

# INSPECTION REPORT

## **BLESSED DOMINIC RC PRIMARY SCHOOL**

Grahame Park

LEA area: Barnet

Unique reference number: 101339

Headteacher: Miss A M Hendry

Reporting inspector: Brian Gosling  
22453

Dates of inspection: 11 –14 June 2001

Inspection number: 190782

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: Voluntary aided

Age range of pupils: 3 to 11

Gender of pupils: Mixed

School address: Lanacre Avenue  
Grahame Park  
Colindale  
London

Postcode: NW9 5FN

Telephone number: 020 8205 3790

Fax number: 020 8205 9341

Appropriate authority: Governing body

Name of chair of governors: Fr George Talbot

Date of previous inspection: December 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities		Aspect responsibilities
2245 3	Brian Gosling	Registered inspector	Mathematics Information and communication technology Equal opportunities	What sort of school is it? The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed?
1165	Peter Dannheisser	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
2114 8	Heather Moorhead	Team inspector	Science Art and design Design and technology Foundation Stage Special educational needs	How good are the curricular and other opportunities offered to pupils?
3070 5	Graham Stephens	Team inspector	English Geography History Music Physical education English as an additional language	

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

### **INFORMATION ABOUT THE SCHOOL**

The school is about the average size for primary schools. There are 201 pupils: 92 boys and 109 girls with an additional 35 children who attend the nursery part time. Almost all pupils come from local authority housing on the Grahame Park estate. The percentage of pupils who are eligible for free school meals is above the national average. Forty per cent of the pupils come from minority ethnic groups and a few pupils come from refugee and traveller families. The percentage of pupils with English as an additional language is very high and those with special educational needs is above average. Although the percentage of pupils with Statements of Special Educational Need is about average, these are not distributed equally around the school and there were four times the national average in last year's Year 6 who took the national tests in 2000. When pupils arrive at the school, their attainment is low.

There is considerable pupil mobility and 19 pupils arrived at or left the school other than at the usual time during last year. Many pupils arrive from overseas with little or no English. There is also a significant amount of teacher mobility and six temporary teachers have had responsibility for classes during the last year with four different teachers for the reception class. The school is currently seeking to appoint six class teachers for September 2001. Nevertheless, the school has established good procedures for pupils who arrive with English as an additional language and to support temporary teachers in the school.

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

This is an effective school. Pupils arrive with low attainment and almost all pupils who benefit from a suitable length of time at the school attain nationally expected standards in English, mathematics and science by the time they leave. This is achieved by effective teaching and learning that is maintained, despite the many staff changes, by the calm and purposeful leadership of the headteacher. The deputy headteacher supports new and temporary teachers well. Additionally, there is good provision for pupils with English as an additional language or special educational needs. The school provides good value for money.

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

- Although pupils start school with low levels of attainment, they achieve well by the time they leave the school.
- The provision for pupils with special educational needs and English as an additional language is good and they make good progress.
- The school monitors pupils' progress very effectively.
- The provision for pupils' spiritual development is very good.
- The headteacher and deputy headteacher form an effective partnership and there is a good system for the deputy headteacher to support new and temporary teachers in the school.
- The school has effective links with parents.

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

- The allocation of time to the various subjects of the National Curriculum is not sufficiently balanced.
- The quality of learning resources has not been maintained to a suitably high standard, particularly the school library.
- There is an inequality of provision for the different year groups of children in the

## Foundation Stage.

*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 achieved satisfactory improvement since its last inspection in December 1996. The quality of teaching has improved, as have standards in information and communication technology and physical education. The school has established a library and a computer suite although these have yet to be stocked with suitable library books and computers. Curriculum planning has improved since the last inspection through the systematic use of detailed schemes of work that have clear learning objectives and identify opportunities for the assessment of pupils' learning.

The school has reacted with commitment to the challenge presented by the significant number of temporary teachers by establishing good practices for their induction into the school. The deputy headteacher supports them effectively and monitors their planning for lessons. In this manner, the standards of teaching and learning in the school are being maintained.

### STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	B	B	D	B
Mathematics	C	D	E	D
Science	B	E	E	D

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

The school's results were lower in 2000 than in previous years. However, this was because there was a large percentage of pupils with Statements of Special Educational Need in this year group and almost a third of the pupils had arrived at the school in the last two years. When these pupils are excluded from the analysis, the school's results were well above the average of similar schools in English and above the average in mathematics and science. As the school's records show, almost all these pupils had made satisfactory progress and many had made good progress. Standards in English, mathematics and science for the current Year 6 pupils are broadly in line with the average and this reflects the higher attainment of this year group at the end of Key Stage 1 in 1997 when standards were close to the average in English and mathematics.

Results at the end of Key Stage 1 in 2000 were below the national average in reading and writing and well below the average in mathematics. However, with their low attainment on entry to the school, these pupils had made satisfactory progress in mathematics and good progress in English. By the time they leave the school, almost all pupils who started in the nursery attain the standards expected of them nationally. The trend in the school's results is rising broadly in line with the national trend in all tests and the school has set challenging targets for improvement. The school is likely to meet these targets but this may depend on it

achieving greater stability in the teaching staff. Standards are good in information and communication technology and physical education but too little time is allocated to art and design, geography and history for pupils to achieve nationally expected standards.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are happy and they achieve positive attitudes to school, their work and each other.
Behaviour, in and out of classrooms	Good. Behaviour is rarely less than satisfactory. Playtime is an important part of pupils' experience and their good behaviour contributes to its success.
Personal development and relationships	Good. Relationships are friendly and this contributes well to pupils' personal development.
Attendance	Attendance is above the national average and punctuality is good.

## TEACHING AND LEARNING

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

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

The quality of teaching is satisfactory or better in 97 per cent of lessons and unsatisfactory in only three per cent. It is good or better in 47 per cent of lessons and very good in nine per cent. This represents a significant improvement since the last inspection when only 87 per cent were satisfactory or better. Teaching is generally better in Key Stage 2 where 52 per cent of lessons seen were good and 16 per cent very good. Teaching of the children under five is satisfactory in 80 per cent of lessons and good in the other 20 per cent.

English and mathematics are taught effectively and teachers use the national strategies for literacy and numeracy well. Teachers plan lessons well to meet the needs of all pupils including the large proportion of pupils with special educational needs or English as an additional language. They have high expectations of pupils' work and behaviour and manage the pupils well and this results in pupils developing good attitudes to learning. On the few occasions when pupils are not managed well, they lose concentration and their behaviour is less good. It is difficult to link the quality of teaching with the test results in 2000 due to the unusually large turnover in teaching staff. For example, three classes have different teachers from last year. The school has developed good procedures to support temporary teachers in the school.



## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a broad curriculum with a good quality of education. However, there is insufficient balance between different subjects of the curriculum.
Provision for pupils with special educational needs	Good. The school identifies these pupils' difficulties early and provides good opportunities that support their individual learning needs.
Provision for pupils with English as an additional language	Good. In the Foundation Stage, children receive strong support in developing their English. This good support continues to be provided across the school as necessary.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school makes very good provision for pupils' spiritual development and good provision for moral development. The provision for pupils' social and cultural development is satisfactory. However, there are limited opportunities for pupils to celebrate the diversity of British culture.
How well the school cares for its pupils	The school has good procedures to monitor pupils' learning and their personal development.

The school works well in partnership with parents.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides calm and purposeful leadership. She enjoys an effective partnership with the deputy headteacher and together they have created good procedures to support new and temporary teachers in the school. The development of the role of co-ordinators is restricted by the lack of permanent teachers.
How well the governors fulfil their responsibilities	The governors have organised themselves well to be able to fulfil their responsibilities effectively.
The school's evaluation of its performance	There are very good procedures to evaluate and improve the quality of teaching and learning in the school.
The strategic use of resources	Good. The school identifies its priorities clearly and supports these through effective financial planning. The principles of best value are applied well.

The accommodation and staffing are suitable but learning resources require some improvement.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"><li>• Their children like school.</li><li>• The good quality of the teaching.</li><li>• The school is approachable.</li><li>• The high achievement of the pupils.</li><li>• Their children become mature and responsible.</li></ul>	<ul style="list-style-type: none"><li>• The range of activities outside lessons.</li></ul>

Inspectors agree with parents' positive views. The school does not view extra-curricular activities as a priority. As a consequence, there are very few activities outside lessons.

