupils with differing needs.
71. Most children's attainment on entry to the nursery is typical for their age in all of the areas of learning. A few children with English as an additional language are at the early stages of English language acquisition. Based on the inspection evidence, most children achieve well in all areas of learning, and their overall standards of attainment, by the end of the Foundation Stage, are in line with the national expectations. Children achieve best in their acquisition of oral number knowledge and in their personal, social and emotional development. They attain many of the standards expected in communication, language and literacy, mathematics, knowledge and understanding of the world and creative and physical development. These findings are consistent with the previous inspection report. Children with special educational needs receive good support to enhance their progress in both nursery and reception classes. The children learning English as an additional language receive effective support and show good progress over their time in both nursery and reception classes.
72. Children enter the nursery with adequate personal, social and emotional skills. They quickly settle down and feel both happy and secure. By the time they leave the reception classes, children are exceeding expectations in this area. This shows very good achievement and reflects the skilful teaching of the staff. Children are constantly encouraged to feel confident about what they can achieve in a variety of learning situations. This is seen in the nursery where regular participation in different activities, such as sharing food at milk break, gives children opportunities to share and take turns fairly in a familiar set-up. In reception classes, children sustain concentration for longer periods and listen quietly. Some simple classroom rules are shared with all. For example, children learn to put their hands up and wait to be asked to answer questions or talk about a familiar story, such as *"Lucy's Quarrel."* They are taught the difference between right and wrong and guided to behave sensibly at all times. Children show consideration and respect for property and one another. All staff act as good role models for children and explain clearly what is expected of them. Children are helped to form good relationships with others, through many good opportunities to work in pairs or as part of a group. They make very good progress as they learn to co-operate, share and take turns. Most children are attentive and eager to learn, and enjoy sharing their work with any available adult. They participate enthusiastically in teacher-led and self-initiated activities. Teaching is very good. The staff manage children skilfully and keep them occupied purposefully. The children's play and responses are supported and extended sensitively.
73. The children's skills in communication, language and literacy are average when they enter the nursery at the age of three. Most children speak clearly and confidently. The teaching of these skills is very good. All staff working with children plan and focus well on developing talk and reinforcing new vocabulary. For example, they guide children carefully in their role-play in home corner or the nursery fruit and vegetable shop. In one lesson, the teacher supported children effectively in buying and selling greengrocery with well-illustrated lists of items to buy. All staff show that they value children's efforts at communicating. Most children talk interestingly about their experiences and develop new vocabulary during discussions. There are appropriate opportunities for children to listen and respond to stories, songs and rhymes in the nursery. Children in the nursery start to link letter sounds with their own names. Reception classes learn the alphabet, and associate and record initial letter sounds through language games. Through daily practice they learn and consolidate new sounds each day. Some children in the reception

classes are gaining satisfactory control in developing early writing skills and a few higher attainers have begun to form short meaningful sentences with adult support. They can draw and paint with increasing control and most children write their own name unaided. Very good progress is made when adults work in small groups or on a one-to-one basis to give children individual attention. The introduction of the literacy strategy is making a significant impact. Children develop new vocabulary as they discuss pictures in the storybooks collectively, for example, 'Toys' Party'. This enhances children's love for books effectively.

74. The children's mathematical development is average when they join the nursery at the age of three. They start to learn to say and use numbers, for example, in number rhymes, such as 'Five Little Ducks', and count numbers forwards and backwards within 10 and beyond. Most children demonstrate very good progress in acquiring oral counting and recognition of number symbols. This is due to the well-planned daily routine of children counting, handling number cards and working out 'one less than' or 'one more than', etc. Teaching of this area is very good. Children are supported effectively to match, sort and count everyday objects. In reception classes, they use numbers as labels for counting and most count reliably from 1 to 20, forwards and backwards. Most children learn to sequence numbers and make number representation. Opportunities for practical activities are well planned. Some children recognise basic two-and three-dimensional shapes and gain knowledge of capacity and weight from practical experiences with sand and water. Some children describe objects by position, shape, size, colour and quantity. All children enjoy working with large and small constructional equipment. A few higher attainers are on course to acquire understanding of how to solve simple problems involving addition and subtraction by the end of the reception year. Adult involvement in children's activities is very good. Both nursery and reception teachers successfully use the base-line to help plan suitable activities and useful timely assessments are made of the individual children's on-going progress.
75. In the nursery and in the reception classes, children have many suitable opportunities to develop their knowledge and understanding of the world around them. They investigate many man-made and natural objects, and compare properties such as hard, smooth, rough and soft. For example, in the nursery, children look at and handle different types of papers and willingly talk about what they are doing. They are supported skilfully in their understanding of why some papers do not soak up paint and some do. They test materials to find out if these are waterproof. Reception children explore changes to materials by burning a candle and watching it melt. They are encouraged to look closely at some of these objects, to compare similarities and differences. Children develop a sense of time as they talk about the past and the future; for example, when talking about how they have grown since they were babies. The children work with sand and water and freely explore the properties of malleable materials. They use paints, mix different colours and name some of these correctly. They use different materials, such as paper and textiles, and develop cutting, joining, folding and building skills. Most children name confidently the main parts of the body. They have opportunities to build with construction materials but many have not sufficiently developed skills in asking questions to find out how things work. Most children demonstrate the computer skills expected for their age. They show increasing control in the use of mouse, to move items on the screen. There is effective adult intervention in activities and encouragement for children to explore new ideas.
76. Many children are on course to meet the expectations of early learning goals in their physical development. The outdoor provision to enhance children's physical skills is good for both nursery and reception classes. There is a suitable range of large and small outdoor resources such as bikes and prams or a climbing-frame. In the main school hall, children learn to be aware of space and develop co-ordination and control in movement. Reception classes regularly attend gymnastic and movement lessons. They show developing control and co-ordination when using large apparatus and moving or rocking on different parts of body. Nursery children can follow simple instructions but have difficulty in following more complex and longer instructions. In their use of construction toys a significant number of pupils demonstrate reasonable hand and eye co-ordination. They are developing confidence in the use of different tools such as scissors and brushes, and joining materials such as glue and string. The quality of teaching is good. Teachers provide calm and sensitive support and show good understanding of how young children learn. They have a sensitive awareness of children's safety.

