

# INSPECTION REPORT

## LITTLE EALING PRIMARY SCHOOL

Ealing

LEA area: Ealing

Unique reference number: 101904

Headteacher: Peter Kellie

Reporting inspector: Martin Beale  
19385

Date of inspection: 5<sup>th</sup> - 8<sup>th</sup> March 2001

Inspection number: 190650

Full 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 to 11
Gender of pupils:	Mixed
School address:	Weymouth Avenue Ealing London
Postcode:	W5 4EA
Telephone number:	020 8567 2135
Fax number:	020 8840 0246
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr John Goddard
Date of previous inspection:	2 <sup>nd</sup> December 1996

## INFORMATION ABOUT THE INSPECTION TEAM

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19385	Martin Beale	Registered inspector	Mathematics; physical education	School's results and pupils' achievements; management
9275	Candy Kalms	Lay inspector		Pupils' attitudes, values and personal development; the school's care for its pupils; partnership with parents
4126	Clive Parsons	Team inspector	Science; design and technology; information and communication technology	Teaching
22147	Anne Holland	Team inspector	Geography; history; religious education; under-fives	
23805	Margaret Lygoe	Team inspector	English; art and design; music; equal opportunities	Curriculum
5986	Terri Boohan	Team inspector	Special educational needs; English as an additional language	

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

### **INFORMATION ABOUT THE SCHOOL**

Little Ealing Primary School is a large primary school for pupils from 4 to 11 years of age. There are 445 full-time pupils and a further 65 attend part-time in the attached Nursery. Pupil numbers are increasing and are higher than at the time of the last inspection. Half of the pupils are from minority ethnic backgrounds, including a very small number of refugees. A high proportion has English as an additional language, although only a very small number are at an early stage of learning English. The proportion of pupils identified as having special educational needs, including those with statements, is broadly average as is the number eligible for free school meals. Attainment on entry covers a wide range but is above average overall.

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

The school is serving its diverse community well. It is well led and managed by the headteacher, effectively supported by staff and governors. It is an effective school, providing a good education where the emphasis placed on literacy is producing dividends. Good teaching, particularly at Key Stage 2 and in the Nursery, is enabling the pupils to make good progress and achieve above average standards in English, mathematics and science. The school provides good value for money.

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

- The standards of current work as seen during the inspection are above average in English, mathematics and science.
- The high proportion of good teaching enables the pupils to make good progress in the Nursery and at Key Stage 2.
- The strong leadership and management of the headteacher, senior staff and governors has focused successfully on raising standards.
- Support for the development of literacy is helping to promote good standards.
- The good provision for pupils with special educational needs is enabling many to make good progress.

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

- Boys are achieving lower standards than girls at the age of 11, in part as a consequence of the poor attitudes and behaviour of some.
- Monitoring of attendance has not enabled improvements made since the last inspection to be sustained this year.
- Insufficient time is devoted to physical education, which, coupled with some unsatisfactory teaching, is leading to below average standards.
- Teaching time is below that recommended and the time available is not used efficiently for some subjects.

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

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

The school has made satisfactory progress since the last inspection in 1996. Test results are higher at both key stages, particularly so at Key Stage 1. The key issues for improvement have been dealt with effectively. Planning for the school's development has improved. Better use is made of assessment data to support curriculum and lesson planning, and as a result more able pupils are extended and challenged by their work. Standards have improved in information and communication technology and will benefit further as pupils use the recently opened computer room more.

## STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	A	C	B	B
mathematics	A	A	C	C
science	A*	A	C	C

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

Standard Assessment Test (SAT) results for seven-year-olds have improved considerably since the last inspection. Improvements in writing have been slower because higher-attaining pupils have not achieved as well as in reading or mathematics. In 2000, results were close to the national and similar schools' averages in writing, above average in reading and well above average in mathematics. All pupils were assessed to have achieved the expected Level 2 in science but none reached the higher Level 3. SAT results for eleven-year-olds have also improved since the last inspection but there has been a decline in results since 1998 in mathematics and science (when science results were in the top 5% nationally) as less able groups of pupils have reached Year 6. Results in 2000 for English were above both the national average and the average of similar schools, while mathematics and science results were average on both counts. The main reason for the difference was that higher-attaining pupils achieved better results in English. The school's targets were achieved and further challenging targets set for 2001. Girls have consistently achieved better results than boys, a difference that needs to be tackled by the school.

Children under five make good progress in the Nursery and satisfactory progress in Reception so that they all, with few exceptions, are on target to achieve expected standards by the time they enter Year 1. The standard of work seen in core subjects at both key stages was above expectations, being particularly good in Years 3, 4 and 5. Pupils are achieving well. They are making good progress at Key Stage 2 and satisfactory progress at Key Stage 1. Pupils speak clearly using a broad vocabulary, but listening skills are weaker. Number skills are good and the pupils apply these skills well to investigations and solving problems. Standards in history, religious education and geography (at Key Stage 2) are above expectations but standards in information and communication technology (ICT) and physical education are below expectations. Pupils with special educational needs and those with English as an additional language make good progress throughout the school.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Many pupils have positive attitudes to their work, but a significant minority do not always respond well to their teachers and this disrupts their learning and the learning of others.
Behaviour, in and out of classrooms	Most pupils understand the school's expectations of their behaviour and behave well in lessons and around the school; however, a small number of pupils do not behave satisfactorily in some lessons.
Personal development and relationships	Pupils relate well towards each other and there are harmonious relationships between pupils from different backgrounds. Pupils' personal

	development is satisfactory, and most respond well to responsibilities they are given.
Attendance	After an improvement in attendance, there has been a decline this year, and systems to promote good attendance are not being applied sufficiently regularly and with rigour.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Satisfactory	Good

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

Teaching is satisfactory or better in 95% of lessons, good in 45% and very good in just over 11%. More of the better teaching occurs at Key Stage 2 and in the Nursery. This is the main reason why the pupils make good progress. The teaching of English and mathematics is good, but the teaching of physical education is unsatisfactory, resulting in the pupils not developing skills sufficiently. Literacy and numeracy are both taught well, with good support for the development of language skills in subjects such as history, geography and religious education and for the development of number skills in science. Lessons are generally well planned with a clear focus on what the pupils are to learn. Questions are used well to develop understanding and teachers often refer to the previous lesson so that new ideas can be developed steadily. Most pupils respond well, working hard and with the minimum of supervision, although in some classes, when the teacher's control of the pupils is less effective, some lose concentration and become distracted. The needs of pupils with special educational needs and those with English as an additional language are being met well in lessons through the good use of support staff and activities that develop learning in small steps. The needs of higher-attaining pupils are generally met well in part by teaching in ability groups for English and mathematics throughout Key Stage 2, although the school has not established procedures for identifying and supporting pupils who are talented in particular areas.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	A broad curriculum is provided, but insufficient teaching time, particularly at Key Stage 2, and some inefficient use of the time available limit balance, with the provision for physical education being unsatisfactory.
Provision for pupils with special educational needs	Well-written individual education plans are used effectively to enable pupils to have full access to the curriculum through good support both in lessons and, where appropriate, in small withdrawal groups.
Provision for pupils with English as an additional language	Good provision is made for pupils with English as an additional language, enabling them to develop and increase their vocabulary and to have good access to a full curriculum.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school makes good provision for the pupils' personal development, particularly for their moral and social development. Spiritual and cultural provision are satisfactory, although more could be done to strengthen the pupils' awareness of their place in a multi-cultural society.
How well the school cares for its pupils	The school provides a caring, supportive environment for its pupils, with satisfactory arrangements to ensure their health and safety.



A strong partnership has been established with parents, many of whom directly support the school. All statutory requirements for teaching the National Curriculum are met. Good support is provided for the development of literacy through several subjects. Some sessions such as those for art and music are too long, while those for physical education are too short.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is well led and managed by the headteacher, ably supported by the deputy head. Other senior staff, who in many cases are comparatively inexperienced, fulfil their roles well.
How well the governors fulfil their responsibilities	Governors fulfil their role well. They take an active part in planning for the school's development and have a good understanding of its strengths and weaknesses.
The school's evaluation of its performance	The monitoring of teaching has helped to raise standards, but insufficient analysis is undertaken of assessment data to monitor the school's performance and to identify groups of pupils who may be underachieving.
The strategic use of resources	Funding has been used well to provide good levels of both teaching and non-teaching staff, and to fulfil the school's priorities for development.

Accommodation is good but in need of redecoration both internally and externally. Learning resources are satisfactory overall, although the impact on pupils' research skills of having no central school library needs to be monitored. The school seeks to get the best value whenever buying goods and services. The school benefits considerably from funding provided by the very active parent/teacher association.

## 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>Teaching is good and staff have high expectations of the pupils.</li> <li>Their children like school and are making good progress.</li> <li>The school is well led and managed.</li> <li>They can approach staff with any problems regarding their children.</li> <li>Behaviour is good and the school helps their children to grow up and take responsibility.</li> </ul>	<ul style="list-style-type: none"> <li>Almost 40% of parents who returned the questionnaire are unhappy about the number and range of extra-curricular activities.</li> </ul>

The inspection team supports most of the positive views expressed by parents but judges that not all pupils behave in a mature and responsible manner. Inspection evidence supports the parents' concerns about the number of extra-curricular activities, which are comparatively low for a school of this size.