## **PART B: COMMENTARY**

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

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

1. Children enter the nursery the term after their third birthday and initial assessments show that the children's skills are underdeveloped for their age. In particular, their language skills and social development are limited. They have difficulty listening to others and little understanding of the effect of their actions on others. They make good progress in personal and social development and satisfactory progress towards the other Early Learning Goals<sup>1</sup> for children of their age. School assessments show that their attainment is well below the average when they enter the reception class. They continue to make satisfactory progress but few children attain the early learning goals by the time they enter Year 1.
2. The school's results<sup>2</sup> in the national tests in 2000 were lower than they had been in previous years. At the end of Key Stage 1, results were below the national average in reading and writing and well below the national average in mathematics. In comparison to schools with pupils from similar backgrounds, results were above average in reading, close to the average in writing and below the average in mathematics. At the end of Key Stage 2, results in the national tests in 2000 were below the national average in English and well below the national average in mathematics and science. Compared to similar schools, results at the end of Key Stage 2 in 2000 were above average in English but below average in mathematics and science.
3. The percentage of pupils who attained the nationally expected Level 2<sup>3</sup> at the end of Key Stage 1 in 2000 was above the national average in reading, below the national average in writing and mathematics and well below the national average in science. Few pupils attained the higher Level 3. Compared to similar schools, the percentage of pupils who attained Level 2 was well above the average in reading, close to the average in writing and mathematics and below the average in science.

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<sup>1</sup> On Early Learning Goals: QCA (Qualifications and Curriculum Authority) has produced a set of early learning goals for children in the Foundation Stage of education. These outcomes are a set of skills, knowledge and understanding that children might be expected to achieve by the time they start the National Curriculum in Year 1 in six areas of learning: communication, language and literacy; mathematical development; knowledge and understanding of the world; creative development; physical development, and personal social and emotional development. The Foundation Stage continues until pupils enter Year 1 when they begin Key Stage 1 of the National Curriculum.

<sup>2</sup> On school results: An average points score provides schools with a single statistic to compare the overall grades attained by their pupils with the grades attained by pupils in other schools. At Key Stages 1 and 2, the National Curriculum levels of attainment are given a score. For example, in mathematics Level 1=9 points and Level 2=15 points, and so on. The average test score achieved by a school is calculated by adding up all the scores achieved by the pupils and then dividing by the number of pupils who took the test. These comparisons are the ones used in the figures printed in the summary of the report. When the percentage of pupils attaining a particular level is compared to other schools, this is stated clearly in the text.

<sup>3</sup> On Levels: The National Curriculum has been written on the basis that, by the end of Key Stage 1, pupils are expected to attain Level 2 in all National Curriculum subjects. Those who achieve Level 3 are therefore attaining above nationally expected levels. It is a national expectation that all pupils should reach Level 4 by the end of Key Stage 2. Pupils who reach Level 5 are therefore attaining above the nationally expected level for their age.

4. At the end of Key Stage 2, the percentage of pupils who attained the nationally expected Level 4 was well below the national average in English, mathematics and science. However, the percentage of pupils who attained the higher Level 5 was close to the national average in English and below the average in science but well below the average in mathematics. Compared to similar schools, the percentage attaining Level 4 was close to the average in English and below the average in mathematics and science; whilst those attaining Level 5 was well above the average in English, close to the average in science but below the average in mathematics.
5. These results appear disappointing. However, 57 per cent of pupils who took these tests in Year 6 were on the school's register of special educational needs and the percentage of pupils with Statements of Special Educational Need was almost four times the national average. The school keeps detailed records to track pupils' progress through the school. These show that almost all of the pupils who had benefited from the full four years at the school in Key Stage 2 achieved the nationally expected progress of two levels of the National Curriculum in English and mathematics and almost half achieved better than this in English. Furthermore, almost a third of the pupils who took the tests in Year 6 arrived at the school during Key Stage 2, often from overseas and with little or no English. When these pupils and the high proportion of pupils with Statements of Special Educational Need are removed from the comparison with other schools, results at the end of Key Stage 2 were close to the national average in English and below the national average in mathematics and science. Compared to similar schools, the results of this restricted group were well above the average in English and above the average in mathematics and science. This gives a more accurate view of the pupils' achievements and the quality of the school's educational provision.
6. The judgements at the time of the inspection are that pupils' attainment is below average in English, mathematics and science at the end of Key Stage 1, and broadly average in all three subjects at the end of Key Stage 2. This reflects the much higher attainment of this year group in the national tests at the end of Key Stage 1 in 1997, which were broadly in line with the average in English and mathematics, and changes in the teaching staff this year. There are two new temporary teachers, the deputy headteacher is teaching the Year 6 class following concerns over the quality of teaching and learning for this year group but, unfortunately, the reception class has had four temporary teachers during the school year. Furthermore, the school has developed good strategies to induct and support temporary teachers in the school and the local education authority has provided training in the teaching of mathematics. Targets have been introduced for year groups and individual pupils that are set in October and February and these are shared with parents. These initiatives are helping to raise standards. All pupils, including those with special educational needs or English as an additional language, make good progress in the school.
7. The trend in the school's results is rising broadly in line with the national trend but there are large fluctuations from year to year. The school tracks pupils' progress and identifies the cause of these changes as being the differences in pupils' abilities and the variations in the proportions of pupils with special educational needs. Test results are analysed to identify strengths and weaknesses and this shows that girls tend to do better than boys in all tests, which reflects the national picture. The school has set suitably challenging targets for pupils' attainment in English and mathematics and is likely to meet these targets in this year's national tests. The school monitors pupils' work for signs of gifted and talented pupils but this has not identified any pupil as gifted or talented.

8. Standards in literacy are satisfactory at the end of Key Stage 2 but they are below expectations at the end of Key Stage 1. Nevertheless, pupils make satisfactory progress in Key Stage 1 and they develop positive attitudes to reading. Many seven year olds read simple texts accurately and use their knowledge of letter sounds to make sense of unknown words. Pupils write letter shapes with increasing clarity and uniformity, ensuring suitable spaces are left between words. However, much of pupils' writing is limited to completing worksheets and ordering single sentences as they are not able to write at greater length with fluent, legible handwriting. By 11 years of age, pupils read more confidently. They read non-fiction texts comfortably and keep a detailed and well-presented reading record in which they comment on character, setting and plot. They write for a range of purposes with a fluent, cursive style. These include letters, stories, poetry and reports. Pupils present their work well using a word processor.
9. Standards in numeracy are below expectations at the end of Key Stage 1 but satisfactory at the end of Key Stage 2. Pupils in Key Stage 1 identify odd and even numbers and count in twos, threes and fives. They learn number facts to ten but few pupils are able to recall these facts from memory. By the age of 11, pupils develop a satisfactory mental recall of number and multiplication facts. They find the lowest common denominator of fractions and plot co-ordinates in two quadrants. Pupils are encouraged to be methodical in solving problems and this helps them to develop confidence in mathematical enquiry.
10. Standards in science are below expectations at the end of Key Stage 1 but satisfactory by the end of Key Stage 2. By the age of seven, pupils know the names of the major organs of the body. They sort different materials according to their texture and develop confidence in collecting and recording evidence. However, few pupils make predictions with confidence or carry out their own investigations as they have little understanding of a fair test. By the age of 11, pupils develop the understanding necessary to conduct a fair test and predict what will happen.
11. By the time pupils leave the school at the age of 11, standards in the non-core subjects are good in information and communication technology and physical education, and satisfactory in design and technology and music. However, standards are below expectations in art and design, geography and history because these subjects are allocated relatively less teaching time. Nevertheless, this represents an improvement since the last inspection in information and communication technology and physical education but lower standards in history. Standards in all the other subjects are similar to those at the time of the last inspection. By the end of Key Stage 1, standards are below expectations in all subjects except for information and communication technology, where standards are satisfactory. There was insufficient evidence to make a secure judgement on standards in physical education and music at the end of Key Stage 1.
12. Pupils' achievements are good considering their low attainment when they start school. Compared to similar schools, pupils' achievements in the national tests in 2000 were good in English but less so in mathematics and science. However, this was primarily due to the large proportion of pupils who arrived during the key stage and pupils with Statements of Special Educational Need.

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

13. Pupils' attitudes to the school are good and they learn to relate well to each other. Attitudes within the classroom improve as pupils mature, so that by the time they are ten and 11 years old, pupils listen well, work well by themselves and with others and show an ability to concentrate and apply themselves well to the tasks in hand. They are confident, willing and able to help each other.