77. Most children are on course to meet the national expectations by the end of the Foundation Stage in creative development. They experiment with paint and use their observations and imagination to create pleasing results. They are given opportunities to explore colour and texture, and work with a range of materials. Some examples of observational drawings of different candles by the reception children are particularly good. Children sing and clap nursery rhymes and express enjoyment. They learn to name and use different percussion instruments and copy rhythms to combine body sounds, such as clapping, tapping and clicking. Support staff work closely with teachers and make positive contributions to children's learning. They talk to the children and ask relevant questions to extend their vocabulary. For example, when making a collage using a range of medium, pupils are encouraged to talk, clarify ideas and enhance learning of positional language such as *up, over, in between* and *under*.

## ENGLISH

78. The percentage of pupils attaining Level 2 and above, in this year's National Curriculum tests at the end of Key Stage 1, was in line with the national average in reading and above the national average in writing. However, it was below the national average in reading and in line with the national average in writing when based on the average points scored. This is because few pupils achieved at the higher levels. Pupils' attainment is below that in similar schools in both reading and writing. Pupils' attainment, in this year's National Curriculum tests at the end of Key Stage 2, is in line with the national average and below standards in similar schools. The school's attainment varies from year to year because there is quite a high turnover of pupils. Some years, a high preponderance of low attainers affects the test results. Since 1997, the attainment of pupils at the end of Key Stage 2 has risen, with a peak in 1999 of well-above average results, only to return to average in 2000. At the end of Key Stage 1, since 1997, results fell in 1998, but have been rising gradually every year since. Overall, improvement since the last inspection has been unsatisfactory but pupils now achieve well because their attitudes and the good quality of teaching have improved. They come in at an average level, which is maintained, in spite of many changes of staff and pupils. There is no significant difference between the attainment of girls and boys. The school exceeded the targets it set for the end of Key Stage 2 this year. The school is aware that targets were insufficiently high and has adjusted them for the coming year.
79. Pupils' attainment in English, overall, at the end of Key Stage 1 and Key Stage 2, is satisfactory. The standard of speaking and listening is above average at the end of both key stages. At the end of Key Stage 1, pupils listen carefully and are beginning to show confidence in speaking, varying their use of vocabulary and the level of detail. This is particularly noticeable in whole-class discussions about the text. At the end of Key Stage 2, pupils think for themselves and explain their thoughts clearly, for example, in a lesson when pupils evaluate the instructions for playing a game.
80. Attainment at the end of both key stages in reading is in line with national averages. At the end of Key Stage 1, higher-attaining pupils read a range of texts fluently and accurately. Pupils whose attainment is average do not use phonic clues confidently. There is a good knowledge generally in the use of contents and indexes. At the end of Key Stage 2, pupils of average attainment read independently using a satisfactory range of strategies. A minority has difficulty using contextual clues to help them to read new words. Higher-attaining pupils use inference and deduction confidently, when appropriate. The majority of pupils know the difference between author, narrator and character in lessons based on play scripts.
81. Attainment in writing at the end of both key stages is in line with national standards. At the end of both key stages, handwriting is a strength, being above average, punctuation is in-line with average, and spelling is below average. Pupils' knowledge of basic spelling rules is a weakness. Year 2 pupils use beautiful examples of vocabulary in imaginative work, for example, in poems about autumn they use such words as, 'twirling' and 'crunchy' in some fascinating verses. Similarly, Year 6 poems in the School Poetry Book use words well to 'paint' a picture. For example, a poem called 'Listen' contains 'waves swishing' and 'leaves rattling' to enhance the enjoyment for the reader. In contrast, Year 6 average-attaining pupils construct arguments 'For and Against Parents Helping with Homework', using extended sentences satisfactorily, and show that they are beginning to acquire the skills needed to provide supporting evidence. Achievement, as the pupils pass through the school, is good because the school uses the literacy hour very

well to help pupils to progress in all areas of English, except spelling. The School Development Plan includes the improvement of spelling as a priority this year.