## **PART B: COMMENTARY**

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

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

1. National Curriculum test results for seven and eleven-year-olds have improved since the previous inspection.
2. Test results in reading, writing and mathematics at the end of Key Stage 1 have improved considerably in the last few years, particularly so in mathematics. Results in mathematics at the end of Key Stage 1 in 2000 were well above the national average and the average of similar schools. Reading results were above both the national and similar schools' averages, while those in writing were close to both. Improvements in writing have been slower largely because higher-attaining pupils have not achieved as well as in reading and particularly so when compared to mathematics. The measures introduced by the school to improve the pupils' writing are bearing fruit in the work now seen. Virtually all of the pupils achieved the expected Level 2 in mathematics and over a third achieved the higher Level 3. All of the pupils were assessed by their teachers to have achieved the expected Level 2 in science in 2000, but none reached the higher Level 3.
3. Results at Key Stage 2 improved initially following the last inspection, but have declined since 1998 in mathematics and science. Although results also declined in English in 1999, they improved again in 2000. Much of the decline is attributable to differences in ability between year groups as those with lower Key Stage 1 results have reached Year 6. In spite of this decline the results in 2000 represented at least satisfactory progress for most pupils from their corresponding Key Stage 1 results two years earlier. Results at the end of Key Stage 2 in 2000 in English were above both the national average and the average of results in similar schools. Results in mathematics and science were close to both the national and similar schools' averages. The main reason for the difference in these results was that higher-attaining pupils achieved better results in English than in mathematics and science.
4. There have been some variations in results between boys and girls at both key stages. Girls have generally achieved better reading and writing results at Key Stage 1, although to a smaller extent than nationally, while boys have achieved better results in mathematics. With the exception of science in 2000, girls have achieved better results than boys at Key Stage 2 for some time, a matter that needs attention from the school.
5. Children under five make good progress in the Nursery and satisfactory progress in Reception. All children, with few exceptions, are on target to achieve the standards expected for their age in all areas of their learning by the time that they enter Year 1. They speak well and develop good reading and writing skills, although for some listening is weaker. Their personal and social development is good, but some do not readily take turns or share equipment. The children develop good number skills and many can identify two-dimensional shapes such as circles and triangles. They can express their ideas through drawing and model-making and join in songs enthusiastically. Most use computers confidently.
6. Standards in English are above average at both key stages. Speaking is promoted through the skilful questioning used by teachers and the patient manner in which they draw answers from the pupils. Most pupils speak confidently, and by Year 6 many are able to develop their ideas thoughtfully. Listening is less well-developed as some pupils do not wait their turn to speak, which can slow the pace of learning in some classes. Pupils gain a good understanding of letter sounds at Key Stage 1, which they use to tackle unfamiliar words. Many pupils read confidently, accurately and with good expression. Research skills are generally good, but their development needs monitoring now that there is no central school library. The recent focus on improving writing is paying dividends. Many pupils write imaginative and well-organised stories. Handwriting and the presentation of work are a strength. Spelling and punctuation become increasingly accurate at Key Stage 2. Much support is provided for the development of literacy through subjects other than

English. For example, pupils have opportunities to write at length in history and religious education.

7. Attainment in mathematics is above average at both key stages. The pupils' number skills and their ability to apply these to investigations and the solution of problems are good. Their mental recall of number facts develops well through activities at the start of mathematics lessons, and written methods of calculation are good. Younger pupils learn to use whole numbers, while by the end of Key Stage 2 most can calculate using fractions, decimals and percentages. A particular feature of lessons is that teachers develop the pupils' mathematical understanding well by setting tasks that require them to apply their skills. This is very effective. Pupils also handle and interpret data well, an improvement since the last inspection. They have a good understanding of the properties of shapes and of the system of metric measure. Pupils are also expected to apply their number skills in other subjects such as science, and graph-drawing skills are also promoted through geography.
8. Standards of work seen in science are above average at both key stages and attainment is improving throughout the school. Pupils make good progress in their development of scientific skills and understanding because these aspects are both well taught. The skills of scientific enquiry develop and build on well at Key Stage 2 from the foundations laid in Years 1 and 2. By Year 6 many pupils make predictions when investigating and experimenting, while higher-attaining pupils base these clearly on their scientific knowledge and understanding.
9. A new computer room has recently been refurbished and resourced with a network of new computers. The pupils are making at least satisfactory and often good progress now that they are taught information and communication technology (ICT) skills regularly. There are also opportunities for the pupils to develop these skills and to apply them to support learning in other subjects, although these need to be planned more consistently in subjects such as mathematics. In spite of this, standards are below expected levels at the end of both key stages, as the impact of the new computer room has not yet had sufficient time to influence standards significantly; however, this represents a considerable improvement at Key Stage 2 from the last inspection.
10. The pupils' work in history and religious education is above expectations and they make good progress at both key stages, this being an improvement since the last inspection. Satisfactory progress is made in geography at Key Stage 1 and standards are close to expectations, but progress is good at Key Stage 2 and above expected standards are achieved. Pupils make satisfactory progress in art and design, design and technology and music, and attainment is in line with expectations at both key stages. This represents a decline in art at both key stages and in music at Key Stage 2 since the last inspection. There has also been a decline in standards in physical education since the last inspection. Insufficient time is devoted to the subject and teaching is unsatisfactory, resulting in only limited skill development, even though some pupils are talented in particular sports.
11. Pupils with special educational needs make good progress towards the targets identified for them in their individual education plans (IEPs). This is as a result of good support, and activities planned by teachers that tackle the pupils' individual needs. They also make good progress in general in most subjects, and particularly in the basic skills of literacy and numeracy. Good support also enables the pupils with English as an additional language to make good progress in lessons. Most of these pupils are fluent speakers of English on arrival and some achieve above the national expectations at the end of both key stages. The very small number of pupils at an early stage of learning English make good progress in acquiring spoken English. Teachers modify activities, emphasise key vocabulary and encourage those at an early stage of English language acquisition to provide answers to questions verbally. This increases their confidence and develops their understanding of English quickly.

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

12. Overall, the attitudes and behaviour of the majority of pupils in the school are satisfactory. Many

pupils come to school with good attitudes to learning, although a significant number at both key stages, particularly boys, have both unsatisfactory attitudes and behaviour. This is having a negative impact on the quality of learning of the pupils themselves and of others in these classes. Relationships between pupils, and between pupils and their teachers are satisfactory as is their personal development.

13. Pupils in the Nursery and Reception classes establish good working habits and quickly settle into school routines. In most lessons throughout the school, pupils are keen to learn, well motivated and involved in their lessons. Many are eager to answer questions. They take part willingly in discussions and confidently contribute their ideas, as seen in a Year 4 English lesson when pupils eagerly suggested a number of interesting similes. In contrast, a significant minority of pupils in Years 1, 2 and 6 fail to observe the usual classroom expectations and are less attentive. They can be restless, easily distracted and ignore instructions. The unsatisfactory attitudes of these pupils make it difficult for teachers to teach and slow the pace of some lessons, as the teacher has to remind pupils frequently to pay attention.
14. The great majority of pupils with special educational needs are keen and eager in school, behave well and are interested in their lessons. They are both respectful, and, in turn, given respect by staff and other pupils. The school makes every effort to ensure that pupils with special educational needs develop high self-esteem and confidence: as a result many try hard with their work and make good progress. Pupils with English as an additional language are fully integrated into the life of the school. They are well settled into school activities and have positive attitudes to school life and their learning.
15. Most pupils are clear about the standards of behaviour expected and behave well in lessons and around the school; however, a small number of pupils in both key stages do not behave appropriately in lessons. Most teachers cope well with these pupils, but the flow of lessons is disrupted at times, affecting the learning of others. Groups play well together on the playground. Around the school pupils are friendly and polite to each other. Last year there were six fixed-period exclusions, a similar figure to the last inspection. There were no permanent exclusions last year. The school only uses exclusion when it is essential and works hard, involving parents wherever possible, to prevent it from occurring. Bullying in the school is rare but when it does occur pupils agree that the school deals with the incidents well.
16. Pupils relate well to each other. There are harmonious relationships between pupils from different ethnic, cultural and religious backgrounds. Most pupils settle to work quickly and work well independently, in pairs and small groups. They co-operate and collaborate well, sharing equipment and resources sensibly when working together. For example, pupils in all year groups work well in pairs taking turns to use the computers. Pupils generally respect the feelings, values and beliefs of others. This was illustrated in religious education where pupils in Year 5 showed respect when one of their peers discussed the way Jewish people celebrate Shabbat. Most pupils are courteous and polite but examples of pupils having disregard for staff and visitors do occur.
17. Most pupils are aware of the impact that their actions can have on others but a minority do not appreciate that their disruptive behaviour impacts on the right of others to learn. From an early age pupils conscientiously carry out the responsibilities allocated to them as monitors in the classroom, such as returning registers or handing out resources in lessons. Older pupils are encouraged to look after younger ones at lunchtime and they help to arrange the hall for assemblies. Pupil representatives on the school council show a good understanding of the problems and issues involved in improving the school's facilities.
18. Attendance in the school is satisfactory. Although there have been improvements since the last inspection, there has been a decline for the current year. There are several reasons for absences. Whilst many are due to illness and family circumstances, a considerable number are due to parents taking their children on holiday during term time. Patterns of attendance are not consistent, varying between year groups and classes in the same year group. Year 1 classes have the highest levels of absence, with attendance in one class below 90 per cent for the current year. A small number of pupils arrive late in the mornings, including some who are frequently late.