14. Pupils' behaviour is generally good, although younger pupils require a great deal of careful management by their teachers. When a lesson is insufficiently structured and when expectations are not explicit and firm, pupils become noisy and restless. Most pupils enjoy their lessons, they concentrate well and they are sensible. This was evident in a lesson in which 11 year old pupils were learning ball skills outdoors. Circumstances could have led to behavioural difficulties, but pupils responded well and a lively and successful class ensued. Pupils in this class are attentive, patient, listen well and work with enthusiasm and concentration as they create their own multimedia pages on computers. Pupils with special educational needs are keen and are well supported. This is usually given in the classroom by the trained and caring learning support assistants. Pupils move from task to task quickly and quietly.
15. Pupils understand the rewards and sanctions and feel that they are fair. In the playgrounds, pupils are well supervised and play very well. Pupils are considerate, friendly and helpful to visitors. They move in a careful and orderly way from the playground to their classes. Behaviour is very good during lunch times. Pupils are polite and courteous to each other, their teachers and midday staff and the scenes at playtime are delightful. The grassed area is used well by many of the older pupils. Pupils play together happily and they are supervised well. Boys and girls play football together. Some pupils opt for quieter activities and they are supportive of each other, bringing others into games if they have no one to play with. There have been no exclusions. The hotel manager wrote to the school to praise pupils' behaviour on the school journey to the Isle of Wight.
16. Relationships between staff and pupils are generally good. This is evident both in classroom and around the school. In a school with pupils from a wide range of cultural backgrounds and with some teachers relatively new to the school, pupils relate very well and show respect for each other and for their teachers. Pupils trust their teachers and they know to whom they should go if there is a problem. They are given some responsibility as they grow older but opportunities are limited. Some older pupils help with younger ones during lunch and pupils are given tasks such as helping distribute materials or clearing up. Pupils work well on their own, for example, when they take turns on the computer. There is a school council that involves older pupils but it has not met recently. Overall, pupils are not given sufficient responsibility to help them develop initiative and prepare them for the next stage of their education. All the many pupils spoken with during the inspection said they enjoy coming to school and feel they are looked after well. They say that all members of staff are kind and helpful.
17. Attendance is above the average for primary schools. Registers are completed efficiently and quickly, conforming to legal requirements. The school works closely with the education welfare officer who responds to requests for support and visits the school every half term.

## **HOW WELL ARE PUPILS TAUGHT?**

18. The quality of teaching is satisfactory or better in 97 per cent of lessons. It is good or better in 47 per cent of lessons and very good in nine per cent. Teaching is unsatisfactory in three per cent of lessons. This represents a significant improvement since the last inspection when only 87 per cent were satisfactory or better. Teaching is generally better in Key Stage 2 where 52 per cent of lessons seen were good and 16 per cent very good.

19. The teaching of the children under five is satisfactory in 80 per cent of lessons and good in the other 20 per cent. Teaching is good for children's personal and social development and satisfactory in all other areas of learning. Teachers provide a range of social experiences that develop children's confidence, concentration and respect for each other. Activities are planned well but opportunities for children to work and play independently are mainly limited to the nursery.
20. For all subjects in Key Stage 1 where it was possible to observe lessons during the inspection, teaching was satisfactory. Teaching was good for all subjects in Key Stage 2 except art and design, geography and music, where teaching was satisfactory. It is difficult to link the quality of teaching with pupils' learning across a key stage because of the many changes in the teaching staff each year. Four temporary teachers have taught the reception class this year and, at the time of the inspection, there were two temporary teachers in the school. Additionally, the deputy headteacher took responsibility for the Year 6 class in the spring term. The school is currently seeking to appoint teachers for six of the eight classes for next term. The deputy headteacher provides good support for the new and temporary teachers in the school but this role is restricted when she has responsibility for a class.
21. Teachers have a secure knowledge and understanding of the National Curriculum and the national strategies for literacy and numeracy. Consequently, literacy and numeracy are taught effectively and the deputy headteacher supports teachers from overseas who are less familiar with the national strategies.
22. The teaching of pupils with special educational needs and English as an additional language is effective and these pupils learn well. Teachers have a good knowledge and understanding, realising the importance of speaking and listening from the outset. This is given due emphasis but not at the expense of reading and writing as the pupils move through the school. Resources are used well to stimulate and motivate pupils. Relationships are good and teachers manage these pupils well in an atmosphere of mutual respect.
23. Lessons are planned well and teachers carefully prepare resources for the lesson so that they are readily available for pupils to use. For example, a good collection of artefacts collected by 'Barnaby Bear' on his world trips was used well in a geography lesson. Teachers plan tasks of varying levels of difficulty to meet pupils' learning needs and this encourages pupils' enthusiasm and, generally, they work well.
24. There are clear learning objectives for lessons but these are not always shared with the pupils to allow them to understand what they are learning and why. Teachers have high expectations of pupils' work and behaviour, and they use questioning well to extend pupils' learning. They manage pupils effectively and use good strategies to ensure pupils behave well and concentrate as well as they can on their work. On the few occasions where teaching is unsatisfactory, the management of pupils is unsatisfactory and the lesson lacks a brisk pace. Many pupils find it difficult to maintain concentration and easily become restless and noisy with the result that insufficient work is produced.
25. Teachers make good use of time and resources in lessons. In particular, good use is made of information technology and pupils were observed using the computer in most lessons. Teachers work well with learning support assistants who are well informed about the purpose and method of the lesson. Learning support assistants know the pupils well and they provide much needed stability for pupils when there are frequent



changes of teachers. Teachers use marking well to assess pupils' learning and set tasks appropriate for their learning needs. Homework is well organised and planned to support pupils' learning in lessons.

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

26. The curriculum for the Foundation Stage is satisfactory across both year groups. Detailed long-term plans are in place that include all areas of learning that should be taught to children before they enter Year 1 and are appropriately focused upon the Early Learning Goals for children of this age. Lesson planning is detailed and children have access to a wide range of suitable activities and learning experiences. However, the quality of learning opportunities is better in the nursery than in the reception class.
27. The quality and range of learning opportunities in Key Stage 1 and Key Stage 2 are satisfactory overall. All statutory requirements are met and all subjects of the National Curriculum are taught. However, there is insufficient balance between the subjects of the curriculum. In the last few years, teachers have concentrated resources and efforts on establishing a quality curriculum in English and mathematics. In this, the school has been successful. The national strategies for literacy and numeracy have been implemented well and this makes a significant contribution to the quality of pupils' learning. However, the time remaining for the other subjects is allocated unequally and some subjects, such as art and design, history and geography are not fully developed as they are allocated as little as two per cent of the available teaching time in some years. Planning has improved since the last inspection through the systematic use of detailed schemes of work which have clear learning objectives and outline assessment opportunities. The overall planning structure within the school supports temporary teachers well. The planning by these teachers is monitored by the deputy headteacher regularly. However, this does not identify the insufficient balance between the subjects of the curriculum that is necessary to ensure that appropriate standards can be attained in all subjects.
28. Opportunities to systematically extend and consolidate English and mathematics skills through other subjects have not been fully identified. There is not enough opportunity, for example, for pupils to develop writing skills through their study of history and geography, or to use graphs to represent and interpret data in design and technology or geography. A further contributory factor to this imbalance in the curriculum is that some sessions are too long for pupils of this age and ability and consequently, the available time is not always used effectively.
29. The school makes good provision for pupils with special educational needs and these pupils make good progress relative to their prior attainment. Provision complies fully with the special educational needs Code of Practice<sup>4</sup>. There are sound procedures in place to identify pupils with learning difficulties early. Individual education plans are constructed by the teachers and are reviewed at regular intervals in consultation with the co-ordinator for special educational needs. Targets in these plans are clear and relevant. All pupils with special educational needs have full access to the curriculum and the work is matched carefully to meet their individual needs and abilities.

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<sup>4</sup> On special educational needs Code Of Practice: This gives practical advice to schools and local education authorities about their responsibilities and tasks to ensure that pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1993 Education Act.

30. Support for pupils with English as an additional language is provided in classes throughout the school on the basis of need and by withdrawing pupils, especially in Key Stage 1, for additional support with written and spoken English. Children in the nursery quickly begin to speak and communicate clearly in English. As they proceed into Key Stage 1 they are placed in small groups, usually with a learning support assistant, and then withdrawn, if necessary, by the special educational needs co-ordinator for additional support. Similar arrangements exist for pupils who transfer into the school during either key stage.
31. The school runs a successful and well-attended Breakfast Club where pupils have the opportunity to start the day with a suitable meal. A parent and a grandparent run a football club after school that is very popular and supported equally by girls and boys. The school organises no other extra-curricular activities to meet the interests and particular needs of the pupils. This is unusual for a primary school and a concern for a significant proportion of parents.
32. Links with the local community make a positive contribution to pupils' learning. These include visits from a school nurse, paramedic, taxi driver, police, firefighter, road safety officer, and a guide dog. There is close contact with the parish church, with the priest leading some services at the school and the whole school celebrating Christian services and festivals in the church. There are good links with schools in the area, particularly the local secondary school, which ensure a smooth transfer to the next stage of education.
33. The school provides sound personal, social and health education for the pupils. The school's policy provides a satisfactory structure to develop these aspects of the curriculum. It is effectively applied and this makes a sound contribution to the ethos of the school. Sex education and drugs education are taught as part of the whole-school curriculum.
34. The very good provision for pupils' spiritual development reflects the Christian values that are the corner stones of the school. The moral development of pupils is good and the provision for their social and cultural development is satisfactory.
35. The school provides for pupils' spiritual development through religious education and collective worship at assemblies and throughout the school day. There are prayers at the start and end of the school day and at meals. Pupils understand and respect these calm moments during their day. They have opportunities to think about their feelings during the 'circle time'<sup>5</sup> sessions. The landscaped and planted areas round the school provide many opportunities for pupils to enjoy the beauty of nature. This is especially the case in the enclosed courtyard that is used for art lessons.
36. The provision for pupils' moral development is good and contributes greatly to the school's learning atmosphere. When teachers manage pupils' behaviour well, they reinforce the school's high expectations and they encourage pupils to think about the consequences of their actions. For example, in a lesson on poetry pupils are encouraged to write kindly about one another. Every class agrees and reviews its own class rules and good behaviour is encouraged by the good and bad news system, helping pupils' awareness of the effects of their behaviour. Pupils develop a sense of

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<sup>5</sup> On 'Circle time' - this is the provision of a discussion period which provides good opportunities for pupils to talk about issues that face them in everyday life.

moral responsibility when they participate in fund raising for various charities and causes, such as Ghana.