82. Written work in history and in information communications technology is used well to give pupils opportunities to improve their writing skills. Pupils with special educational needs, and those with English as an additional language, make good progress.
83. Pupils' attitude to learning is very good in both key stages. Their behaviour is very good, due to consistently very good management by the teaching and support staff. In a Year 4 lesson, pupils concentrate fully, behave well and work hard because they are well prepared for a challenging task. Pupils' respond very positively to the high expectations of teachers, paying careful attention during discussions and showing a great willingness to supply answers. In the majority of whole-class sessions the teachers' enthusiasm encourages pupils to participate fully. A minority of pupils loses concentration if the whole-class discussions are too long. Pupils work independently and persevere well from an early age in independent activities, because they are trained carefully to make decisions for themselves while the teacher is concentrating on one group. In 'focus groups', lower-attaining pupils think for themselves and apply themselves fully to the task through the sensitive prompting of teaching and support staff.
84. In three-quarters of the lessons observed in Key Stage 1, the quality of teaching was good. In Key Stage 2, the quality of teaching was good, overall, with one third very good or excellent. In no lesson in either key stage was teaching unsatisfactory. In both key stages teaching is better than expected, when standards are only average. This reflects the improvement in teaching this year, with staff changes. The organisation of the National Literacy Strategy works well, with the organisation of lessons providing a suitable balance of activities. Teachers plan well for the pupils in their attainment sets, providing extension work for higher-attaining pupils. In the focus groups teachers take care to ensure that the range of attainment is covered in their planning, which ensures that pupils have a good understanding of what they are required to do. The knowledge and understanding of teachers is good, giving them confidence in their approach to lessons. This enables them fully to challenge pupils to acquire the basic skills with confidence. Pupils respond positively and apply their full intellectual effort in order to complete tasks successfully. Teachers use resources well, especially the Big Books and the new white boards and individual boards for pupils, to motivate pupils' interest and encourage them to participate fully in the lesson. Many teachers are extremely enthusiastic in their use of the text, stimulating the pupils to enjoy the language and appreciate the illustrations. Teachers assess pupils' understanding through the good use of question and answer sessions. They are skilful at directing appropriate questions to pupils of differing attainment in order to boost their self-esteem, as well as to help them acquire new skills. There is good use made of evaluation comments on the planning sheets, ensuring that future lessons take into consideration aspects of the lesson that need to be changed to help particular pupils. Teachers do not, however, plan sufficiently for the teaching of basic spelling rules. The main weaknesses in teaching are the teaching of spelling and the inaccuracy of teacher assessment compared with end-of-key-stage National Curriculum test results. Both these weaknesses affect the standards pupils are able to reach, as expectations are not high enough.
85. The quality of teaching of pupils with English as an additional language is mainly good. The teacher working with pupils with English as an additional language is aware of the full range of their language needs and plans effectively and makes good use of interesting and stimulating resources for young learners. The EMAG assistant is deployed efficiently during Literacy and Numeracy hours to make the best use of time for targeted pupils. Teachers are aware of pupils' continuing needs and their responses are supported and extended sufficiently.
86. The management of the subject is good. The two new co-ordinators have commenced work on their action plans fully to familiarise themselves with standards, ways of working, resources and the many other facets of such a complex subject. Inconsistencies in medium-term planning have been observed and are to be addressed. Co-ordinators plan to purchase stimulating books to boost the stock of guided reading books. The school is very much aware of strengths and weaknesses in the curriculum through the well-organised assessment strategies and monitoring of teaching and learning. The School Development Plan is used well to prioritise and provide targets for improvement, including standards in spelling. Homework is used well to consolidate pupils' progress. Volunteer parents do valuable work to ensure the success of the 'Storyworld',



the Parent Partnership scheme, aimed at improving the pupils' standards in literacy skills.

## **MATHEMATICS**

87. Standards in mathematics have fallen slightly since the last inspection, when they were found to be 'at or above' the national average. Improvement since the last inspection has, therefore, been unsatisfactory. The school's 2000 National Curriculum test results, at the end of Key Stage 1, using the average points scored, were in line with the national average and in line with those of similar schools. The percentage of pupils reaching Level 2 or above was above the national average; but the percentage reaching Level 3 or above was well below average. Taken over the past four years, test results dropped dramatically until 1998. Since then there has been a steady improvement.
88. Pupils' attainment in Key Stage 1 is satisfactory. They understand place value and all can read numbers up to 20; some pupils can read higher numbers. They are able to count on and back in tens, and can recognise a sequence and continue it. They know about odd and even numbers and can describe them in terms of division by two. Pupils are aware that multiplication is repeated addition, and know the 2, 3 and 10 times tables. Higher attainers are able to find solutions to addition problems involving length and money. All pupils recognise simple fractions in physical forms; higher attainers are able to calculate the value of half a number. The names of common two-dimensional shapes are known. Pupils' achievement is good because routine assessment has identified low and high attainers, and their needs are met in focus groups. Mathematics is taught for fifty minutes every day, in accordance with National Numeracy Strategy requirements.
89. The school's 2000 National Curriculum test results, at the end of Key Stage 2, using the average points scored, were below the national average and below those of similar schools. They were below average for those reaching both Level 4 or above, and Level 5 or above. Taken over the past four years, performance fell until 1998, rose in 1999 but dropped again in 2000. The school did not achieve the targets it set for the end of Key Stage 2 this year and has set lower targets for next year. Internal tests recently undertaken indicate that standards have improved and are in line with the national average.
90. Pupils' attainment in Key Stage 2 is satisfactory. They add, subtract, multiply and divide large numbers. They know their multiplication tables and can perform mental tests based upon them. There is great emphasis laid upon mental processes and pupils are learning strategies to add large numbers without recourse to paper. They are also becoming accurate at estimating answers. In Year 6, pupils were able to discern sequences, represent them graphically, work out a formula and use it to predict the tenth term. The lower attainers were able to discern simple sequences and make predictions. Pupils' achievement is good because analysis of assessment has identified both high and low attainers and areas of weakness. Teaching groups and the curriculum are organised to reflect this. Mathematics is taught for at least sixty minutes every day in accordance with National Numeracy Strategy requirements.
91. In both Key Stage 1 and Key Stage 2, girls perform slightly better than boys. Focus groups ensure that very good provision is made for pupils with special educational needs, including high attainers, and for those with English as an additional language. Individual targets are set well to meet individual needs.
92. Pupils' attitudes to learning, in both Key Stage 1 and Key Stage 2, are good. This is because the setting of pupils, according to attainment, has lessened feelings of inadequacy among lower attainers and provided a challenge to higher achievers.
93. The quality of teaching in Key Stage 1 is satisfactory. Lessons are well planned and the teachers have a sound knowledge of the subject. Classroom management is good, but the pace and the expectations of the teachers are not always appropriate. Year groups are of mixed ability, with a small number of pupils being withdrawn as a focus group. However, tasks are not always set at levels appropriate for the different attainment of the pupils in class. The higher attainers are not being extended as far as they could be and the middle attainers do not have a high enough target to aim at. The needs of the lower attainers, however, are being met satisfactorily through the

focus group. The amount of time devoted to mental mathematics, followed by an exposition on the carpet, means that pupils are sitting on the floor for a long time. Consequently, there is not sufficient time to perform the main task of the lesson. The quality of teaching in Key Stage 2 is good, overall. Lessons are well planned, and teachers have a good knowledge of the subject. The school mathematics scheme shadows the National Numeracy Strategy and ensures continuity. Assessment in Key Stage 2 is used to inform both short-term and long-term planning.