## HOW WELL ARE PUPILS TAUGHT?

19. Teaching is good overall and is the main reason why the overall progress made by the pupils is good. Teaching is satisfactory or better in 95% of lessons, good in 45% and very good in a further 11%. This is an improvement since the previous inspection. More of the better teaching was observed at Key Stage 2, where nearly one-fifth of the lessons were very good. Teaching in two-thirds of the lessons with children under five was good. The teaching of English, mathematics and science is good, and both the literacy and numeracy strategies are being implemented well, with some effective support for the development of language and number skills in subjects such as science, history and geography. Teachers are now more confident in the teaching of ICT than at the time of the previous inspection, although the forthcoming training programme should do much to raise their confidence and competence still further.
20. Lessons are well planned, with a clear focus on what it is intended the pupils should learn, so that teaching is well focused. In a Year 5 numeracy session the learning objectives were shared with the pupils, so that they understood the context of their work. The teacher had high expectations of both the standards of work and the behaviour of the pupils, and established a good working atmosphere in the classroom. Good use was made of extension activities and support materials to ensure that work was closely matched to the identified needs of the pupils and an appropriate challenge provided for them. Occasionally, in some lessons, more demanding extension activities could be provided to ensure that higher-attaining pupils are fully challenged. Teachers encourage the pupils to take responsibility and to work independently. The pupils mostly respond well, working with minimum supervision and enabling the teacher to spend time with individuals, checking and developing their ideas. Sometimes the teacher needs to intervene and draw the class together more quickly when a significant number of pupils run into difficulties with their work.
21. The pupils are well managed, with good behaviour and attitudes recognised, encouraged and rewarded. In a Year 2 science lesson, the behaviour management plans for specific pupils were implemented well and minor disruptions and loss of focus eliminated quickly so that learning continued at a good pace. In other lessons, however, more effective interventions are sometimes required to stop minor disturbances slowing the pace of learning. Teaching is often energetic and lively. In a Year 3 literacy session it drew the pupils into the lesson, developed their motivation and encouraged them to participate; they enjoyed the activity, had fun and developed their understanding and skills. Questions are used effectively to determine and develop the pupils' ideas. They are often linked to previous lessons and require the pupils to review their understanding and apply it in a new context. Consequently there is good coherence to learning, and ideas develop steadily and progressively.
22. Teaching for pupils with special educational needs is good. Teaching is based on a very detailed assessment and thorough planning to meet individual needs, good targeting of support for pupils and very effective use of specialist staff. The use of individual targets for pupils, small steps to help them progress and the good use of encouragement and praise all help to motivate pupils and ensure that their needs are well met. Teaching of pupils with English as an additional language is also good overall. Good teaching strategies are used throughout the school to help pupils to develop and increase their spoken and written vocabulary, and their knowledge and understanding. Many of these good features were seen in a Year 4 literacy lesson. The support for individual pupils from the teacher and learning support assistant was well targeted. The teacher ensured that the pupils participated fully in the lesson, by varying activities and providing additional support when the pupils were working in groups. Good use is also made of artefacts and other visual materials to enable the pupils to get a good picture of what is being discussed. Teachers plan well together, so that there is much consistency in the experiences of pupils in the same year group, but different classes.
23. Homework is used effectively to support and extend the pupils' learning. The school's concentration on the development of early reading skills is successfully promoted from Reception where the pupils take books home to read with their family. The amount and variety of homework

increases as the pupils get older and provides a good extension to the activities taking place in the classroom. There is some good marking which is positive and congratulatory, while also indicating what each pupil should do next so that they are clear on how to improve their work.

24. In the 5% of unsatisfactory lessons there were shortcomings in the organisation and management of some activities. Sometimes the teacher's control of the pupils was not effective, resulting in a loss of concentration and focus by a significant minority of pupils. This slowed their own progress and that of others in the class, producing unsatisfactory learning. Some teachers lack sufficient knowledge and understanding of the requirements for physical education to enable them to teach the subject effectively, so that the pupils make insufficient progress in developing their skills. Occasionally there is insufficient challenge for higher-attaining pupils and support for lower-attaining pupils so that learning is not as secure as it should be.

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

25. The quality and range of the learning opportunities provided for the pupils are satisfactory, with some good features and some aspects which need to be improved. Statutory requirements are met. The school has successfully tackled shortcomings in planning identified in the previous report, and the curriculum now builds progressively through the school. There are schemes of work to guide teachers' planning in most subjects, except in music where one is in the process of being developed. Good use is made of national guidance to support planning. Recently, progress has been made in the provision for ICT, which was a weakness at the time of the previous inspection. Pupils now have lessons in the new computer suite and this is enabling them to begin to make good progress in developing their basic skills.
26. The organisation of the teaching day means that the teaching time is well below that recommended for Key Stage 2 pupils. The structure of the day, particularly with the afternoon break, creates a framework which has some associated problems. Time during the morning is not used as well as it could be, with seventy minutes allocated for literacy and numeracy periods, for example. The provision for physical education is unsatisfactory. Lessons are usually too short, with two classes sometimes sharing a one-hour period. There is not enough time for the proper development of skills, and attainment is below national expectations. Specialist teachers teach art and music. Although this has advantages, not least the provision of non-contact time for teachers, there are some shortcomings. Lessons last for too long. Many pupils find it difficult to concentrate for the full one-hour music periods and the full morning or afternoon sessions of art at Key Stage 2.
27. The school's strategy for teaching literacy is very good. Reading and writing are used very well in all relevant subjects, and pupils use reference books confidently. There are many good opportunities for pupils to develop their speaking skills. Written work is neat and well presented, and pupils are able to refer back to previous work with pride. The recent emphasis on raising standards in writing is already having a considerable effect. The strategy for teaching numeracy is good, and there are frequent opportunities for investigative work. The provision for religious education, history and geography is also good, and attainment is above average.
28. The curriculum for pupils in the foundation stage is good. It is carefully planned to conform with national guidance, and does so with the exception of outdoor play activities for the Reception classes. Assessment information is used well, progress reviewed regularly and realistic targets set.
29. There is good equality of access and opportunity. Good provision is made for those pupils with special educational needs or with English as an additional language. The good focus on individual pupils and their needs results in all pupils being fully included in the life of the school. Joint planning between teachers ensures that pupils in the same year groups, but in different classes, have similar experiences. The teachers' planning is good in ensuring that work in almost all lessons is pitched at a variety of levels to match the varying needs of pupils. At Key Stage 2, pupils are organised in ability groups across the year for literacy and numeracy. This enables

teachers to give better support to all pupils. On the whole, the school uses assessment information well to guide planning and grouping; however, this could be further strengthened to ensure that those talented pupils who are capable of very high attainment are fully challenged.

30. Pupils with special educational needs have full access to the curriculum, and access is well sustained in class and through special provision. There is good provision to support literacy and numeracy development. Pupils' individual education plans are well written, specific about learning needs and targets and regularly monitored, reviewed and updated. Class teachers and specialist staff are well aware of pupils' needs. The curriculum is carefully structured to ensure that pupils are well supported in lessons, both individually, and in small groups where appropriate in the special teaching base.
31. Pupils with English as an additional language have good access to the full curriculum. Lessons focus well on both subject language and subject content to ensure that pupils' learning is well supported. There is good provision for the acquisition of basic literacy and numeracy, and additional support is provided where needs arise. Progress is carefully tracked and monitored to ensure that needs are identified and met and any special educational needs are identified at an early stage and well supported.
32. There is an unusually limited range of extra-curricular activities for a primary school of this size. Apart from recorder and choir, activities are mostly open only to Year 6 pupils. Year 6 pupils also take part in a residential visit, and all pupils have regular opportunities to take part in educational trips and visits. Year 6 pupils have the opportunity to spend a day at one of the local high schools and also take part in sporting and musical activities with other primary schools. The visitors to the school include members of the local community and a local minister who takes assembly regularly.
33. There is an effective and well-planned programme for the pupils' personal, social and health education. The science curriculum strongly underpins the work on healthy living. Proper attention is given to sex education and drugs awareness. The pupils are encouraged to reflect on aspects of community life, such as bullying and friendship and to reflect on the impact of their actions on others, although many find this difficult in practice. The teachers and support staff are good role models for pupils, demonstrating respect, tolerance and fairness. There is a consistent approach to discipline, and the staff help pupils to understand the difference between right and wrong. Good behaviour and attitudes are praised in class and in assemblies.
34. The school council gives the pupils a good opportunity to have a say in aspects of school organisation. Participation in events such as World Book Day allows pupils to share their work with those in other year groups. The pupils' social development and confidence is also promoted by opportunities to perform with their class at special assemblies. The assemblies meet statutory requirements, but opportunities to develop spiritual awareness are sometimes missed. The pupils encounter a good range of literature, music and art during lessons. During Key Stage 2 the pupils can learn violin or brass instruments, and all pupils take part in music workshops, for example with an African drummer. Assemblies are planned to allow the pupils to celebrate a variety of different festivals, and pupils learn about the major world religions. More could be done, however, to celebrate the wide cultural heritage of pupils in the school and to strengthen pupils' awareness of their place in a multi-cultural society. While basic learning resources are good, there are only limited resources to reflect the linguistic diversity of the school community. The pupils' home languages and cultures are not used sufficiently as a resource or in celebration of the diversity within the school. Nevertheless, the overall programme for the pupils' personal development is good.

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

35. The school offers a caring environment that supports pupils' learning and their development. The headteacher and staff know the pupils well and have maintained a commitment to ensuring good standards of care. The school has dealt with the safety issues identified in the last report and satisfactory procedures are in place to ensure the pupils' safety and well-being. Formal

arrangements for child protection and health and safety are not fully in place. Some staff are aware of the school's procedures but not all know who the designated person is. Training for the designated person is now out-of-date, and staff do not receive regular training to ensure they are clear about procedures to follow. Day-to-day first aid and care for pupils who are unwell are good. The school is currently reviewing its procedures and policy. Informal checks of the site and premises take place and most equipment is checked annually, but formal and regular arrangements to identify health and safety risks are currently being developed. Appropriate action is taken where needed but issues and action taken are not being systematically recorded.

36. Pupils' personal development is well supported through the caring atmosphere and the positive relationships between teachers and pupils. Class teachers know pupils well, understanding their individual needs and difficulties. Teachers use this knowledge to monitor personal development informally. Any serious concerns are discussed with phase leaders or at weekly meetings. Pupils' achievements and good work are regularly recognised in assemblies.
37. Assessment procedures are good and good use is made of information to support curriculum planning. The key issue from the last inspection to improve the use of assessment information in curriculum planning has been dealt with. Assessment procedures in core subjects are thorough. Pupils' attainment is recorded and their progress is monitored. Assessment information is then used well to plan the next steps in pupils' learning. The school is implementing systems, such as work sampling, to assess and monitor attainment in most foundation subjects. Pupils are set individual targets in English and mathematics, which are shared with parents and used effectively as a means of raising standards. Work is now being undertaken to link these more closely to National Curriculum levels so that they can be used more effectively to help establish and review the school's targets for results at the end of Key Stage 2. One weakness that the school has recognised and is starting to deal with is that insufficient use is made of assessment data to monitor the performance of the school and particular groups of pupils to identify any patterns such as underachievement.
38. The school cares well for pupils with special educational needs at all ages and all levels. Assessment across the whole spectrum of abilities and needs is very detailed and comprehensive, and used well to inform planning and teaching. The pupils receive good advice and support from staff. Pupils, at whatever stage of learning English as an additional language, are well cared for. Their needs are effectively assessed and regularly reviewed. They and their families receive good advice and support in a climate of mutual respect. There is no evidence of oppression, racism or bullying.
39. The school has clear procedures to promote good behaviour. It is working hard to meet the needs of pupils with behaviour problems. There is a framework of rewards and sanctions, but these are not entirely successful for a small number of boys, especially in Year 6. In general, teachers have high expectations and most are consistent in applying the school's procedures. Pupils know the standards of behaviour expected and are fully aware of the consequences of any inappropriate behaviour. Targeted pupils are monitored and parents are contacted at an early stage so they can be involved in any corrective action. There are appropriate strategies in place to deal with any incidents of harassment and bullying.
40. Procedures to monitor and improve attendance are unsatisfactory. The systems employed are not used sufficiently frequently to bring about improvements. Current systems do not routinely identify unsatisfactory patterns of attendance or immediately follow up pupils with unexplained absence. Punctuality is not being regularly monitored and parents are not notified when pupils are frequently late. The monitoring of attendance is not given a sufficiently high profile and this has resulted in the decline in attendance figures for the current year.