37. The provision for social development is satisfactory. There are opportunities for collaborative work, and pupils play well together. All pupils in their last year at school enjoy their residential visit to the Isle of Wight. They remember this journey and visits to the Science Museum and art galleries with great pleasure and these contribute to pupils' social development. There is a school council involving older pupils, but it does not meet frequently. There are occasional 'circle times' in some classes during which pupils are encouraged to talk together and discuss difficult interpersonal issues in a structured but permissive atmosphere.
38. Provision for pupils' cultural development is satisfactory. In an English lesson, pupils looked at texts from several cultures and there are opportunities in history, geography, religious education and the nursery for learning about cultural traditions. The junior production gives many pupils further experiences. Overall however, there are limited opportunities for pupils to celebrate the wealth of diverse traditions, cultures and beliefs throughout the United Kingdom and around the world.

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

39. The staff and governing body maintain a caring school in which the personal needs of the pupils are met well. Pupils with special educational needs are identified early and are given appropriate support to help them make suitable progress and the pupils with English as an additional language are supported well.
40. There is a positive atmosphere and pupils report that members of staff are kind and supportive. Pupils' personal, social and emotional development is carefully monitored with the help of individual targets that encourage pupils to be aware of the effect of their actions and ways in which they can change. These are agreed with the pupils and communicated to their parents at consultation meetings.
41. The school is well aware of the need to ensure that behaviour is monitored. Any serious incidents, should they occur, are logged in class behaviour folders or playground books maintained by the lunchtime supervisors. These provide useful records to help the school monitor pupils' personal development, and pupils are very keenly aware of the process. There are examples of pupils commenting in writing about particular incidents from their point of view. The school informs parents of their children's attitudes through 'good news' and 'bad news' letters and pupils are proud to take home 'good news' letters. The 'bad news' letters are less eagerly displayed but taken home nonetheless.
42. Certificates and other awards are given to pupils at special merit assemblies with an explanation of why they were deserved. Pupils understand the rewards and sanctions, and know that parents are likely to be involved if behaviour becomes unsatisfactory. Pupils are encouraged to help devise their own class rules at the start of each school year.
43. The school monitors attendance well and follows up any unexplained absences. Registers conform to legal requirements. Pupils, and their families, are fully aware of the importance of punctuality and pupils who arrive late are required to sign a late book. Letters are sent home if a pupil is frequently late.

44. There are satisfactory opportunities for pupils to discuss feelings, attitudes and behaviour with each other. Personal, social and health education are covered across the curriculum. Specialists come to school to cover such subjects as drugs awareness and the governors have agreed a policy for sex education. Circle time is used when class teachers feel it is going to be helpful.
45. All members of staff are fully aware of child protection procedures and have received training. Pupils are well supervised at playtimes. The mealtime supervisors, most of whom also work in classrooms, know the pupils well. All have had relevant training and are well aware of their responsibilities. Consequently, the atmosphere during lunch and at play is supportive and pleasant. Boys and girls play well together just as they work well together in classrooms. The school has an impressive Breakfast Club. Over 40 pupils enjoy a very good start to the day. This level of provision is unusual and welcomed by pupils and their parents.
46. Members of staff are trained in first aid and there are records of all incidents. There are professional checks on the safety of portable electrical appliances, fire extinguishers and physical education equipment. There are regular fire drills and fire alarm checks. The school is maintained well and provides a safe environment for all who use it. Although the headteacher and caretaker undertake annual inspections of the premises, there is a need for a more structured and frequent health and safety audit, involving an 'outside pair of eyes' if possible, such as a governor.
47. The school has good procedures for monitoring and assessing pupils' academic progress in the core subjects. The school carries out careful analysis of statutory and other assessment data. The school carefully tracks attainment and progress in each year group through non-statutory tests for pupils in years other than at the end of each key stage. The information gathered is collated, analysed and used well to provide an overall picture of achievement in different year groups. Based on the gathered information individual learning targets are set and pupils' progress is recorded and tracked. Assessment is linked to the work that is planned and focuses on the needs of individuals and groups of pupils. Targets for pupils with special educational needs are appropriate and reviewed regularly.

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

48. The quality of information for parents is good. There are regular, informative newsletters and the school sends home information about the curriculum at the start of each term showing the main topics that pupils of all ages will be studying in the year. The Friends Association also distributes occasional newsletters. Most parents who returned the pre-inspection questionnaire reported that they felt well informed about how their children were getting on.
49. Parents make a satisfactory contribution to pupils' learning at school and at home. A few parents come into school to help, especially in the nursery where they are encouraged to be with their children until they settle in. Most parents attend the regular consultations with teachers about their children's progress and there was a good level of attendance at a recent meeting on numeracy. Few parents use the reading record book to communicate with the school but pupils are encouraged to write comments about the books they have read. Parents find staff easy to talk to. Many parents attend assemblies and masses at which they feel welcomed and they express

considerable confidence in the school. The active and enthusiastic Friends Association organises social and fundraising events. There have been successful quiz nights, discos, sponsored silences and cake sales. Parents and staff support these activities and the association has made significant contributions to the school's equipment.

50. At the end of the year, parents are invited to discuss reports on their children's academic progress if they wish. The reports are detailed and helpful and include targets for the future with a comment slip for parents to return. Parents of pupils with special educational needs are pleased that they are fully involved in the regular reviews of the individual education plans, which are sent to them for comment. The school involves parents at an early stage when even a slight concern has been identified. Relationships with parents of pupils with English as an additional language are good. Newsletters and other correspondence are not translated as the pupil, if appropriate, or members of the local community translate if necessary. Consequently, attendance rates at open evenings and similar events are good and the deputy headteacher, who speaks Spanish, translates at more formal meetings.

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

51. The headteacher provides calm and purposeful leadership. She has a clear vision for school development that acknowledges the constraints posed by the difficulties of establishing a stable staff. There are daily meetings with the deputy headteacher, who is very supportive, and they form an effective partnership. Staffing difficulties have meant that three classes have been taught by at least two different teachers this year, including the reception class that has been taught by four different teachers. The school is currently seeking to appoint six class teachers for next September.
52. The school has developed very good induction procedures for new and temporary teachers, many of whom come from overseas and are unfamiliar with the National Curriculum and the national strategies for literacy and numeracy. Until January of this year the deputy headteacher did not have a class commitment and was therefore able to give more time to provide very effective support for newly appointed staff. Joint planning, demonstration lessons, the support of the local education authority and the purchase of very supportive resources all help ensure that newly appointed staff settle quickly into a routine that ensures continuity of learning for the pupils. The governors, on advice from the headteacher, have made the release of the deputy headteacher from class responsibilities a priority in order that this high quality provision and support can continue.
53. The school monitors and evaluates its performance well. The headteacher, deputy headteacher and the co-ordinator for the Foundation Stage monitor teaching on a weekly basis. Formal records are kept of these observations and areas for improvement are clearly identified. The deputy headteacher also monitors the teaching of new and temporary teachers in the school. She produces an analysis of needs for new teachers after they have been in the school a few weeks. Appropriate training courses are found to meet identified needs and the deputy headteacher also gives demonstration lessons for these teachers. Annual tests for all year groups provide useful information of pupils' progress and allow the school to identify underachieving pupils as well as the high achievers and to set targets for individuals and groups.