94. A visit by the school was made by a multi-cultural mathematics group to explore mathematics in other cultures. Achievement in the subject is celebrated by applause at the end of an exposition by pupils and also in the good-work assembly.
95. The management of the subject is very good. The co-ordinator has been in post for many years and is well qualified in the subject. She is enthusiastic about mathematics and this has 'rubbed off' on other members of staff. Good record-keeping procedures are in place, based upon the Key Objectives of the Programmes of Study. Assessment takes place at the start of every new term and at the end of every half-term. This is analysed and modifications to the curriculum/teaching groups are made. Resources for mathematics are good, some being held in a central area, some with the phase co-ordinator and others in the classroom. There have been two mathematics sessions for parents, both of which were well attended. Monitoring of teaching takes place within each phase. Improvement could be made by monitoring more closely the teaching in Key Stage 1.

## SCIENCE

96. Pupils' attainment this year, at the end of Key Stage 1, based on teacher assessment and average point scores, is below the national average and similar schools. It is below the national average at both Level 2 and 3. Girls' attainment was higher than boys'. Pupils attainment at the end of Key Stage 2 is close to the national average and below similar schools. It is close to the national average at both Level 4 and 5. Girls are performing slightly better than boys. Over the last four years, results took a dip in 1998 but have steadily improved since then. Results in 2000 indicate a significant rise from 1999, reaching close to those reported at the last inspection.
97. The inspection findings are that attainment is in line with the national average at the end of Key Stage 1 and above the national average at the end of Key Stage 2. There is evidence that pupils, at the end of both key stages, are now performing better than they did in the latest national tests. Pupils' achievement is good because there is a greater emphasis on investigative science and pupils are being taught to follow lines of enquiry systematically through good teaching with carefully-focused questions. This is leading to a greater understanding of the scientific concepts. At the end of Key Stage 1, pupils can identify light sources following an investigation and understand the life cycles of some animals that lay eggs. At the end of Key Stage 2, pupils understand that the state of some liquids and solids changes when heated and that when the change was chemical the change was irreversible.
98. Pupils' attitudes in Key Stage 1 are good. They are trained well to work independently and systematically within a group. They are learning to collaborate effectively, sharing resources and ideas. Pupils' attitudes to learning in Key Stage 2 are also good. They clearly enjoy science and are excited by it, declaring lessons the best ever. They have a mature approach to their work and act responsibly. This is because good organisation and management in lessons ensures that all pupils clearly understand what is expected of them and, through careful differentiation, pupils at all levels are able to achieve success.
99. In Key Stage 1, the quality of teaching is good, which reflects an improvement in teaching this year. This is beginning to result in improving standards. Lessons are well planned, managed and organised. Careful questioning enables pupils to make good observations and to correct predictions. For example, to predict what will happen to the chocolate when making flap jack and deciding on a good light source, through investigating with a torch. The quality of teaching in Key Stage 2 is good, overall, being good or better in all lessons except one, when it was satisfactory. This again is beginning to have a positive impact on standards. A weakness in the past has been the inaccuracy of teacher assessment compared with end-of-key-stage National Curriculum test

results, which were considerably higher than the teachers' expectations. Lessons are now well planned, with the purposes of the lesson clearly identified for the pupils. Pupils are managed well and the organisation of resources is thorough. Teachers show at least a satisfactory knowledge of the subject. They use clear focussed questions to enable the pupils to reach correct decisions. Following clear questions the Year 5 'focus' group could identify a problem when recording their heartbeats following exercise. There is a strong emphasis on scientific vocabulary and teachers are skilful at reinforcing vocabulary throughout a lesson. For example, in Year 6, pupils could explain *solute* and *soluble* and the difference between a physical and a chemical change. This and the high expectations of pupils when articulating the results of their investigations provide firm links with literacy. Links with numeracy were not sufficiently identified. The improvement of science investigations has been identified as a priority area and significant progress can already be seen. Teachers carefully plan tasks well-matched to pupils' previous attainment and the focus groups for the lower attainers ensure that all pupils can make at least satisfactory progress. Pupils are increasingly able to work within a fair test, making correct predictions and giving sound reasons for outcomes. At the end of the key stage, pupils can identify variables to devise a fair test. For example, a higher-attaining group, when investigating the changing state of materials when heated, was able to devise a test to find out if the firmness of the solid affected the time it took to melt. Lessons are exciting, and children clearly gain a good degree of knowledge and understanding within a lesson. In all lessons there was an emphasis on reinforcement and building on what had previously been learned.

100. The management of the subject is very good. It is clearly a strength. The co-ordinator is new to the post and has a very good knowledge of science and a clear understanding of her role with regard to managing and developing the subject. Within a short time she has made very good progress in developing the subject across the school. By identifying clear priorities, for example, to develop investigative science and create focus groups for pupils with special educational needs, clear learning gains are being made. A good on-going policy is in place and a very good scheme of work has been developed to incorporate the Qualifications and Curriculum Authority's guidelines and Curriculum 2000. This is an improvement since the last inspection. This gives clear guidance to teachers, ensuring that progression and continuity are identified and concepts and skills are developed. Assessment procedures are built into planning at the end of each module. This is not fully implemented yet, but it is being piloted. However, firmer links need to be made to other curriculum subjects, particularly to information and communication technology, mathematics and design and technology to ensure that all appropriate opportunities for links between subjects are identified. Monitoring of the curriculum needs a tighter focus to ensure secure progression between Key Stage 1 and Key Stage 2. Resources have improved since the last inspection. Very good resources that cover the scheme of work have recently been bought. These are well matched to pupils' different ages and attainment and are gradually being implemented in topic boxes as required. Firm links have been made with the Local Education Authority and Brunel University that will extend the development of the subject throughout the school.

## **ART**

101. Pupils attainment, at the end of both key stages, is above the level expected of pupils at seven and eleven. This represents an improvement since the last inspection, when attainment was in line with national expectations.
102. In Key Stage 1, pupils in Year 1 make coil pots based on line drawings of a selection of pots. They suggest ideas, such as how to solve potential problems they might encounter; for instance, if the coil is too long, thick or thin. They respond positively to suggestions as to how to improve their work and they comment on the work of others. Evidence from display in a Year 2 class, shows that at the end of the key stage, pupils demonstrate a range of skills in, and knowledge of, colour-mixing, drawing and a variety of medium. They use different types of lines to create pictures in the manner of Kandinsky, using background music to suggest how the piece made them feel, translating these feelings through the use of different colours of paint. Pupils, including those with special educational needs and with English as an additional language, achieve well as they consolidate skills in observing pattern and shape and begin to employ appropriate techniques in order to communicate their ideas.