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

41. The vast majority of parents are supportive of the school and what it provides. Those who completed the questionnaire and attended the parents' meeting were generally happy with the



school. Most feel their children like school and make good progress as a result of good teaching, that behaviour is good and that their children are helped to develop a sense of responsibility. They feel comfortable in approaching staff, consider that the school works closely with them and that it is well managed. The inspection team supports most of the positive views expressed by parents but judges that not all pupils behave in a mature and responsible way. A small number of parents raised concerns about levels of homework, and do not feel they receive sufficient information about progress. Inspection evidence does not support these concerns. Many parents were unhappy about the range of activities provided by the school outside the lessons. Inspection evidence confirms that these concerns are justified.

42. There is a good partnership with parents in this linguistically diverse school community. The partnership is forged through good support from the point of the children's entry and throughout their time at the school. This partnership is evident in the friendly, open relationships observed between staff at all levels and parents. The school has good links with parents, who are made to feel welcome in the school. Induction into the Nursery is well organised. New parents have opportunities to visit the school and meet with staff before their children start. They receive information and guidance through a booklet and meetings. Daily communication is good. Teachers are readily available at the start and finish of the day to discuss any matters of importance or concern. Parents are regularly invited to class assemblies, and an annual questionnaire enables parents to express their views on various aspects of school life.
43. The impact of parents' involvement on the work of the school is good and has a beneficial effect on pupils' learning. A small number of parents help in classrooms. An active parent, teacher and friends association arranges many social and fund-raising events, generating considerable funds for the school. The contribution that parents make to their children's learning at home is good. From the Nursery pupils are encouraged to take reading books home regularly. The majority of parents support their children by hearing them read and signing their reading diaries. A regular pattern of homework has been established, and guidelines sent to parents ensure they have an awareness of the school's expectations. Homework is well supported by parents who make good use of home school diaries to acknowledge the work that their children have done at home.
44. The good information provided for parents helps them to become involved in their children's learning and to understand the work of the school. There is, however, no provision for information to be available in some of the languages spoken by pupils in the school. The governors' annual report provides a detailed review of the work of the school. Weekly newsletters keep parents well informed about school matters, key dates and forthcoming events. Good opportunities are provided for parents to understand new curriculum developments. For example, events have been held informing parents about the numeracy and literacy strategies. An annual curriculum map gives parents an overview of topics in the different year groups. Parents are kept very well informed about their children's progress through formal parents' meetings, when progress and achievements are reviewed and new targets are set, and annual written reports.
45. There is a good partnership between the school and the parents of pupils with special educational needs. These positive relationships begin as soon as a child is admitted to the school and are well sustained through the child's stages of development, assessment and support. The school keeps parents well informed and is effective in supporting parents of pupils with special educational needs and helping them to access additional support to meet needs in and out of school.

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

46. The strong leadership of the headteacher has been instrumental in the development of the school and in the progress made since the previous inspection. He has established aims and targets for the school, and management processes by which these are successfully achieved. The headteacher is supported well in this by the deputy head, whose skills complement his own; they work well as a team. It is a feature of the school that comparatively inexperienced teachers, who have been identified as having particular qualities, are promoted to senior management posts. They are supported and monitored carefully and bring considerable energy and enthusiasm to their

posts. All staff share the headteacher's commitment to higher standards. Considerable responsibilities are delegated to subject co-ordinators and team leaders. These responsibilities are generally fulfilled well. Co-ordinators are provided with generous non-contact time in which to carry out their responsibilities and have the opportunity to undertake training where necessary. At present there is no co-ordinator for physical education. This has accounted in part for the decline in the subject's profile and the standards being achieved.

47. The provision for pupils with special educational needs is well managed. Funding is used effectively both to meet individual pupils' needs and to secure well-managed, effective support across the school. Staffing and resource levels are good. There are good systems and procedures in place to monitor and evaluate the effectiveness of provision. The nominated governor is fully involved in monitoring and the strategic development of the provision. The management of the provision for pupils with English as an additional language is also good. There is a satisfactory plan for future development and financial resources are used satisfactorily to meet needs. There are good strategies to ensure that teaching and learning for pupils with English as an additional language are carefully monitored and effective.
48. The drive for higher standards is supported effectively through the systematic monitoring of teachers' planning and of their teaching. Their performance is carefully monitored, feedback given and targets set for their development. One area of weakness is that insufficient analysis has been undertaken of data available from national tests and about attendance. As a consequence the school does not have a clear picture of the performance of different groups of pupils. For example, although boys have achieved lower Key Stage 2 test results for several years, the school cannot be sure whether or not this represents underachievement.
49. Governors provide considerable support for the school, bringing valuable expertise and a commitment to its success. The Governing Body fulfils its role well. Individual governors' financial expertise and skills in analysing and evaluating data are being put to good use. The well-organised committee structure is used to good effect to support planning for the school's improvement. It is also through this structure that governors have gained a good understanding of the school's strengths and what is required to improve further. It is through the leadership provided by governors, the headteacher and senior staff that the school has a firm platform on which future success can be built.
50. Significant improvements have occurred since the previous inspection in planning for the school's development. A strategic plan has been prepared following thorough consultation, which is regularly reviewed and updated and used to inform planning on an annual basis. The funding implications are clearly identified along with the major priorities for development. The plan, and the cycle for its construction and review, effectively supports the processes of financial planning and budget monitoring. The school's aims and priorities for development are met well, and the principles of best value are applied when purchasing goods and services.
51. Careful financial planning and the school's commitment to developing new and less experienced teachers have resulted in good staffing levels of both teachers, nursery nurses and classroom assistants. There has been a considerable turnover of staff in the last few years as teachers have gained promotion elsewhere. This has resulted in a good mix of experience and expertise and has not detracted from the quality of teaching. Specialists have been employed to teach art and music throughout the school. It is through this arrangement that staff receive their non-contact time. While this is an asset in enabling co-ordinators to fulfil their roles, it is not being used effectively for staff to observe model lessons in subjects in which their experience and skills may be less secure. Otherwise, arrangements for the professional development of staff are good. Training is linked closely to each individual's needs, as identified through a review of their performance and the priorities in the school development plan. Arrangements for the induction of staff who are new to the school or to the profession are also good.
52. A much needed comprehensive programme for the internal redecoration and refurbishment of classrooms has been established. A similar programme is needed for the replacement of the badly rotting window frames. Apart from this, the school benefits from good accommodation that

includes specialist rooms for ICT, art and music. Playground space is suitable and has been enhanced by the new 'Millennium' garden. The new computer room is a valuable resource and is being used well. The computers, and most of those in classrooms, are modern and generally have appropriate software, although more equipment is needed for data logging to support learning in science and geography. The decision has been taken not to have a central library, dispersing the books instead around the classrooms. In these circumstances careful monitoring needs to be undertaken to ensure that all pupils are able to develop appropriate research and independent learning skills. Learning resources are generally satisfactory, with learning in history benefiting considerably from the wide range of artefacts available. Consumable resources for art are limited and more untuned percussion instruments are needed in music.

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

53. To raise standards further the school should:

- Raise boys' attainment at Key Stage 2 by: (paragraphs 4, 12 and 48)
  - monitoring carefully progress throughout the key stage and use the information gathered to identify boys who are underachieving
  - setting clear targets for achievement which are challenging and achievable
  - improving discipline in some classes
  - investigating and adopting recognised teaching strategies that support boys' achievement
- Introduce systems to promote good attendance and increase the rigour with which absence and lateness are monitored to identify patterns, to follow up rapidly any unexplained absence and to ensure that the school's requirements are clear to all parents (paragraphs 18 and 40)
- Improve standards, teaching and the provision for physical education by: (paragraphs 10, 26, and 118-122)
  - increasing overall teaching time for the subject
  - increasing the time for individual physical education lessons
  - appointing a co-ordinator to lead the subject
  - providing a training programme for all staff to improve their expertise in all aspects of the subject
- Increase teaching time throughout the school to that recommended nationally, and currently taught by the majority of schools, and provide more suitable timetable arrangements for the teaching of art and design and music. (paragraphs 26, 91 and 117)

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

54. In addition to the items above, the governors may wish to consider the inclusion of the following points in their action plan.