54. The development of the role of curriculum co-ordinators is restricted by the frequent changes of teaching staff. Currently, there is no co-ordinator for geography or history. Co-ordinators monitor teachers' planning and conduct a scrutiny of pupils' work that is complemented by talking to pupils about their work. However, observations of lessons to establish strengths and weaknesses in teaching and learning are only carried out by the co-ordinators for English and mathematics. With the many current changes in teaching staff, it is understandable that the school's priority is to maintain satisfactory standards of teaching in all classes. Nevertheless, the role of co-ordinators for subjects other than English and mathematics should be developed as soon as the appointment of permanent teachers makes this possible. The part-time co-ordinator for special educational needs is very effective in providing support for teachers, learning support assistants and pupils.
55. The governing body has organised a number of sub-committees to enable it to fulfil its responsibilities satisfactorily. The chair of governors meets with the headteacher weekly and is aware of developments in the school. The main source of information to governors is the comprehensive headteacher's report that they receive before the termly meetings. There are some visits by governors to the school but these are not organised systematically with an agreed focus for the visit. Furthermore, the commitments of many governors prevent them from visiting the school during the school day.
56. The school development plan is a comprehensive and useful document for school improvement. There is a clear and agreed timetable for the production of the development plan. The headteacher produces a draft plan after consultations and meetings with staff and governors. The governing body considers the draft plan and makes contributions before the plan is adopted. Financial implications and success criteria are clearly identified and these are used by the persons with responsibility to monitor and evaluate the effectiveness of initiatives.
57. Financial planning is good and is linked closely to the school development plan. The finance committee convenes before the main governing body meeting to enable it to produce a financial report for all governors. Some funds are raised from parents to allow the governing body to contribute to necessary building works around the school. The school secretary provides a friendly and welcoming reception for parents and visitors alike. She manages day-to-day finances well and makes good use of information technology. The principles of best value are applied well and the school provides good value for money.
58. There is a suitable number of teachers and learning support assistants to meet the requirements of the National Curriculum. This includes four part-time teachers with a full-time equivalent of 1.7 who provide good support for the pupils' individual learning needs. There is a good number of learning support assistants who work well with teachers and provide good support for the pupils who they know well. Their work and knowledge of the pupils is very important in the light of frequent changes in the teaching staff. The induction policy is managed effectively and training is linked well to both the school's development and the individual needs of teachers.
59. The good accommodation includes the use of a courtyard that provides a quiet area with many plants and a pond for pupils' investigations. This area is well maintained by the caretaker who takes great pride in it. The two playgrounds are marked well for pupils' enjoyment and the school shares a playing field with the other primary school on the same site. The school has added a library in a widened corridor and a

computer room since the last inspection. Computers have been ordered but the library does not contain a sufficient supply of books and this restricts pupils' opportunities for independent research. Resources for other subjects are adequate although there is a narrow range of resources for music and history. Resources for children in the reception class are unsatisfactory and children in the Foundation Stage do not have equal access to the available resources.

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

60. In order to raise standards, the headteacher, governors and staff should:

- (1) Review the allocation of teaching time to different subjects to ensure that there is sufficient time for pupils to achieve the nationally expected standards in all subjects. (Paragraphs 11, 27, 97, 101, 105, 107.)
- (2) Ensure there are sufficient resources of good quality for all subjects, including a satisfactory number of books in the school library. (Paragraphs 59, 82, 115.)
- (3) Develop the resources for the Foundation Stage and ensure that all children have equal access to these resources. (Paragraphs 26, 59, 72.)

### **Minor areas for development.**

As the appointment of permanent teaching staff allows, develop the role of curriculum co-ordinators to monitor teaching and learning in all subjects (paragraphs 54, 105, 107) and consider the school's response to the concern of a significant proportion of parents about the lack of activities outside lessons (paragraph 31). The governing body should consider the benefits of planned focused visits by governors during the school day (paragraphs 46, 55).



## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	58
Number of discussions with staff, governors, other adults and pupils	26

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	9	38	50	3	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)	18	201
Number of full-time pupils known to be eligible for free school meals	0	58

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	3
Number of pupils on the school's special educational needs register	5	81

English as an additional language	No of pupils
Number of pupils with English as an additional language	42

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	12
Pupils who left the school other than at the usual time of leaving	7

### Attendance

#### Authorised absence

	%
School data	4.2
National comparative data	5.2

#### Unauthorised absence

	%
School data	0.04
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	16	13	29

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	14	12	15
	Girls	12	11	10
	Total	26	23	25
Percentage of pupils at NC level 2 or above	School	90 (87)	79 (97)	86 (73)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	14	13	12
	Girls	12	12	9
	Total	26	25	21
Percentage of pupils at NC level 2 or above	School	90 (93)	86 (90)	72 (77)
	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	17	13	30

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	7	10
	Girls	10	8	11
	Total	19	15	21
Percentage of pupils at NC level 4 or above	School	63 (83)	50 (67)	70 (67)
	National	75 (70)	72 (68)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	8	7
	Girls	10	8	9
	Total	17	16	16
Percentage of pupils at NC level 4 or above	School	57 (79)	53 (63)	53 (71)
	National	70 (68)	72 (69)	79 (75)

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

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	6
Black – African heritage	45
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	5
White	103
Any other minority ethnic group	12

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

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

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

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

### **Teachers and classes**

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

Total number of qualified teachers (FTE)	9.7
Number of pupils per qualified teacher	29.1
Average class size	28.7

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

Total number of education support staff	6
Total aggregate hours worked per week	115.5

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

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	18.0

Total number of education support staff	1
Total aggregate hours worked per week	32.5

Number of pupils per FTE adult	9
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*FTE means full-time equivalent.*

### **Financial information**

Financial year	2000/2001
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	£
Total income	581,510
Total expenditure	577,210
Expenditure per pupil	2,510
Balance brought forward from previous year	5,686
Balance carried forward to next year	4,300

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

### **Questionnaire return rate**

Number of questionnaires sent out	236
Number of questionnaires returned	42

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	67	24	10	0	0
My child is making good progress in school.	55	33	7	2	2
Behaviour in the school is good.	52	33	10	5	0
My child gets the right amount of work to do at home.	48	40	2	7	2
The teaching is good.	60	29	7	5	0
I am kept well informed about how my child is getting on.	57	29	12	2	0
I would feel comfortable about approaching the school with questions or a problem.	64	31	2	2	0
The school expects my child to work hard and achieve his or her best.	62	33	2	0	2
The school works closely with parents.	55	33	10	2	0
The school is well led and managed.	62	26	5	7	0
The school is helping my child become mature and responsible.	60	33	2	5	0
The school provides an interesting range of activities outside lessons.	40	21	17	14	7

## **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**

61. The Foundation Stage comprises the nursery and reception classes. Children attend the nursery for either the mornings or afternoons before transferring to the reception class in September or January preceding their fifth birthday. There are meetings and visits for children and their parents before the children start school that provide good opportunities to familiarise themselves with school routines. The children are assessed shortly after they start school. This shows a wide range of ability but the majority of children have skills that are underdeveloped for their age. When children transfer to the reception class, assessment shows attainment is well below the national average. Although children make satisfactory progress and broaden and consolidate their knowledge in all areas of learning, children's attainment remains below the expectations of the Early Learning Goals by the time they enter Year 1.
62. The planning and provision for children in the Foundation Stage are satisfactory overall. The children's attitudes and learning skills, however, restrict the teachers' opportunity to provide activities that encourage independence and fully develop children's understanding. Standards overall have been maintained since the previous inspection.

### **Personal and social development**

63. Children achieve broadly what is expected for their age and they make good progress through opportunities to work and co-operate with others. The caring and supportive environment helps young children to settle quickly and feel part of the school. Children adapt to school routines well and, by the time they enter Key Stage 1, most children show confidence and relate well with adults and each other. Most children are responsive, interested in what they are doing, and concentrate and persevere in their learning activities. Teachers sensitively encourage children to participate in activities when they are required to sit and listen to others and some do this attentively. Many children find listening to the teacher and other children very difficult. A few children are attention seeking, do not listen well and have little understanding of the impact of their behaviour upon others. As a result, this limits their rate of learning. Children share their feelings and ideas, although this is hard for many children who have limited language skills and find concentration difficult. They attend acts of collective worship with the rest of the school and this helps them to become members of the school. Children in the reception class have opportunities to mix with older friends or siblings at playtimes and lunchtimes and this helps them to develop their social skills.
64. The quality of teaching is good overall. Teachers provide good role models and children are treated with respect. A range of social experiences is provided, such as role play in the 'restaurant', sharing news and taking turns in speaking and listening sessions. There is a strong focus on the development of children's confidence and self-esteem, concentration and respect for each other.

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

65. Most of the children develop literacy skills slowly and will not meet expectations by the end of the Foundation Stage. They learn to listen to each other and take turns in communicating their ideas. Children lack confidence in discussions and when sharing

ideas and experiences. They take time to learn new vocabulary and their speech lacks fluency and expression. A few children begin to read simple texts, using the pictures and letter sounds to help their understanding. Others recognise their names and a few familiar words. Children enjoy hearing stories and they listen well for short periods. There are writing areas where children make their own attempts at writing their own and friends' names, shopping lists and orders from customers in the 'restaurant'. A small number of children are able to form letters correctly while the majority of children are at the stage of making marks on paper.