103. In Key Stage 2, pupils in Year 3 complete a portrait using pencil lines and shading. In discussion, they demonstrate good knowledge and understanding of tone and texture and use their knowledge of symmetry to complete a portrait. A few pupils do not seem to be able to follow guidance by the teacher, however, and focus too quickly on shading before they have achieved the general outline. Pupils achieve well as they learn a range of techniques and styles, often using the work of artists from a wide range of cultures to inspire them. The quality of teaching has a clear positive impact on the standards achieved.
104. Pupils' attitudes to learning in art are very positive in both key stages. Pupils listen attentively and observe intently, for instance in a Year 1 class, as the teacher demonstrates how to make a coil pot. They contribute to discussion, make suggestions as to how they could solve problems, and they show high levels of motivation. This clearly contributes to their good achievement. Evidence of completed work and sketch-books in Key Stage 2 show high levels of motivation and increasing independence.
105. The quality of teaching is good in both key stages. Teachers plan lessons well and clearly identify learning outcomes. They use exposition judiciously to focus pupils attention on key ideas and elements of the lesson. This was well-exemplified in a Year 1 lesson, where the teacher was careful to demonstrate the skills involved, the possible problems that pupils might encounter and how they might be solved. Effective interventions enabled all pupils to achieve well and experience success. The majority of teachers have a secure knowledge of the subject, which is reflected often in well-timed, helpful interventions and opportunities for pupils to evaluate their work. Teachers manage pupils effectively and often include opportunities for pupils to review and evaluate their work. They organise resources well and prepare them in advance, enabling them to focus pupils attention on key concepts and the development of specific skills and techniques during the lesson.
106. There is a good scheme of work, which is used effectively to inform teaching, with opportunities for assessment built into the planning. The co-ordinator is very dedicated and has a clear overall view of the development of the subject. There is a good range of resources, which are carefully audited. Procedures for assessment over time are underdeveloped and no monitoring of teaching and learning takes place, which would highlight strengths and weaknesses and raise standards even further.

## **DESIGN AND TECHNOLOGY**

107. Standards are in line with those expected nationally in both key stages. The previous inspection found attainment to be above national expectations. Timetabling constraints, due to the introduction of Literacy and Numeracy strategies, mean that less time has been available for design and technology. In Key Stage 1, pupils were observed designing a Christmas puppet. They chose the materials required, listed the tools required, wrote out a list of instructions and drew a design for the puppet. Attainment is satisfactory. Through a comic illustration by the teacher, pupils grasped the need to plan before executing a project. No lessons were observed in Key Stage 2. Artefacts and photographs on display indicate that satisfactory standards have been reached. Design and technology has been used in science, geography and history. A food technology project has been undertaken in conjunction with a nearby secondary school.
108. Pupils have a good positive attitude to learning and are well-behaved. They enjoy the subject and are eager to get on to the making stage.
109. The teaching observed in two Key Stage 1 lessons was satisfactory and good. Teachers plan well and have all the necessary resources at hand. They have a good understanding of the processes of design before technology and present the subject in an appealing manner. In order to develop pupils' independence further, improvements should be made to the organisation of the storage, trucks and health and safety rules on the use of tools should be developed and attached to the trucks.
110. There is a school policy for design and technology. The Qualification and Curriculum Authority guidelines are followed, ensuring that there is National Curriculum coverage. Opportunities for a

contribution to the spiritual, moral, social and cultural development of the pupil are present in the making of artefacts from different cultures, and in the pupils' ability to work in partnership. There is good management of the subject, with a co-ordinator in each key stage. The co-ordinator for Key Stage 1 is particularly enthusiastic.

## **GEOGRAPHY**

111. Pupils attainment, at the end of Key Stage 2 and Key Stage 1, is satisfactory. This is the same as at the last inspection. Pupils are able to identify specific features and places on maps both in the local area and in different parts of the world. They can identify features of rivers and can explain the process in the formation of a waterfall using the correct vocabulary. They understand extremes in weather and climates and the effect this can have on the environment. In Key Stage 1, pupils have basic mapping skills, using simple co ordinates, and can identify and draw pictorial symbols on maps. In the lessons seen in both key stages pupils' achievement was good because teaching was clear, imaginative and focused.
112. Pupils attitude to learning within the subject, in the lesson seen in Key Stage 2, was very good because the teaching was clear, focused and interactive, enabling pupil participation. Pupils' attitudes in Key Stage 1, in the lesson observed, were very good because of the imaginative way it was introduced: the pupils would become real pirates if they learned to read a map.
113. The quality of teaching in the two lessons observed was good in Key Stage 2 and very good in Key Stage 1. This good quality of teaching, with a change of staff, has not yet had time to make an impact on pupil's attainment. This was because lessons were lively and imaginative, engaging pupils' interests in both classes. Questions were rigorous and clear, appropriate geographical terms were introduced. Scrutiny of work shows that teachers have a clear expectation of pupils' achievements. Tasks are set that are well-matched to different needs, which enable pupils with special educational needs to participate fully. Pupils who have English as an additional language also have support from a learning support assistant. There is some evidence in pupils' books and in displays of the use of information and communication technology, but this is limited to simple graphs and charts.
114. The management of the subject is satisfactory. Two teachers who are new to the post, and cover both key stages, undertake it. Both have very good subject knowledge of geography and clear ideas to develop the subject appropriately throughout the school. A good policy is in place and the Qualifications and Curriculum Authority guidelines have been adopted. There are plans to develop its use further to match the school requirements. Monitoring of the subject is limited to reviewing teachers' plans. This needs developing, with more time given to the subject, to ensure regular progression both in geographical skills and in pupils' knowledge and understanding of the subject. A system should be developed to ensure that pupils work is assessed more regularly and more rigorously. This has been identified in the School Development Plan. Firmer links should to be made with information and communication technology to ensure that full use is made of it where appropriate. Each year, pupils participate in activities outside the classroom and Year 5 pupils attend a residential course. Whilst the school has a number of resources, such as maps, photographs and packs associated with visits, many need updating and adding to in line with Curriculum 2000 requirements. There are also some gaps in the information and communication technology resources for geography, or they are not used as well as they could be. This has a negative impact on learning; for example, in a lesson on rivers the teacher explained well, through graphs and charts, how a waterfall was formed, but the use of a well-chosen CD-ROM would have enhanced the lesson and given the pupils access to real-life examples. The need to update resources has been identified and there are plans to update them in the near future. Development of the subject is, therefore, being addressed and the plans in place should ensure progress.