- Extend the provision for the pupils' multi-cultural development. (paragraph 34)
- Establish arrangements for the identification of gifted and talented pupils and a programme for their support. (paragraph 29)
- Update the health and safety policy.\* (paragraph 35)
- Complete the school plans to provide an accessible, safe and secure outdoor area for Reception children. (paragraphs 28, 55 and 66)
- Seek to extend the provision for extra-curricular activities and clubs to pupils other than in Year 6. (paragraph 32)
- Extend the use of data to monitor school and group performance. (paragraph 48)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	92
Number of discussions with staff, governors, other adults and pupils	32

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	11	45	39	5	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)	32	445
Number of full-time pupils known to be eligible for free school meals		45

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	9
Number of pupils on the school's special educational needs register	0	125

English as an additional language	No of pupils
Number of pupils with English as an additional language	66

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	43
Pupils who left the school other than at the usual time of leaving	41

### Attendance

#### Authorised absence

	%
School data	4.6
National comparative data	5.2

#### Unauthorised absence

	%
School data	0.5
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	32	25

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	29	26	32
	Girls	25	25	24
	Total	54	51	56
Percentage of pupils at NC Level 2 or above	School	95 (89)	89 (79)	98 (92)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	29	32	32
	Girls	25	23	25
	Total	54	55	57
Percentage of pupils at NC Level 2 or above	School	95 (87)	96 (94)	100 (76)
	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	30	32

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	26	24	29
	Girls	25	24	27
	Total	51	48	56
Percentage of pupils at NC Level 4 or above	School	82 (74)	77 (85)	90 (85)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	n/a	n/a	n/a
	Girls	n/a	n/a	n/a
	Total	n/a	n/a	n/a
Percentage of pupils at NC Level 4 or above	School	n/a (77)	n/a (94)	n/a (92)
	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	14
Black – African heritage	19
Black – other	17
Indian	17
Pakistani	8
Bangladeshi	1
Chinese	6
White	271
Any other minority ethnic group	29

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

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

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White	6	
Other minority ethnic groups		

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

### ***Teachers and classes***

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

Total number of qualified teachers (FTE)	18
Number of pupils per qualified teacher	22.4
Average class size	27.8

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

Total number of education support staff	13
Total aggregate hours worked per week	238

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

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	32

Total number of education support staff	2
Total aggregate hours worked per week	50

Number of pupils per FTE adult	10.7
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*FTE means full-time equivalent.*

### ***Financial information***

Financial year	1999/2000
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	£
Total income	920866
Total expenditure	957375
Expenditure per pupil	1983
Balance brought forward from previous year	98897
Balance carried forward to next year	62388

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	477
Number of questionnaires returned	216

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	68	28	4	1	0
My child is making good progress in school.	53	41	3	0	2
Behaviour in the school is good.	38	54	3	1	5
My child gets the right amount of work to do at home.	36	43	16	1	4
The teaching is good.	58	34	4	0	4
I am kept well informed about how my child is getting on.	43	41	13	1	2
I would feel comfortable about approaching the school with questions or a problem.	67	25	6	2	0
The school expects my child to work hard and achieve his or her best.	60	32	5	0	3
The school works closely with parents.	45	44	7	0	3
The school is well led and managed.	60	34	3	0	3
The school is helping my child become mature and responsible.	51	42	3	0	5
The school provides an interesting range of activities outside lessons.	14	24	27	10	25

## **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**

55. Overall, the school makes good provision for children under five in the Nursery and Reception classes. Teaching is good, an improvement from the last inspection, and most pupils make good progress in all areas of learning. Support staff are involved in planning and make a valuable contribution to the development of the children. Children with special educational needs are well supported by all staff. Attainment is at least in line with, and sometimes above, expectations for this age group. Most pupils are on target to achieve, and in many cases exceed, standards expected by the age of five. The curriculum is carefully planned to match national guidance in the Nursery, and although planning follows this guidance in Reception, there are occasions when some activities are too long for young children. The absence of an easily accessible appropriate outdoor area for Reception classes prevents staff from including continuous physical and other outdoor activities when planning for the children. The school has identified the need for an appropriate outdoor area for Reception age children and has plans and funding to develop, adapt, equip and make easily accessible an area for these children. Assessment information is well used when planning activities, and the progress of children is reviewed regularly. Appropriate targets are set. This information is shared with parents and the school works hard to sustain a good partnership with parents. The school takes great care to ensure that all children make a smooth transition to school life.

#### **Personal, social and emotional development**

56. The personal and social development of the children has a high profile in the Nursery and Reception classes. Activities are planned to support the development of independence and confidence. The teaching is good. Most children make good progress and are on target to meet, or in many cases exceed, standards expected by the age of five. Some children find it difficult to share and take turns. This underlines the need for all children of this age to have easy access to outdoor activities, which are particularly effective in supporting these areas of development. The children are aware of school routines and most are able to sustain concentration for long periods of time. Most children have positive attitudes to learning and are interested and eager to participate. They behave well when taking part in group activities. Some children find it more difficult to listen to their peers in whole class sessions.

57. Staff provide good role models, particularly when they talk to and question the children. Children are developing a clear understanding of right and wrong. They treat equipment and the classroom environment with care and respect. They tidy up willingly after activities. The children's spiritual and cultural development is fostered through regular assemblies.

#### **Communication, language and literacy**

58. Children in the Nursery are making good progress in language and literacy. Progress in the Reception classes is at least satisfactory and sometimes good. Most children are on line to achieve the standards expected by the age of five and some will exceed these. Teaching in the Nursery is good and is enhanced by the teacher using models to support the telling of familiar stories such as *The Three Little Pigs*. The story was reinforced by practical activities such as building the house out of bricks and retelling the story during the activity. In the Reception classes, teaching is at least satisfactory and sometimes good. Children have a literacy hour based on appropriate materials for the age group. Group activities are well organised and resourced; however, there are occasions when these last too long and some children lose concentration. Standards of speaking are above those expected for children of this age. Staff work hard, encouraging the children to answer questions, offer opinions and talk about their own interests. Listening is less well developed. Some children find it very difficult to wait for their turn and listen to what other children have to say.



59. Phonic skills develop well and children in Reception classes and the Nursery recognise letters in written text. Most children can recognise and write their own names. Letters are generally oriented correctly and this skill is supported in the Reception classes by formal handwriting lessons.
60. The children show an enthusiasm for books. They understand how books are organised and most can talk about and retell their favourite stories. Children are encouraged to take books home to share with parents from the Nursery onwards and many children can read key words in the text. The children share books with adults confidently and demonstrate a developing understanding of the links between the print and the pictures.

### **Mathematical development**

61. In the Nursery class, the teaching of mathematics is good and children make good progress. Most children can count aloud to and back from ten. They understand that the number which symbolises eight represents eight objects. Most children can identify simple shapes such as circle and square. Activities are well paced and structured to hold the children's attention. Practical activities support learning and children are encouraged to learn mathematical language such as 'less than' and 'more than'. The teaching was satisfactory in Reception where the pupils were being introduced to the concept of subtraction. A variety of objects to hold their interest had been chosen and the practical activities supported learning; however, the activity lasted too long and some pupils were unable to sustain their interest. Most pupils were able to write numbers up to twenty accurately. The review session was well used by the teacher to consolidate learning, and most children demonstrated that they were developing an understanding of subtraction.
62. In both the Nursery and Reception classes, resources are used well to support mathematical activities. There is a good selection of number games and apparatus to support lessons. Most children are on target to achieve standards expected by the age of five.

### **Knowledge and understanding of the world**

63. Children make good progress in the Nursery and Reception classes in their knowledge and understanding of the world. The quality of teaching is good and the pupils are likely to achieve standards expected in this area of learning by the time they enter Year 1. Children are introduced to chronology through looking at their families. They cook regularly in the Nursery. Every opportunity is taken to extend and practise vocabulary during activities. The children learn to sort materials and understand the properties of water. Teachers and support staff use questions skilfully to extend learning. Options are provided and choice and reasoning encouraged. In the Reception classes, good use has been made of *Rosie's Walk* to introduce the children to simple mapping skills.
64. Children use the computers with confidence. A significant number of children are attaining above the levels expected for their age. They can use the mouse accurately to change the screen, and to click, drag and drop pictures. They are also aware of the print facility. They talk confidently about what they are doing, and in the Reception classes they know what software they are using.

### **Physical development**

65. Most children are making good progress in their physical development in the Nursery. Activities are well planned and provide a challenge to pupils at all levels. Teaching is good. The children have regular access to a safe, secure outdoor area where they are encouraged to increase their skills in body-control and balance through the use of good quality climbing equipment and large-wheeled toys.
66. A physical education lesson for a Reception class was observed in the hall. The teaching was satisfactory. The children were not always aware of their own space and that of others. The teacher used praise to encourage good behaviour and good techniques. Reception children would

benefit from more regular access to large outdoor apparatus to increase their skills in, for example, ball control and balance. It would also assist them to learn the importance of good play behaviour in a controlled environment and give them increased opportunities to share equipment and take turns.

67. In both the Reception classes and the Nursery, children use scissors and glue with confidence. Their fine motor skills are being developed through a range of activities. The teaching is good. Children extend their writing skills in practical and more formal sessions. Teachers encourage the children to take pride in their work and to present it well. Most children are likely to achieve the standards expected in this area of their learning by the end of Reception and many will exceed them.

### **Creative development**

68. The children are making good progress in their creative development and many will exceed the standards expected by the time they enter Year 1. The quality of teaching is good. Teachers plan a wide range of appropriate activities for the children, who are encouraged to express their ideas through drawing, collage, role-play and model-making. Good links are made with other areas of learning. Children are aware that you can change colour by mixing paints. They are encouraged to think about what they are doing and to talk about their pictures and models. The children are happy to include adults in their ideas and can explain what they are doing and why. For example, when painting their front doors they explained that they had to remember what colour it was at home, what number they lived at and where the number was on the door.
69. Reception children go to a music studio in another part of the school for music with a specialist teacher. The choice of musical activity is entirely appropriate for the age range. The children join in action-songs with enthusiasm. In the Nursery, children are learning to identify the different sounds that instruments make. They are being encouraged to develop their listening skills and demonstrate a growing understanding of how sounds can vary.

### **ENGLISH**

70. Standards in English have improved since the previous inspection and are above average for seven and eleven-year-olds. There has been a significant rise in standards at Key Stage 1. Results in the 2000 National Curriculum tests show that the standards in reading, at the age of seven, and in English at eleven, were above average when compared with schools nationally and with similar schools. Standards in writing at the age of seven were similar to those found nationally and in similar schools. Girls achieve higher standards than boys. Inspection findings reflect the test results. Standards in reading, speaking and listening are good. The school is working hard to improve pupils' writing, which is in line with national expectations in Years 2 and 6 but is good in other years. The school exceeded its targets for English at Key Stage 2 in 2000, and results were better than in mathematics and science.
71. When pupils start school many have above average language skills, although there are variations between different year groups. School records show that the present Year 6 have made significant progress since Year 2 when the national test results were well below the national average. Most of the pupils are achieving well as a result of good teaching. Pupils with English as an additional language and those with special educational needs also make good gains in their learning because they are given good support from class teachers as well as from specialist staff.
72. Most pupils speak clearly and confidently, using a wide vocabulary. Teachers speak clearly and are good role models, correcting and developing pupils' speech carefully. There are many planned opportunities for discussions, for pupils to speak to the class or to take part in assemblies when they speak to the whole school. By Year 6, most pupils are able to develop their ideas thoughtfully, as seen in a lesson when they discussed the significant features of different styles of books. Listening skills are not as well developed. Although most pupils in Key Stage 1 are

capable of listening attentively, many find it difficult to wait for their turn to speak. In some lessons this slows the pace of learning because the teacher has to remind pupils not to call out. A minority of Year 6 pupils have immature attitudes, and they too need frequent reminders about appropriate manners. In Years 3, 4 and 5, where discipline is firm, the pupils listen to others with respect and wait to answer.