66. The quality of teaching is satisfactory. Opportunities are provided for children to develop early speaking and listening skills through a variety of activities. Children are happy to share books with adults and enjoy talking about the pictures and stories whilst some recognise familiar words. Many children become restless and inattentive during some of the literacy sessions. There are satisfactory opportunities for role play, and these are sometimes good when an adult intervenes to extend children's ideas. There are a variety of resources which children mostly use with care. The range of resources available and the level of adult intervention in some activities limit opportunities to develop and extend vocabulary and language skills.

### **Mathematical development**

67. Children's mathematical skills are slow to develop with only a few children likely to meet expectations by the end of the Foundation Stage. However, the children's achievement overall is broadly satisfactory. A few children have learned to count confidently to ten and are able to match the number to each object counted, although the majority count confidently only to five or six. They use a number line to recognise and order numbers. The children are beginning to identify patterns and compare, sort and count objects. Good opportunities are taken to regularly reinforce numbers through counting and rhymes. Many children recognise common shapes, such as the square, circle and triangle, when they follow instructions to move to the correct shape tile shown on the ground.
68. Teaching is satisfactory and activities develop children's mathematical knowledge securely. There is insufficient opportunity for children to use mathematical language in play and during activities without adult interaction.

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

69. Children's knowledge and understanding of the world does not meet expectations for their age although they make satisfactory progress overall. The activities provided help children to develop an understanding of the world around them and they recall their experiences through a range and variety of role play. Children observe objects in their immediate environment and they learn about different animals and creatures and where they live. They offer ideas and investigate objects to see if they float or sink. Some children identify objects as hard or soft, rough or smooth. They learn to sort materials made of card and plastic and some are aware that some materials can be re-used. Children develop the skills of cutting, joining and building using a variety of materials. For example, they use boxes and card to fix a giraffe's neck to its body with masking tape. They have access to a range of construction equipment. Children use the computer with some confidence, controlling the mouse to move the cursor around the screen and use fine control to click icons for colouring when, for example, they decorate an elephant's body with spots or stars. There are some opportunities for

children to experience food, music and art from other countries but their knowledge of the wider world and the cultures of other people is limited.

70. Teaching is satisfactory. There is a variety of well-planned activities for children to try, use and explore that are linked to a particular focus. Many children concentrate and behave well, and this has a positive effect on the quality of their learning. However, activities in the reception class are directed by the teacher and there are few opportunities for children to discuss together and build upon the ideas and suggestions of others, which restricts the development of children's knowledge and understanding of the world.

### **Physical development**

71. Children's physical development is below expectations for their age but they make satisfactory progress. Children develop confidence when dressing and washing their hands. The nursery has access to a safe, well-organised environment with opportunities for children to use wheeled toys to develop control and co-ordination in pushing, pulling and pedalling. Children show an awareness of space and their own needs as well as the needs of others. They travel around and through objects with confidence but not always safely without adult supervision. Children climb and balance carefully on the slide and climbing frame. The children kick, throw and catch balls of different sizes but need adult support to develop accuracy. They handle scissors, glue, paintbrushes, pencils and crayons safely with developing control.
72. Teaching is satisfactory overall. Teachers encourage children to gain in confidence in using space and equipment imaginatively. Outdoor physical activities are not yet fully incorporated into the daily routine of all children in the Foundation Stage and available space is under-used which limits the consistent and full development of this area of learning.

### **Creative development**

73. Children's achievement in creative development is satisfactory but only a few children will meet the Early Learning Goals by the end of the Foundation Stage. Creative play is developed in the role-play area and by the use of artefacts, clothes and small world play to enhance their imagination. Children enjoy and join in rhymes and singing. They experiment with percussion instruments and begin to appreciate some of the ways sounds can be made and changed. They listen to music and attempt to move like a giraffe. Children show enthusiasm for art and represent what they see and feel in a range of media. They are beginning to appreciate the effects of different textures, colours, shapes and patterns.
74. Teaching is satisfactory overall. Children are provided with a range of materials and activities. Opportunities are provided for role play, to use farm and wild animals, toys and construction equipment. Although adults interact with children during these activities, there is limited direction or structure to systematically develop skills to enhance the quality of play and imagination.

## **ENGLISH**

75. In the national tests in 2000, standards in both reading and writing at the end of Key Stage 1 were below the national average but above average when compared to similar

schools. In Key Stage 2, results were below the national average in English and average when compared to similar schools. However, last year's Year 6 class was affected by a 30 per cent turnover of pupils. The pupils that were in the school throughout Key Stage 2 made good progress achieving standards close to the national average and well above the average of similar schools. Furthermore, the school's records show that all but one of the pupils who benefited from the full four years at the school during Key Stage 2 achieved the nationally expected progress and almost half of these pupils achieved better than that expected. As previous years' test results show, standards vary greatly from year to year. Inspection evidence shows that, this year, standards are below average at the end of Key Stage 1 and close to the average at the end of Key Stage 2. As children enter the school with low attainment, they make satisfactory progress in Key Stage 1 and good progress in Key Stage 2.

76. Overall pupils make very good progress in speaking and listening as they progress through the school from the Foundation Stage. Standards in speaking and listening are below expectations at the end of Key Stage 1 and meet expectations at the end of Key Stage 2. In Year 1, several pupils are restless as the story 'Not Now Bernard' is read. Several chat with each other as soon as the teacher asks questions about the narrative and others call out answers rather than raise their hands. In Year 2, standards have improved and the pupils are focused on the teacher as she reads with clear articulation and good expression, providing a good role model for the pupils. They are interested in the story and pupils with special educational needs are both included and supported well by the learning support assistants who quietly explain the story and support pupils when they attempt to answer questions. Role play is given a high priority in both classes and this makes a significant impact on pupils' ability to concentrate and listen to each other, especially when it is closely supervised. Pupils, including those with special educational needs and English as an additional language, make good progress with regard to speaking and listening and many of those with English as an additional language meet national expectations by the end of Key Stage 2. In most lessons in Key Stage 2, pupils are interested in literacy sessions and respond well to teachers' questions. For example, in Year 6 the teacher asks 'What impact are these metaphors creating?' to which a pupil replies 'barked wood suggests that it's spiky, splintered, sharp and ragged.' Planning in the most effective lessons throughout the school ensures that pupils with either special educational needs or English as an additional language work in small groups, supported by a learning support assistant for part of the lesson at least.
77. Pupils make satisfactory progress in reading in Key Stage 1, although standards are still below national expectations. Pupils develop positive attitudes towards reading. They read to an adult every week and take books home regularly. A home-school record exists in which both the teacher and parent write comments. They handle books confidently and are keen to read to an adult. Teachers follow the guidance of the National Literacy Strategy and this helps ensure that the pupils are taught systematically. Many older pupils can read simple texts with fluency and accuracy and can draw on their knowledge of letter sounds to make sense of unknown words. In Year 1 the teacher demonstrates, through asking questions that link the picture to the text, how illustrations can help pupils read successfully. In Year 2 the teacher, working with a lower ability group, chooses a text with plenty of repetition that consolidates pupils' learning. Pupils talk with enthusiasm about the books they read and higher attaining pupils understand and use an index.
78. In Key Stage 2, pupils make good progress and gain in confidence as they increasingly use their reading skills to support learning across the curriculum. They use the Internet



to find, read and research information such as the scientific poems on display entitled 'What Am I?' They handle non-fiction texts comfortably and, despite not having direct access to a reference library, find information quickly and efficiently using both the contents page and the index. By the end of the key stage, pupils keep a detailed and well presented reading record and the comments of many of the higher achieving pupils with regard to character, setting and plot reveal their good understanding of how the story line in fiction books is constructed and maintained.