## **HISTORY**

115. Pupils' attainment at the end of both key stages, in the work seen, is above what is expected of

pupils at seven and eleven. This is an improvement since the last inspection. However, the amount of work was limited and standards could be higher if it were taught in greater depth more regularly. At the end of Key Stage 1, pupils demonstrate knowledge and understanding of key events of the Great Fire of London. They write an information book on the topic for pupils in Year 1 and show a good grasp of presenting information, using a contents page and illustrations. They write as an eyewitness in the manner of Samuel Pepys and explain when specific events took place, why and how the fire spread, using books effectively to check information and to help them with their writing. In Key Stage 2, pupils in Year 4, studying the Tudors, demonstrate high levels of detailed knowledge and understanding of many aspects of the period and recall dates and facts. They explain some of the reasons for specific events, for instance, those related to Henry VIII. They identify and use a range of sources for finding information and consider critically evidence from Tudor inventories to glean information about domestic life in various households. Pupils achieve well against their prior attainment and the quality of teaching is directly correlated to the high standards in the subject. This is reflected in pupils' increasing use of historical evidence to record their findings and the use of research to develop their understanding.

116. Pupils' attitudes to learning in history are very good in both key stages. They are keen to answer questions and to find out information and demonstrate their knowledge and understanding. Pupils in Key Stage 2 are highly motivated, have good working habits, and respond well to the demands made on them by teachers.
117. The quality of teaching ranges from very good, in the two lessons observed in Key Stage 1, to excellent in one lesson in Key Stage 2. Teachers introduce lessons and build effectively on pupils' previous knowledge skills. They share the purpose of the lesson carefully and explain tasks clearly, making the way of working and expected outcomes explicit. They use effective methods in presenting information and provide a range of resources to develop pupils' independence. This was well-exemplified in both Year 2 classes, where the teachers used the board creatively to provide an outline of information pupils had to use to write an information book on the Great Fire of London. This was further reinforced by providing pupils with booklets organised effectively to enable them to write for Year 1 and use a range of books on the topic to check information.
118. Leadership of the subject is satisfactory, overall. However, priorities for development are not sufficiently focused on raising standards, with more regular time given to the subject, enabling the subject to be taught in greater depth. Assessment procedures are underdeveloped and no monitoring of teaching and learning currently takes place, which would highlight strengths and weaknesses.

## **INFORMATION TECHNOLOGY**

119. The school began to use a newly-resourced information and communication technology (ICT) suite, with fifteen networked computers in addition to the stand-alone computers in the classroom, the week before the inspection. As a result, pupils and class teachers have had to learn new accessing, storage and retrieval procedures. This has been done by using word processing. The specialist teacher is relatively new to his post as information technology co-ordinator, although he is an established teacher in the school. Attainment in information and communications technology is in line with and sometimes better than nationally expected targets. This is similar to the last inspection. In Key Stage 1, pupils are able to log on to the network and load the program. They can type in their names, and complete a simple questionnaire. They have experience of programming and controlling a floor robot, working well in groups of four. Computers are used in the classroom, for example, to reinforce subtraction skills during the numeracy lesson, to record historical events in an attractive manner in order to create a booklet to be read to a younger class, and to produce graphs of the weather. In Key Stage 2, pupils are able to compose text on the computer, edit it and print the result in an appealing manner. Some of this work has been used to create a school web site. There has been successful e-mail correspondence with schools in New Zealand and Canada. They also use the computer to perform timed tests in mathematics and spelling to improve performance in these areas. In science the data obtained from an experiment on heartbeats was recorded well in graph form. Pupils' achievement in the subject is improving because of the new ICT suite and concentrated

experience in the use of technology. Pupils in Key Stage 2 are becoming more independent and less reliant on help from the teacher, and are aware of the use of ICT in the world beyond.

120. Pupils' attitude to learning, in both Key Stage 1 and Key Stage 2, is good. They are keen to grasp the basics of using new technology.
121. The quality of teaching in the subject is good. The co-ordinator has a good knowledge of the subject, and is aware of its possibilities. He has had to manage the installation of the new suite, and cope with the inevitable teething problems associated with linked, oddly matched equipment. Class teachers use computers in many areas of the curriculum. They have been observed in use in religious education, science, mathematics, literacy and history lessons. There is software for science and geography and as an encyclopaedic research tool.
122. The management of ICT is good. The subject co-ordinator does not have class responsibility and so is able to have a dual role. Using the ICT suite, he teaches the whole class in the use of computers and at the same time teaches class teachers how to use ICT and demonstrates ways in which pupils can be supported and how problems with software can be sorted out. He also supports pupils working on computers in the classrooms. Records are kept of pupils' achievement and a scheme is being devised to give the maximum number of pupils a sound grounding in the use of ICT. The use of Art and Photo suite programmes has not yet been extended into Key Stage 2. This would help to raise standards. The potential of ICT has not been fully developed across the curriculum. A computer club and the involvement of parents would increase use of the ICT suite.