73. Reading is taught well, and standards are good. Pupils with special educational needs are given good focused support to improve their reading in withdrawal groups and in class lessons. As pupils move through Key Stage 1, they gain a good understanding of letter sounds. As a result, average and below average readers tackle unfamiliar words confidently and read with increasing fluency. By the age of seven, above average pupils read very confidently and with expression. Many pupils read regularly at home as well as at school and they develop preferences for certain authors and styles. After enjoying the visit of a popular children's author, some older pupils were motivated to go out to buy her books. By Year 6, most pupils read competently and accurately. Reading is valued, and pupils benefit from systematic and thorough teaching. For example, Year 4 pupils made very good gains in understanding poetry because the examples were chosen carefully, questioning included all pupils and the teacher's presentation was lively and interesting. Research skills are good, although pupils do not have the opportunity to develop independent skills fully or to use a library index because there is no school library. Pupils do have a good understanding of how to retrieve information from reference books and by using the computer.
74. The focus on improving standards in writing is having an impact in all year groups, and individual progress is often good. By Year 2 most pupils sequence events well as they write. They begin to vary the length of their sentences, and the best writers produce well-organised and imaginative stories. Writing is particularly good in Year 4, where pupils respond well to consistently high-quality teaching. Some lively and imaginative stories about a dragon showed that pupils have a good understanding of how to plan stories and that they use words imaginatively and effectively. Year 6 pupils write with increasing accuracy and are aware of the need to use interesting words. Marking is very effective in most year groups, giving pupils encouragement and guidance on improving their work. In Year 6, praise for the more able pupils is too extravagant, and these pupils are not given pointers for further improvement.
75. Standards in handwriting have improved since the last inspection. The presentation of written work is usually very good, particularly in Years 3, 4, and 5, and is a notable feature in all subjects. The teachers in these year groups have high expectations to which most pupils respond positively. The pupils now learn a joined style during Key Stage 1, and the most able seven-year-olds write quickly and fluently. The lower-attaining pupils do make progress but there is scope for paying more attention to correct letter formation at this stage. Punctuation, grammar and spelling skills are thoroughly taught and by the time pupils reach Year 6, their work is increasingly accurate. The pupils now have more opportunity to write at length, for example in history as well as during regular writing assessments.
76. The teaching is good overall. In the lessons observed, teaching was better at Key Stage 2 than at Key Stage 1. There was only one unsatisfactory lesson, where pupils were not challenged and class control was weak. In otherwise satisfactory lessons at Key Stage 1, there were occasions when teachers had to work hard to remind pupils of how to behave, and this slowed the pace of learning. In all good and very good lessons, the teachers controlled the classes skilfully and little time was lost. The literacy strategy has been introduced very successfully, and lessons are thoroughly planned and prepared. Skills in reading and writing are promoted very well in all relevant subjects. The teachers match written work and resources accurately to pupils' ability, and as a result all pupils have access to the curriculum. At Key Stage 2, pupils benefit from working in sets grouped according to ability for the literacy period. The teachers are able to plan work across a narrower range, and support for lower-attaining pupils can be used efficiently.
77. Subject management is good, and the school is committed to continuing to raise standards. Assessment procedures are good, and information is used well to plan work for pupils and to monitor individual progress; however, the school has yet to use the information to monitor the progress of particular groups of pupils.

## MATHEMATICS

78. National Curriculum results in mathematics for seven-year-olds in 2000 were well above both the national average and the average of similar schools. They have improved considerably in the last four years. Virtually all of the pupils achieved the expected Level 2 and over a third, the high Level 3. Results in mathematics were better than in reading and writing and have improved more rapidly than in both. Boys have achieved better results than girls in the last three years, the difference being greater than nationally. In contrast to improvements at Key Stage 1, results at Key Stage 2 have fallen since 1998, and were close to both the national average and to results in similar schools in 2000. This was largely attributable to less able groups of pupils in the last two years, their results representing at least satisfactory progress from their corresponding Key Stage 1 test results four years earlier. Results in mathematics were better than in science but below those in English. Girls have achieved better results than boys for the last three years, the reverse of the position nationally. The school's targets for 2000 were achieved and have been set at a higher level for 2001.
79. Standards at Key Stage 1 are above average, although test results may not quite reach those levels in 2000. Virtually all of the pupils in Years 1 and 2 are working at the level expected for their age, with a substantial proportion, particularly in Year 1, working above expectations. Teaching is satisfactory at Key Stage 1 and most pupils, including those with special educational needs and English as an additional language, are making at least satisfactory progress. Lesson planning follows the recommended structure of the daily mathematics lesson, with tasks pitched at a variety of levels to meet the pupils' differing needs. Introductory mental sessions are used well to sharpen mental recall and to give the pupils confidence. Year 1 pupils can recall quickly pairs of numbers that add together to make 10, supported by an interesting variety of visual aids used by the teacher to reinforce their learning. Year 2 pupils start to learn their multiplication tables and extend their number skills well through the solution of simple problems. A well-planned Year 2 lesson began with a good mental arithmetic session, where the pupils counted on and back in fives from a given number. In the main part of the lesson they consolidated and extended their understanding of the link between multiplication and division. By Year 2 most pupils can identify standard two and three-dimensional shapes by their characteristics, such as the number of sides, faces and edges. Where teaching was unsatisfactory at Key Stage 1 it was largely as a result of the lesson having slow pace because the teacher did not deal effectively with the unsatisfactory behaviour of one or two boys.
80. Pupils are taught in groups organised by ability in each year at Key Stage 2. This arrangement is also supplemented by the formation of an additional class in Year 6 for intensive National Curriculum test preparation. The work seen in Year 6 is of a similar standard to the most recent test results and attainment is close to national expectations, but this is before the full effect of the revision programme. Standards are higher in other years, where a greater proportion of the pupils are working at or above expected levels. Teaching is good overall at Key Stage 2, enabling the pupils to learn new skills quickly. Pupils with special educational needs and those with English as an additional language are supported well in most classes and make good progress. Work in most groups is pitched at a variety of levels and matched well to individual pupils' needs. Pupils in all classes are given the opportunity to consolidate what they have learnt and extend their mathematical thinking by undertaking investigations and solving problems. They apply their skills well. Lesson planning is again linked closely to the recommended structure, although more effective use could be made of review sessions at the end of each lesson to assess, consolidate and extend learning in some classes. By Year 6, higher-attaining pupils work confidently with fractions, decimals and percentages. They convert between metric measures and understand the properties, including the symmetries and angle properties, of two-dimensional shapes.
81. Number skills are secure, even for lower-attaining pupils, who work accurately with whole numbers and develop a good understanding of decimals. A brisk game of mental arithmetic bingo started

the lesson well in a lower Year 5 class. The pupils halved two-digit numbers accurately and were keen and attentive. A brisk review of learning from earlier in the week, clear explanations and good questioning enabled the teacher to generate a good pace in the main part of the lesson. The pupils consolidated their understanding of the 24-hour clock and applied their knowledge well to reading and answering questions about a bus timetable. Many pupils rose to the challenge this presented, trying hard to complete the questions set.

82. One feature at both key stages is that marking of pupils' work tends to be over-congratulatory rather than analysing errors and indicating how their work can be improved. This limits its value. By contrast, individual targets for pupils are used well to extend and challenge. The monitoring of teachers' planning and their teaching has been used to good effect to support improvements in mathematics. The process could be improved. Lesson planning would benefit from closer monitoring of how well teachers match tasks to the individual needs of pupils and the effectiveness of review sections at the end of lessons. Assessment information is now used more effectively but a more rigorous analysis of data is now needed to identify individuals or groups of pupils who may be underachieving. To raise standards further more use should be made of computers to support learning, and mathematically talented pupils identified and programmes introduced to support their development.

## SCIENCE

83. Teacher assessments at the end of Key Stage 1 in 2000 were very high for the proportion of pupils reaching Level 2 when compared with both the national average and that achieved in similar schools. Results were, however, well below average for those reaching the higher Level 3. Results in the Key Stage 2 tests were in line with both the national average and those in similar schools. The results also show that the pupils made satisfactory progress from their achievement at Key Stage 1 four years earlier. The overall improvement since the previous inspection is also in line with that achieved nationally, although results peaked in 1998 and have fallen since. The 2000 results were similar to those in mathematics, but below those in English. Girls consistently outperformed boys from 1996 to 1999, but this position reversed in 2000.
84. In lessons at Key Stage 1, the pupils are performing at levels above those expected and reported last year. Standards are improving and are now higher than at the time of the previous inspection. The main reason for the apparent variation in performance is more to do with the way the results in 2000 were interpreted, which did not adequately reflect the pupils' best performance by the end of the key stage. The pupils make good progress in developing their ideas and skills because they are well taught. In a Year 2 lesson, for example, the pupils made good progress in developing their understanding of classification. This was because the teacher was clear about what the pupils were expected to learn, and the methods and resources chosen supported these expectations well. Good foundations were also laid for the next stages of understanding, so that higher-attaining pupils were starting to think about how particular animals were adapted to their environment. The very good focus on literacy results in the pupils developing a good level of technical vocabulary with, for example, most pupils clear that animals with a backbone are called vertebrates. All pupils are fully involved in lessons and so make comparable progress to their peers. Pupils with special educational needs and English as an additional language often receive additional adult support which gives them the skills and confidence to participate. The teacher in a Year 1 lesson exploring the germination of seeds asked questions skilfully at a variety of levels and to a range of pupils to reinforce their understanding. The pupils are also encouraged to make observations, describing and recording them as appropriate. This work underpins the development of their enquiry skills. In the same Year 1 lesson, for example, the pupils were able to describe their seeds after observing them with a hand lens and higher-attaining pupils were able to suggest where roots might start to appear.
85. Attainment at Key Stage 2 is also above that expected overall and is higher than at the time of the previous inspection. This is again as a result of good teaching. Year 6 pupils are currently working at a similar level to that achieved in the tests last year. A thorough revision programme is,

however, consolidating their understanding across the whole range of ideas studied throughout the key stage and enabling an increasing proportion to reach the more demanding Level 5. Teachers in the earlier parts of the key stage place a good emphasis on developing the skills of scientific enquiry, building progressively upon the work covered at Key Stage 1. Consequently by Year 4 most pupils are able to use simple equipment, such as a thermometer to measure temperature, and to recognise the key aspects of a fair test, as when investigating thermal insulators. By Year 6 most pupils are making predictions and offering simple explanations for what they observe. Higher-attaining pupils are starting to base both predictions and explanations on their scientific knowledge and understanding. The teachers are again very clear about what the pupils are expected to learn and, as in Year 5 lessons looking at flowering plants, the methods and resources are well chosen to support the learning objectives. In these lessons the teachers linked work back to previous lessons well. They provided opportunities for the pupils to review their ideas, developed them a little further and then consolidated them through another activity. The pupils' learning was therefore coherent and they all developed a sound understanding of the key parts of plants, with higher-attaining pupils able to relate position and form of the part to its function. The support for pupils with special educational needs and those with English as an additional language was well focused and individual tasks well matched to the current needs of pupils.