79. Although pupils make satisfactory progress, standards in writing are still below national expectations at the end of Key Stage 1. Pupils are given plenty of opportunities to write throughout the key stage, however much of this writing is involved in either the completion of worksheets or in the writing and ordering of single sentences. As a result, pupils have very few opportunities to explore narrative and non-narrative writing, and seldom write a series of sentences or practise the basic conventions of punctuation. Letter shapes are increasingly more clearly formed and spaced as pupils progress through the key stage. For the most part, few pupils develop the skills required to copy and write fluently, legibly and neatly. However, some pupils write with a well-formed print script. In Key Stage 2 pupils write for a wide variety of audiences and for a range of purposes and consequently make good progress. They present arguments for and against various issues, they write letters, stories, different forms of poetry and report on things they have seen and done. A display of narrative writing contains numerous good descriptive phrases such as 'An icy wind howled around the children, anchoring their feet onto the damp and wiry grass'. Pupils link writing to books they have read such as writing entitled 'Evacuation!' that is linked to 'Carrie's War'. Information technology plays a significant part in pupils' writing. Many pupils use a word processor and present writing in a variety of styles, importing pictures to enhance the presentation. The school has recently focused on information writing to try and raise standards further especially of boys in Key Stage 2. Most pupils develop a fluent, cursive style before they leave for secondary school.
80. Pupils' attitudes to this subject are satisfactory overall in Key Stage 1 and good in Key Stage 2. They are generally enthusiastic and willing to contribute their ideas although younger pupils often call out inappropriately. Behaviour is good overall.
81. Teaching is satisfactory in Key Stage 1 and good in Key Stage 2. All teachers use the National Literacy Strategy effectively and lessons have a good balance of whole-class, group and independent activities. In the most effective lessons, pupils are managed well, activities proceed at a good pace and the planning builds on pupils' previous knowledge. Resources are well prepared and learning support assistants are well briefed about the purposes of the lesson. Group activities consolidate learning and lessons begin briskly with the teacher recapping from the previous day. When a teacher quotes 'his arms as good as new steel', pupils immediately identify this as a simile. The teacher then proceeds to teach the class about clauses and connectives. They receive well-deserved praise from the teacher and, without exception, every pupil tries their best to succeed. Weaknesses occur when the learning objectives are not made explicit, the range of strategies to manage pupils is limited and there is insufficient challenge for higher attaining pupils.
82. Resources for the National Literacy Strategy are good. Each class has a selection of fiction material but these books are not always displayed attractively, especially in Key Stage 1. Many of the books are old and need to be replaced. The school makes very good use of the local library service and most classes have very good collections of non-fiction books to support on-going work across the curriculum. This is, however, no

substitute for a school library. This need was identified at the time of the last inspection and although the building work is now complete the library has very few books to enable all pupils to develop their library skills and the skills necessary to work independently.

## **MATHEMATICS**

83. In the national tests in 2000, the school's results were below the national average at the end of Key Stage 1 and well below the national average at the end of Key Stage 2. Compared to schools with pupils from similar backgrounds, results were below average at the end of both key stages. These results were lower than in previous years and reflect the high percentage of pupils with Statements of Special Educational Need and those who entered the school during Key Stage 2, often from other countries and with little or no English. When these pupils are excluded from the analysis, the school's results in the national tests in 2000 improve, although they remain below the national average at the end of both key stages. Furthermore, the school's records show that almost all the pupils who benefited from the full four years at the school during Key Stage 2 achieved the nationally expected progress and a few pupils achieved greater than this.
84. The school has undertaken a number of initiatives to raise standards in the subject. The headteacher is now co-ordinator for the subject and the deputy headteacher is currently teaching the Year 6 class following concerns in these areas. The National Numeracy Strategy has been implemented effectively and the local education authority has provided training in the teaching of mathematics for teachers at the school. Test results have been analysed and this has identified the need to improve data handling in Key Stage 2. Targets are now set for attainment in mathematics by year groups and targets are also set for individuals in October and February, which are shared with parents.
85. Inspection judgements are that standards this year are below average at the end of Key Stage 1 but broadly in line with the average at the end of Key Stage 2, which reflects the higher attainment of this group of pupils at the end of Key Stage 1 in 1997. This improvement reflects the changes in the teaching staff and fluctuations in the standards achieved year by year. The trend in the school's results is rising broadly in line with the national trend since 1996, although there are fluctuations each year. Early indications from the national tests in 2001 support the judgement that standards are higher this year. These judgements indicate that standards at the end of Key Stage 2 are similar to those at the time of the last inspection whilst standards at the end of Key Stage 1 are lower. Given their low attainment when they start school, all pupils, including those with special educational needs or English as an additional language, make at least satisfactory progress.
86. In Key Stage 1, pupils develop their understanding of number through identifying odd and even numbers and they match numbers written in words and numerals securely. They learn addition and subtraction facts to ten and, although many pupils do the computation in their head, they do not recall these facts from memory. Nevertheless, pupils make progress by recognising patterns through counting in twos, threes and fives. They order numbers with two digits correctly and use a number line to complete number sentences such as  $39 - 8 = 31$ . Pupils learn to recognise simple shapes, such as spheres, cones, cubes and cylinders and to identify the number of faces, edges and

corners. They begin to understand reflective symmetry through reproducing the second half of shapes, such as butterflies, as mirror images.

87. In Key Stage 2, pupils learn multiplication initially as repeated addition and, by the end of the key stage, most pupils have a satisfactory mental recall of multiplication facts. They have a sound understanding of place value and multiply and divide numbers with decimals to two decimal places. Pupils use a calculator to solve problems with large numbers, such as  $288$ ,  $484 \div 7$ , and they find the lowest common denominator for fractions. They plot and read co-ordinates in two quadrants well. Pupils have good experience at solving problems and they use an eight-step method that includes deciding which operation to use, approximating the answer and comparing their final answer with the approximation. They are encouraged to reflect on their method and comment in their books. One pupil wrote honestly in his book, 'I'm confused and don't understand', alerting the teacher to a need for clarification. Pupils improve their understanding of shape as they classify various quadrilaterals by the number of parallel sides, equal angles and equal sides. They investigate and correctly identify the interior angles of certain two-dimensional shapes, such as a square, a pentagon and a hexagon, and they accurately draw and measure angles at the centre of shapes that include squares, triangles and hexagons. Pupils use graphs well. They collect data and create graphs that they interpret accurately. For example, they create a graph of the number of hours of sunshine in London for each month of the year and they correctly identify the most and least sunny months.
88. Teaching is satisfactory in Key Stage 1 and good in Key Stage 2. Teachers have a secure knowledge and understanding of the subject and the National Numeracy Strategy has been implemented effectively. The school has established good systems to familiarise temporary teachers, particularly those from overseas, with the strategy. Lessons are planned well and the learning objectives of the lesson are clearly identified although these objectives are not always shared with the pupils. Teachers prepare lessons well and materials needed in a lesson are readily available. Lessons are organised well and this allows good use to be made of the computer in lessons as pupils practise and reinforce their mathematical skills. Teachers ensure a good pace to lessons and this allows pupils to produce their best efforts and maintain concentration during lessons. The management of pupils is crucial to the success of lessons as many pupils find it difficult to maintain concentration and easily become restless. In the less successful lessons, pupils become restless and noisy with the result that insufficient work is produced during the lesson. Teachers use marking well to assess pupils' learning and set appropriate tasks. Homework is well organised and pupils receive regular tasks to be carried out at home that systematically support the work that they do in school.

## SCIENCE

89. From the evidence of a scrutiny of pupils' work and attainment in lessons, standards in science are below average at the end of Key Stage 1 and average at the end of Key Stage 2. This conflicts with the results of the national tests in 2000, which were well below the national average and below the average of similar schools at the end of both key stages. However, these results include the performance of a significant percentage of pupils who joined the year group, coming directly from abroad, during Key Stage 2 and pupils who had Statements of Special Educational Need. The trend in attainment shows sustained improvement by the end of Key Stage 2. Standards at the end of Key Stage 1 are lower, and reflect the low attainment of many pupils when they start

school. Standards are broadly the same at the end of both key stages as they were at the time of the last inspection. Girls tend to do better than boys but there is no clear reason for this.

90. Pupils' learning is satisfactory in Key Stage 1 and they make satisfactory progress. Pupils learn about plants, as they describe and record their growth, and animals. They also consider life cycles and environmental issues. Pupils are aware of the food needed for good health and growth, and they know the names of the major organs of the body. They sort different materials according to their texture and collect and record information. Results are often presented in simple bar charts. However, pupils usually follow the directions given by the teacher and there are insufficient opportunities for them to become unaware of what is the quickest and simplest method to collect information and record it. They have few opportunities to use their knowledge to make their own simple predictions or carry out their own investigations as they have a limited understanding of a fair test.
91. Pupils' learning is good in Key Stage 2 and they make good progress. Pupils are given a wide range of opportunities to extend their knowledge and skills. Many pupils develop an understanding of a fair test and can, with support, apply this to an investigation. Some pupils base predictions on scientific knowledge and understanding. For example, when investigating what will happen when certain solids are mixed with liquid and whether they can be separated again, they show awareness of filtration and that particles of different sizes can be separated by using a sieve. Pupils become more confident in explaining their experiments and they relate their knowledge to everyday things. For example, when investigating how to make a bulb brighter, they alter the number of batteries and the position of the connections from the batteries to the bulb. A few pupils explain 'the longer the wire, the dimmer the bulb' and appreciate why electricity is conducted better when metal wire strands are closer together. However, pupils have insufficient opportunity to initiate their own investigations and plan the use of appropriate materials and equipment. Pupils with special educational needs receive good support and achieve satisfactory standards, relative to their previous attainment.
92. The quality of teaching is satisfactory in Key Stage 1 and good in Key Stage 2. Teachers are knowledgeable and confident when teaching the subject. Where teaching is most effective, teachers have high expectations of both pupils' work and behaviour and they pose questions that extend pupils' understanding. These lessons move forward with pace and purpose and all pupils are set increasingly challenging work. Consequently, many pupils strive hard to meet the targets teachers set and maintain high levels of concentration. Investigative science has been a focus throughout the school and there has been an improvement since the last inspection in pupils' understanding of investigations. However, a feature of many investigative science lessons in both key stages is that teachers direct pupils too much, which restricts their opportunity to develop their skills to their fullest potential. Teachers manage pupils well and this helps pupils to enjoy their science work. They are often attentive during preliminary discussions and are keen to contribute. When working in pairs or groups they usually co-operate well with one another and use equipment sensibly.
93. Literacy and numeracy skills are used appropriately in science, and pupils are encouraged to write up their experiments in a scientific way using the correct technical vocabulary with charts and tables. Information and communication technology is used appropriately and identified in planning. However, there are currently no opportunities

for the subject leader to work alongside staff and to observe the impact their teaching has upon pupils' learning.