## MUSIC

123. Attainment in music is in line with what is expected of pupils nationally at age seven and age eleven. This is similar to the last inspection. Judgements for attainment by age seven are based on observations of one lesson and scrutiny of pupils' written and tape-recorded work, as only one lesson was scheduled for these pupils during the four days of inspection. By age seven, pupils are able to identify instruments by name and know the sound they make. They are familiar with the names and sounds of tuned and untuned percussion instruments and have experience of playing them. When listening to music, they are able to say which parts of it they like best and how the music makes them feel. By age eleven, pupils understand a range of musical terms, including *tempo*, *rhythm*, *timbre* and *texture* and they apply their knowledge to music, which they play, compose or listen to. They listen carefully to music, whether recorded or live, and are able to appraise it critically, recognising different styles, describing their characteristics and identifying instruments. They compose music for different purposes, for example, to accompany a story or to introduce a television programme; they perform it, discuss it and try to improve it. They write down their compositions using a range of pictures and symbols. Pupils sing songs from different countries and from different times, including two-part arrangements. They try hard, and many have good pitch and rhythm. All are confident. Examples of good use of information technology are seen – one pair of pupils in a Year 5 class used a computer programme successfully to compose and perform a musical sequence.
124. Teaching, in the youngest classes, as judged from pupils' written and recorded work, is at least satisfactory; teaching in lessons observed in the junior classes is never less than satisfactory, and was good in three lessons out of five. Teachers have good and sometimes very good subject knowledge. Lessons are well planned and prepared and teachers use their own ideas as well as following commercial schemes of work. Because of this, pupils achieve well and enjoy music. They extend the range of music they are prepared to listen to and enjoy. There is good evaluation during lessons, by teachers and by pupils, of their own and others' work and there is satisfactory assessment of written work. Pupils are asked to think about their compositions over the week and to develop new ideas, providing informal but appropriate homework.
125. In some lessons, which are satisfactory rather than good, teachers' management of minor behavioural problems slows down the lesson and leads to other pupils becoming fidgety. In lessons where the best practice is seen there is very good use of resources, leading to secure learning and understanding; for example, the work in a Year 6 class on tempo, rhythm and texture, using an electronic keyboard's rhythm patterns, voices and tempo controls. Pupils who

have special needs, and those learning English as an additional language, are well supported in music lessons and achieve well. For example, in a Year 4 lesson the teacher joined a group of pupils with poor literacy skills, as their 'scribe', to allow them to concentrate on composing text and sound effects.

126. The management of the subject is good and developing well. The subject is led by two new co-ordinators who work enthusiastically together. An audit of resources has been completed and the subject action plan addresses the school's needs well for the future development of the subject. Improvement since the last inspection is satisfactory. The school has maintained the level of pupils' motivation and enjoyment, is adapting commercial schemes of work imaginatively to the needs of pupils, and the quality of teaching is now good, overall. Music plays a part in the life of the school outside music lessons; pupils have the opportunity to sing in a choir and to take part in performances, as well as singing and hearing music in assemblies.

## **PHYSICAL EDUCATION**

127. Pupils' attainment at the end of both key stages is above that expected of pupils at seven and eleven. Overall, standards have been maintained since the last inspection.
128. At the end of Key Stage 1, in gymnastics, pupils know which small parts of the body they can use to hold a balanced position. They explore balancing on different small and big body parts and compare different ways of taking their own weight, showing good co-ordination and control as they do so. They understand why they need to warm-up, and the effect of exercise on the heart. At the end of Key Stage 2, pupils develop and apply defending and marking skills when playing games. They practice taking defending and attacking positions, develop tactics of avoidance and show good control and accuracy in passing and receiving the ball. Pupils' achievement is good because teachers have good subject knowledge, plan the lessons carefully to focus on skills, and provide pupils with opportunities to evaluate their performance.
129. Pupils' attitudes to learning in physical education are very good in both key stages. Pupils are well-motivated, keen to participate in lessons and understand the importance of listening and following instructions, especially those related to safety. They work well, individually and with a partner. They always have an appropriate kit, change quickly, and willingly help in carrying equipment at the end of sessions.
130. The quality of teaching is good in both key stages. In most lessons, teachers identify clear objectives and use them to evaluate pupils' achievement. They brief pupils about the skills to be practised and use effective demonstrations and interventions to enable pupils to improve their performance. They use time effectively where pupils are divided into groups to practise activities. They create opportunities to enable pupils to evaluate their performance. For instance, when executing synchronised and cannon movements, pupils observe the performance of others and are asked to describe how well movements are carried out and how they can be improved. Teachers have good subject knowledge, make appropriate demands on pupils, and intervene effectively to enable them to refine and improve skills.
131. A wide range of extra-curricular sporting activities enhances the physical education curriculum. The number of girls and boys involved in these is good. Pupils take part in a number of athletics competitions and matches in football, netball and rounders with a network of neighbouring schools. The co-ordinators are enthusiastic and have used staff development opportunities effectively to raise staff expertise and influence standards. There are no assessment procedures, currently, however, and no monitoring of teaching and learning takes place, which would highlight strengths and weaknesses and raise standards further.

## **RELIGIOUS EDUCATION**

132. Pupils' attainment, at the end of Key Stage 1 in oral work in lessons, is above that expected by the Agreed Syllabus. As there was no written work, other than one class book, judgements over time cannot be given. In Year 1, pupils learn the importance of saying 'Thank you', relating this both to their own lives and to stories of miracles in the Bible. In Year 2, pupils discuss the



importance of keeping a promise and relate it to a promise they make in class one week to help with something specific at home, reporting back on whether they managed to keep the promise the following week. This they relate to parables in the Bible, such as the Good Samaritan. Good discussions take place in class and pupils' promises in one class are recorded in a class book, to which they can refer. The standard of drawing and writing of ethnic minority pupils is sometimes outstanding.