86. Teaching is good overall and in most lessons at both key stages, with none less than satisfactory. This is a significant improvement since the previous inspection. Many lessons are characterised by a lively and energetic approach, with questions used well to explore and develop the pupils' ideas. The teachers encourage and welcome their contributions, which engages the pupils and makes them want to be involved. The pupils are well managed, so that any minor distractions that do occur are quickly and effectively sorted out and learning is not disrupted. Learning is well focused and effective.
87. Co-ordination has been effective in improving provision and in raising standards. Progress since the previous inspection is good. To improve further, the school needs to fulfil plans to provide a greater range of support materials for pupils and teachers, to ensure that the more detailed and specific knowledge required to achieve at the higher levels is understood by all. A programme of classroom monitoring is now also necessary so that good practice is identified and spread, and learning consistently takes place through scientific enquiry. Further resources also need to be provided to enable the pupils to use ICT to monitor and record physical data.

## **ART AND DESIGN**

88. Standards at the end of both key stages are in line with those expected of pupils at the ages of seven and eleven. When the school was last inspected, standards were above average and have since fallen. Teaching is not as strong as at the time of the previous inspection.
89. During Key Stage 1, the pupils gain confidence in using a range of media and techniques. They experiment with colour mixing, pattern and texture, and their work is sometimes effectively linked with other subjects. Initially restless, Year 2 pupils responded to good teaching and worked with increasing enthusiasm to create a collage. The task was linked with symmetry work in mathematics and offered a challenge to all the pupils. In some lessons, not enough guidance is given to pupils, for example in a Year 1 lesson, where the purpose of the lesson was not explained fully enough.
90. By the end of Key Stage 2, most pupils approach their work critically and concentrate well on the task in hand. In one Year 6 lesson, the pupils created tile designs, and most recognised that the colour choice was deliberately restricted. The teacher gave adequate guidance to the pupils on improving their work, although this was not always well received by some more able pupils, who lacked the maturity to accept positive criticism. The teaching points were matched well to the differing needs of the pupils, and those pupils with special educational needs were supported effectively. The work of established artists, such as Miro, Matisse and William Morris is used as a stimulus and pupils gain a sound awareness of different styles. Year 3 pupils explored colour and

tone as they worked on a picture by Henri Rousseau, and worked carefully, if noisily. Textile work is suitably developed. The displays of work show that Year 4 pupils use a variety of materials for weaving, producing some neat work. In one Year 4 lesson, pupils worked sensibly with hot wax as they learnt the technique of Batik.

91. Art lessons are all taught in the art room. Key Stage 1 classes have one-hour sessions and those at Key Stage 2 have two one-hour periods in succession. Many of the older pupils are unable to sustain concentration well for the full session. There is only limited space for storing work, particularly any three-dimensional artefacts. The room itself is small, and working space is cramped but the school improvement plan identifies the need to have a new art room. Resources are limited, even of some basic stock, and there are not enough pictures and posters and books. Older pupils are not always as careful with equipment as they should be, and the unreliable behaviour of some Year 6 pupils has resulted in the teacher having to modify her planning.
92. The subject is co-ordinated by the specialist teacher, who tries to link her planning with the programme of work in other subjects. The class teachers do not take advantage of the useful opportunity to observe lessons. The use of computers is not yet established within the art programme, although pupils have had some limited experience of using drawing software.

## **DESIGN AND TECHNOLOGY**

93. No design and technology lessons took place during the period of the inspection. Consequently it is not possible to make judgements about the quality of teaching and the overall standards achieved by the pupils. Provision has improved significantly since the previous inspection and there is now much more coherence to the pupils' learning. Each project undertaken has a clear emphasis on the processes expected and the emphasis on design at Key Stage 2, for example, is much improved. The pupils now have access to a broader range of materials, including wood, fabric and food. Resources to improve the 'control' aspect have been improved and some good links now exist with other subjects, such as circuits in science when Year 4 were making torches.
94. By the end of Key Stage 1 the pupils are able to design simple products, such as a puppet and to evaluate their finished article. Higher-attaining pupils demonstrate a good understanding of the materials that they are going to use, with some consideration being given to the properties that make it suitable. The pupils use diagrams well to show their ideas and are clear about the steps to be taken, setting out the key stages involved. Most pupils' evaluations concentrate on simple developments such as the colour of the puppet, while others consider improvements to the process and changes to the materials used.
95. By the end of Key Stage 2 the pupils are generating a good range of ideas from which to select their own preferred option. While some pupils generate ideas around the same basic design, others use their knowledge of existing products to suggest a range of initial design ideas. There is often a formal evaluation of existing products, as when Year 5 made biscuits. Planning is now more detailed, with important stages such as weighing and health and safety considerations highlighted. Evaluation of the finished products is also more comprehensive, with pupils focusing on where they might have used different materials or combinations, for example. The pupils also review what they have gained from a project and how their skills have developed.
96. Co-ordination of the subject has been effective in improving provision. It has also been effective in supporting teachers in developing their own expertise and confidence. Each project shows a good understanding of the processes involved. Planning is good and there is much consistency between teachers in the same year group.

## **GEOGRAPHY**

97. By the end of Key Stage 1, standards are broadly average and similar to the standards found at the

time of the previous inspection. Standards are above those expected by the end of Key Stage 2, a considerable improvement since the previous inspection.

98. Pupils in Year 1 are able to use street maps confidently to identify their route and features that they pass on their way to school. They are able to represent their findings in pictorial form. In Year 2, pupils use a range of appropriate subject vocabulary in discussion. They understand, and can explain, differences and similarities between their own lives in England and pupils of the same age in a village in Bangladesh.
99. At Key Stage 2, skills in understanding maps are suitably developed, and pupils are able to record routes in a more sophisticated manner. In Year 4, pupils concentrated extremely well in a carefully structured lesson about the use of land in St. Lucia. Pupils demonstrate a growing understanding and awareness of the links between land use, employment and commerce. They use appropriate vocabulary such as 'industry' and 'population' confidently. An examination of pupils' work reveals good progress over time throughout both key stages.
100. Teaching is satisfactory at Key Stage 1 and good at Key Stage 2. At Key Stage 2, activities are very well organised and clearly explained. Time is used very effectively, and because pupils are well motivated and interested, their behaviour is very good. In both key stages, the pupils' language skills are used well to support learning in the subject. Pupils are encouraged to record their findings and work is very well presented in both key stages. In addition, links with other subjects such as science and history are also developed.
101. The subject is well led by two co-ordinators, one for each key stage, who work closely together. Resources are adequate and provision for the subject is reviewed regularly. The policy has been reviewed recently. The school is currently reviewing its own planning in conjunction with a nationally approved scheme of work. A start has been made on developing assessment procedures for the subject. Good use is made of the local environment to support learning in the subject. In addition, Year 3 visit the wildlife area at West Wittering, Year 5 visit the Thames at Chiswick in relation to water control and Year 6 have a residential visit to Swanage. Development of a more systematic way to monitor pupils' progress and attainment will contribute to continued improvement in levels of attainment in the subject.

## **HISTORY**

102. At the end of both key stages, standards in history are above those expected nationally. This is an improvement on standards reported at the previous inspection. Effective planning ensures good coverage of the subject in both key stages.
103. During Key Stage 1, pupils develop a good understanding of some of the differences between the present and the past in their own lives. Teachers make very good links with other subjects without losing sight of the historical focus of the lessons. For example, in a lesson about the Great Fire of London and its effect on the plague, Samuel Pepys' Diary was used to support the pupils' understanding of historical data. Many pupils have a strong sense of historical events and chronology and are beginning to be able to explain cause and effect.
104. At Key Stage 2, pupils develop a good factual knowledge of the Victorians, the Greeks and the Aztecs. Teachers build effectively on work covered in Key Stage 1. Pupils mark dates of different events along a time line to develop their understanding of chronology. Pupils in Year 4 displayed a good knowledge and understanding of Aztec artefacts and were able to explain what they represented with confidence. The pupils now have a greater opportunity to extend their knowledge through research than they did at the time of the previous inspection. They encounter a variety of suitable source material, including books, videos and computers, and they make good use of this information. They are introduced to artefacts, both original and replica, and the school has a good selection of materials to support learning in the subject.