133. Pupils' attainment throughout, and at the end of, Key Stage 2, is above average, overall, and often well above that expected by the agreed syllabus in lessons. However, the limited time given to the subject does not allow pupils to follow up class discussions with any depth of written work to which they could refer. Recorded work is of good quality, however, in Year 4. There is little in other years. In Year 3, pupils learn about the baptism of Jesus and, over a series of lessons, write this up and act it out following the format of a newsreel. Such cross-curricular opportunities should be developed further, in order to give more time to the subject. In Year 3, pupils have a good understanding of the symbolism behind baptism, stating that, 'Your sins are washed away' and, 'You become part of Jesus'. In Year 4, pupils find it more difficult to list what is and what is not 'work', when considering what Orthodox Jews may or may not do on the Sabbath. They think hard about the reasons for such a rule: the importance of time with one's family, the need to have time for rest, and that it is linked with the Jewish story of creation. In Year 5, pupils often gain an excellent understanding of Hindu practice and belief through being taught about the contents of the Pujah tray. By Year 6, pupils have developed very good skills in debating and are able to put forward their own views clearly about such subjects as euthanasia and the moral dilemmas relating to Siamese twins. They consider both topics within the overall theme of 'caring', and tussle with the moral issues involved in making decisions that affect more than one person. They are beginning to be able to put forward arguments from different people's viewpoints.
134. The quality of pupils' learning In Key Stage 1 is good because of good teaching and the pupils' very good attitudes and behaviour. Pupils are very attentive, involved, and keen to answer questions. Pupils are enthralled at the idea of making 'Thank-you' cards when they have a lesson on the importance of saying, 'Thank you,' to people who love and help us. Although most pupils put their hands up before answering a question, some pupils in Year 1 have to be reminded not to call out. The quality of learning in Year 2 is almost always very good. Excellent teaching encourages pupils to consider how other people feel, whether in real life or in the stories they hear. Pupils have a clear understanding that 'what one does is more important than what one says', through listening to a story, similar to the Biblical story of the two sons who were asked to help. Very good learning also takes place because of open, supportive relationships. Pupils reflect on what is taught and make profound comments, such as, 'Jesus shouldn't have gone to Jerusalem', when they consider where the story might have taken place.
135. The quality of learning in Key Stage 2 is very good in over half the lessons. This is because of the teachers' very good subject knowledge and pupils' thoughtful and reflective attitudes to the subject. For example, they give serious thought to the need to have a 'special day' each week when learning about the Jewish Sabbath, and the place of symbolism in religion when learning about Hindu rituals. Their attitudes and behaviour were good in one lesson and very good or excellent in all other lessons in Key Stage 2. There is a very positive learning environment in all lessons, with pupils taking in everything they are taught. They are thirsty for knowledge and are quick to respond to questioning. The quality of learning and their attitudes, by the end of the key stage, are very good. In Year 6, pupils listen to one another well, are not afraid to put forward different points of view and use their own experience of life or what they have seen on television to support their arguments well.
136. The quality of teaching in Key Stage 1 ranged from satisfactory to very good and in two lessons was excellent. It is good, overall. In Year 1, where teaching is good, there is excellent class management and very good support for all pupils, including those with English as an additional language and those with special educational needs. Drama is sometimes used well to promote pupils' interest and understanding of the subject. At the start of a lesson, teachers remind pupils of what they have already learned and pupils share their knowledge, such as that, 'followers of Jesus are called Christians' and 'Jesus healed people'. In one lesson, however, there was insufficient teaching about the Biblical references. Little was taught about Jesus, with references only touched upon. Where teaching is only satisfactory there was too little involvement of pupils in questions and answers. Teaching in half the Year 2 classes was excellent. Teachers use

texts well, enlarging on the stories and explaining the vocabulary. Lessons are well-balanced and teachers have an excellent understanding of how to apply the messages of Biblical stories to our own lives. They share their own understanding about how difficult it is sometimes to keep a promise, because one forgets. This honest sharing of a problem enables a pupil to comment that she 'felt awful' for forgetting to play with a friend at playtime with whom she had promised to play. Where pupils have forgotten key facts, such as what a parable is, repetition of the fact after the teacher would help some of them remember it in future.

137. The quality of teaching in Key Stage 2, in half the lessons seen, was very good or excellent. Good references are made to what has been taught in assemblies and pupils refer thoughtfully to what they have learned in other lessons, such as personal and social education. Teachers provide activities that match pupils' attainment well. Where teaching is very good, or excellent, teachers have a clear understanding of the subject and the beliefs of the different religions. For example, the beliefs and practice of Hindus and Pujah was exceptionally well taught in two lessons, because of the teachers' own knowledge and understanding. The lessons supported Hindu pupils in the class well. The provision of extension work for the higher attainers gives them an opportunity to think at a deeper level. For example, the meaning of 'image' in Hinduism. Support for the less confident pupil, however, is occasionally insufficient, as not enough time and encouragement is given for them to put forward their views. Very occasionally, the time spent on the carpet is inappropriate for older pupils; however, good use is made of an additional space for religious education in a room which is more suited to open discussion than a classroom. Pupils sit in a circle, which enables all of them to take turns in putting forward their views. Teachers promote very sensitive discussions and the combination of class and group work promotes pupils' full involvement successfully in discussions, allowing more pupils to put forward views and opinions. Occasionally, teachers could give a stronger lead in providing the opposite view from pupils, particularly when their view is not based on any religious foundation, so that pupils have access to the widest range of views possible and are able to make well-informed decisions. Where a religious point of view is covered at the start of a lesson it should be reflected upon at the end, after further discussion has taken place. This is difficult to do when lessons are short.
138. The two co-ordinators have recently taken on the management of the subject and are keen to develop it. They are both specialists and have very good subject knowledge. The school has a scheme of work, which matches the revised agreed syllabus but needs to be developed to include assessment and a greater involvement of visitors from different religions and visits to places of worship. One of the strengths of the subject is in the good religious artefacts, which teachers use very well to illustrate their teaching. The subject is well resourced. The teaching of this subject is a strength of the school, but more time needs to be given it, so that pupils have a record of what they have learned and can review what they have learned adequately at the end of the lesson. Standards are similar to the last inspection and teaching has improved.