105. In both key stages, pupils are encouraged to record their own ideas and there are some good examples of written work in the subject. In addition, most classes have displays about the aspect of the subject that is being studied at the time. Presentation is good. Progress over time is good and has improved since the last inspection.
106. Teaching is good at both key stages. Lessons are well organised, well resourced and clearly focused. Pupils with special educational needs are given good support and progress at a similar rate to other pupils. Teachers have high expectations and vary activities so that all pupils are challenged and motivated. They remind pupils effectively of what they already know and then extend understanding by the use of skilful questioning. Links with other subjects are well developed and classes often use work in history as a basis for class assemblies. The school has sustained the quality of teaching reported at the last inspection.
107. The subject is well managed by two co-ordinators, one for each key stage. Resources for the subject are good. A variety of trips are organised to support learning in the subject, for example a visit to the 'Cutty Sark' at Greenwich, a visit to Southwark Cathedral where the pupils get the opportunity to dress up as Monks, trips to Central London and to St. Albans. Good use is also made of the local environment. The development of more effective systems to support the monitoring of pupils' progress and attainment will support continued improvement in the subject.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

108. Provision for ICT has improved significantly since the previous inspection. A computer suite has been opened recently and pupils also have access to computers in their classrooms. This increased access is doing much to raise the standard of the pupils' basic skills and to broaden their experience of the use of ICT, although overall standards remain below expectation at both key stages. Nevertheless, this is an improvement since the previous report. The pupils are now making secure progress from a low starting point and their achievement is satisfactory.
109. Younger pupils are already reaching the expected level in some aspects of their work and are becoming increasingly confident and competent users of ICT. Nearly all pupils in Year 2 for example, are able to log on to the network, insert their CD-ROM and load the software to be used. The teacher encouraged the pupils to work independently in pairs to explore an encyclopaedia, providing sufficient direction to help them get started and suggesting some possible subjects to investigate. The pupils co-operated well, taking turns using the mouse for example, and used their knowledge of the alphabet to follow up the teacher's suggestions. The pupils' enjoyment was further enhanced as they discovered new pieces of information related to the topics that they were studying in science and geography lessons. The pupils concentrated well on their task and most had the confidence to explore the software with minimal support being required. Consequently the teacher was able to spend time with individuals sorting out difficulties or demonstrating the next step, such as printing. Good progress was made in developing the pupils' ICT skills, while at the same time supporting their research and information-handling skills and increasing their geographic and scientific knowledge.
110. Pupils at Key Stage 2 have had limited access to computers for longer and consequently their knowledge, understanding and skills have not yet developed to the expected standard. Time in the computer room is effective and efficient because the teachers plan well and there is a clear focus to what the pupils are expected to do and to learn. In a Year 6 lesson developing a spreadsheet, these intentions were then well communicated to the pupils so that they were able to get on with the task quickly. The task, based around television programmes, was well chosen to gain and maintain the pupils' interest. Again, this enabled the pupils to work independently and the teacher to monitor progress and to provide good support for individuals. The result was good progress in developing expertise with spreadsheets. Similarly, a good focus from the teacher and good response from the pupils enabled a Year 3 class to develop their understanding of a database. Again, clear links to other work in science placed the activity in a context that helped the pupils to understand why databases are useful. The planned extension activity enabled those pupils who were quicker at putting in their data to start to interrogate the database developed.

111. Most of the work focused on developing ICT skills is placed in the context of what the pupils are studying in other lessons. There is also some good use of the skills being developed in the ICT suite to support learning in other lessons, such as Year 2 pupils using a CD-ROM information source to support their work in religious education or Year 5 pupils exploring homophones in literacy. Teaching is satisfactory overall and sometimes good.
112. Management of the subject is providing a clear direction for development and the raising of standards. There is a shared commitment to this from all concerned, including the Governing Body, and standards have improved since the previous inspection. The task ahead is to develop the teachers' confidence and skills further and to broaden their experience of the software being used. An important part of this is how the software available is then used most effectively with the pupils. Further exploration will be needed as the pupils' competence increases to ensure that their skills are being utilised in supporting learning in other subjects.

## **MUSIC**

113. Standards in music are similar to those expected nationally of pupils at the ages of seven and eleven. The previous inspection found attainment to be above average at the end of Key Stage 2. This is no longer the case. Attitudes in music lessons have deteriorated. Some pupils in Year 6 are capable of high attainment, but are unwilling to co-operate in lessons.
114. Year 2 pupils enjoy singing with the teacher and sing well in unison. They understand how symbols can be used to represent sounds. In the one lesson seen at this key stage, many pupils found it hard to concentrate for the full one-hour session. Some pupils found it difficult to take turns and they were more co-operative when they were able to join in a simple action song.
115. In the lessons at Key Stage 2, learning was slowed, particularly in Years 5 and 6, by silly and immature behaviour which was not dealt with firmly enough. The lessons are well structured, and the teacher has high expectations which most of the pupils are capable of achieving. When they make an effort, Year 6 pupils sing well. They quickly learn new songs and are soon able to sing them in two parts. Several pupils are learning to play musical instruments and understand aspects of formal notation. The teacher provides good opportunities for pupils to accompany songs. In one lesson, pupils played violin and clarinet with reasonable competence. Once the teacher had dealt with some foolish behaviour in a Year 5 class, the pupils were effective in working in groups to combine different rhythmic patterns and to create their own "African" accompaniment. This work was in preparation for a workshop activity with a visiting South African music group, which will give pupils valuable experience of working with other musicians. Progress in lessons was best in Year 3, where the pupils behaved sensibly for much of the lesson and consequently the teacher could concentrate on teaching. The pupils responded well to increasingly challenging activities. They worked sensibly in pairs to develop simple rhythms and they sang well, showing an ability to respond accurately to a change in pitch.
116. Pupils have the valuable opportunity to learn the violin from Year 4, and tuition in brass has recently been introduced. There is a school choir for pupils in Key Stage 2, but very few Year 6 pupils have chosen to join. The pupils have good opportunities to perform in assemblies and in local festivals, and music contributes well to the pupils' social and cultural development.
117. All class music lessons take place in a large music studio. The school timetable is structured so that all lessons last one hour, which is too long for many pupils. The class teachers do not take advantage of the useful opportunity to observe the lessons, since the period is used as non-contact time. Liaison between the two specialist teachers takes place in their own time. A scheme of work is being developed during this year, based soundly on national subject guidance. The school has few musical instruments from other cultures and there is only a limited range of untuned percussion instruments. Pupils do not always treat resources with enough respect and some instruments are incomplete or damaged.

## **PHYSICAL EDUCATION**

118. The provision for physical education and the standards that the pupils achieve have suffered considerably from the subject's low profile in the school and the limited time devoted to its teaching. Most classes are allocated only one hour of teaching each week. This is considerably below the time recommended nationally and that taught in most schools. This severely restricts the breadth, balance and depth of the pupils' physical education experiences, limits their progress and results in standards that are below expectations. This one hour is often divided into two 30-minute sessions. Teaching time is therefore reduced further once the pupils have changed, so that often the actual teaching time falls to below 20 minutes per lesson. This time is far too short to enable most pupils to develop the skills that they are being taught to a satisfactory standard. The current lack of a subject co-ordinator and the high incidence of unsatisfactory teaching compound the situation further, resulting in standards at both key stages being below expectations.
119. Many of the girls in a Year 1 dance lesson moved gracefully with good balance as they linked movements like a ballerina to *When You Wish Upon a Star*. Unfortunately several boys did not follow the teacher's instructions and failed to practise carefully, limiting the progress that they made. Although a Year 5 games session on practising dribbling and passing skills in football was well taught, the time was too limited for significant progress to be made. The teacher tried to compensate by generating a brisk pace, and the pupils worked well as they used different parts of the foot for passing and controlling the ball. Similarly the limited teaching time restricted progress in a Year 4 dance lesson. The pupils responded well to the mood of the music, dancing as monsters. They tried hard to rehearse and improve their performance and were keen to demonstrate what they could do. Year 6 pupils showed good co-ordination when throwing and catching in pairs and groups; however, the casual attitude of some quite talented boys resulted in them making little progress.
120. In more than one of the lessons observed during the inspection, the teachers did not change either their clothing or their footwear and did not warm-up or cool-down the pupils. Safety considerations, such as ensuring that earrings are covered are adequate, but the clothing worn by some pupils for physical education lessons is unsuitable. The potential of many able games players, gymnasts and dancers is not being realised. This is resulting in some disaffection in lessons, particularly amongst older pupils.
121. Extra-curricular sporting activities are offered largely to pupils in Year 6. These are well-attended and provide a valuable extension to the experiences and attainment of these pupils, but younger pupils gain little or no benefit from any clubs. Pupils at Key Stage 2 have swimming lessons at a local pool, enabling most to achieve standards expected by the National Curriculum at the age of eleven.
122. The low profile of the subject has meant that little monitoring of teaching or standards has taken place. The good work of the previous co-ordinator has largely been lost. Several teachers have limited expertise or confidence for teaching the full range of activities and need further training and the opportunity to observe lessons taught by their more competent colleagues. A co-ordinator is required who can raise the profile of the subject, the total teaching time needs to be extended and individual lessons lengthened.

## **RELIGIOUS EDUCATION**

123. Attainment in religious education is above the expectations of the locally agreed syllabus at the end of both key stages. This is an improvement on standards reported at the last inspection.
124. At Key Stage 1, pupils learn about the festivals, places of worship and the importance of prayer in Islam. They are encouraged to recognise the similarities between religions as well as the differences. They are developing an understanding of the vocabulary associated with differing religions, for example the importance of pilgrimage to Muslims and the use of a Minaret to call the faithful to prayer.

125. At Key Stage 2, pupils are learning about the impact of modern Christian believers, such as Mother Theresa, on the communities where they lived and served. By the time pupils reach Year 6, most have a secure knowledge of Christianity. They are aware that each faith has its own special book and that there are many similarities between the different religions. Good use is made of literacy, history and primary sources to support their learning. Progress over time is good throughout the school.
126. Teaching is good at both key stages. Lesson planning is thorough. Teachers have a secure command of the subject and ask relevant questions to ensure that pupils build on their previous knowledge and understanding. Pupils have positive attitudes and show respect for the beliefs of others. Staff work hard to ensure that the subject makes a significant contribution to the pupils' personal development. For example, a teacher in Key Stage 1 reminded pupils that religion is a way of life and that they should be thinking about their values all the time, not just in lessons.
127. The subject is very well managed by the co-ordinator who works closely with staff and the Local Authority adviser to ensure that the subject is developed throughout the school. Schemes of work, which include opportunities for assessment, relating to the draft locally agreed syllabus are in place. Planning for the subject includes visits to classes by guest speakers from the various religions being studied. In addition, Year 2 children visit a local church, Year 3 visit a temple, Year 5 visit a mosque; Year 4 also visit Southwark Cathedral in relation to their history topic. Each year group has either a speaker or a trip to support its learning in the subject. Arrangements to monitor and evaluate pupils' progress and standards are effective and the school is well placed to develop the subject further.