## **ART AND DESIGN**

94. Only two lessons in Key Stage 2 were observed during the inspection and it was not possible to observe any lessons in Key Stage 1. It is, therefore, not possible to make a secure judgement of the quality of teaching in Key Stage 1. Judgements of standards are based upon the evidence of a scrutiny of pupils' work and discussions with the subject co-ordinator, other teachers and pupils. Standards at the end of both key stages are below expectations but pupils make satisfactory progress. Most pupils with special educational needs make good progress. However, the time allocated to the subject does not allow pupils to develop their skills sufficiently. Standards are similar to those at the time of the last inspection.
95. In Key Stage 1 pupils investigate and use a variety of materials to communicate their ideas. They use pencils, chalk, crayons and other media to produce pictures and designs. Their drawings of plants show they use colour imaginatively and a few pupils show precision in the detail of their pictures.

96. In Key Stage 2, pupils use a range of media, record from observation as well as their imagination, research and design artefacts, learn to make reflective observations and develop an appreciation of the work of famous artists. Pupils plan a journey and they design images using colour and shape to represent their journey. They carefully observe and copy William Morris designs and then use a computer program to recreate patterns and make comparisons with their own efforts. The oldest pupils research hat designs using the Internet and adapt their own designs for hats for four different story characters. Pupils use a viewfinder to focus on specific areas within the school courtyard to explore texture of building and plants. They represent what they see using oil pastels to recreate the appropriate texture. Pupils develop their vocabulary to describe techniques and how different images can be achieved. They compare their techniques and the images created with those used by Monet in 'The Haystack'.
97. Teaching is satisfactory in Key Stage 2. Teachers use a variety of ways to motivate pupils, including showing them the work of famous artists during lessons and through visits to the National Portrait Gallery, Victoria and Albert Museum and the Tate Modern and through visits to the school by the Magic Lantern slide production. Teachers use this work to demonstrate how to represent light, shade, perspective and features of daily life portrayed in different historical times. Most pupils show interest in what they are doing. However, the limited time allocated to the subject restricts pupils' opportunities to experience a wider range of techniques and systematically develop their skills or to explore the work of major artists more fully, especially those from a non-European background.

## **DESIGN AND TECHNOLOGY**

98. It was only possible to observe one lesson in Key Stage 2 and none in Key Stage 1 during the inspection. Judgements of standards are based upon the evidence of pupils' work, and discussions with the subject leader, other teachers and pupils. Pupils' attainment at the end of Key Stage 1 is below expectations and at the end of Key Stage 2 standards meet national expectations. This is similar to the position at the time of the last inspection.
99. Although pupils' achievement by the end of Key Stage 2 is good, some pupils do not achieve as well as they could. This is due to the relative lack of time devoted to the subject. Most pupils, including those with special educational needs, make at least satisfactory and often good progress with the development of making skills. Pupils have a positive attitude to the subject. In conversation, they take obvious enjoyment in explaining and recounting what they have made.
100. By the end of Key Stage 1, pupils discuss and make simple drawings to communicate their ideas and they develop skills in cutting and joining when making houses. Pupils design and make a car to carry a small bear, and toys for younger pupils that have winding mechanisms, such as a spider climbing up and down a drainpipe. By the end of Key Stage 2 pupils produce their own ideas through plans and sketches. They choose materials and use tools safely to assemble their designs with varying degrees of skill. Pupils carefully evaluate the finished product and identify ways in which they can make improvements. They make moving monsters using recycled materials for the pneumatics and money containers using a variety of different materials. Pupils investigate shoe designs, collecting information using the Internet. From their research they improve their designs and construct, fix and decorate a good range of quality slippers.



101. The quality of teaching in the lesson seen was good. Planning is good and based upon national guidelines. Teacher manages the pupils well and, consequently, they are interested and show good levels of concentration that help them work hard. Many pupils express enthusiasm for the subject. The amount of time available for the subject overall, however, prevents pupils from systematically developing skills and techniques and consolidating these consistently and fully, especially through initiating their own ideas for designs.

## **GEOGRAPHY**

102. Overall standards of attainment do not meet national expectations at the end of both key stages. Considering pupils' low attainment on entry, however, pupils' achievements are satisfactory in both key stages. This is similar to the position at the time of the last inspection.
103. In Key Stage 1, pupils study the Isle of Struay and compare the environment with the local area although there is little recorded evidence of this work. Pupils are introduced to 'Barnaby Bear' and the teacher introduces a collection of artefacts collected by Barnaby on his world trips. When shown a map of the world, most pupils recognise the blue as the sea. Pupils draw some features on a map of the United Kingdom and they study the differences between the town, countryside and seaside.
104. In Key Stage 2, pupils discuss their holidays and weather around the world. They investigate the local area, drawn simple maps and use a good cross-curricular link with information and communication technology to drawn bar charts showing land use and jobs in the local area. Pupils work on maps of the local area and study the features on ordnance survey maps. Pupils in Year 6, most of who enjoy a very successful residential trip, write a brochure for the Isle of Wight. They study coastal erosion and life at tide level, carry out a local study and use the Internet well to research for information on the causes and effects of the recent flooding. Pupils compare an aerial photograph of the Grahame Park area with an ordnance survey. The maps are of different scale and this makes it a challenging exercise for the pupils.
105. Teaching is satisfactory in both key stages. They use questioning well to extend pupils' knowledge and understanding of places. For example, a teacher asks if pupils have been to London and, with the help of postcards, she establishes what features the pupils might see there. Relatively little time is given to the teaching of geography and this has a significant effect on standards in the subject. In Key Stage 1 there is little evidence of understanding of either environmental change or of patterns and processes in the environment. A start has been made on developing the skills of geographical enquiry and in gaining knowledge and understanding of places. In Key Stage 2 more work has been done but lack of continuity in developing geographical skills and in gaining a knowledge of places, patterns and processes has led to unsatisfactory standards. There is currently no subject co-ordinator for this aspect of the curriculum and therefore little monitoring has taken place to ensure continuity of provision.

## **HISTORY**

106. It was not possible to see any lessons during the inspection and so it is not possible to make a secure judgement on the quality of teaching. Judgements on attainment are



based on discussion with pupils and teachers, a scrutiny of teachers' planning and pupils' work in books and on display. Inspection findings are that standards in both key stages are below expectations. Standards were judged to meet expectations at the time of the last inspection.

107. Pupils in Key Stage 1 compare Victorian and modern homes and they colour a picture comparing the contents of a modern and a Victorian suitcase. They study the fire of London and produce a folding book containing pictures and brief comments. Pupils sequence pictures illustrating the life story of Florence Nightingale and they discuss the life of Mary Seacole. The local museum curator has visited the school with Victorian artefacts and the pupils made drawings of them. In Key Stage 2, pupils study the ancient Greeks and aspects of the Spanish Armada making good cross curricular links with English. They also have limited study of the ancient Egyptians, the Vikings and the Tudors. Historical enquiry and interpretation are not well developed in either key stage and pupils cannot recall with any degree of clarity the work that they had done. Pupils' work reflects the insufficient amount of time that is spent on this subject. There is no history co-ordinator to monitor standards in the subject or the effectiveness of the teaching. Resources for the subject are limited.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

108. Pupils' attainment meets national expectations at the end of Key Stage 1 and exceeds national expectations at the end of Key Stage 2. This represents an improvement since the last inspection and is the result of a determination to improve standards and the commitment of the subject co-ordinator. All teachers have been trained in the subject recently and new equipment has been purchased to ensure each classroom is equipped well and all subjects benefit from the opportunities presented by modern technology. The co-ordinator has planned an effective programme of work throughout the school and encourages the use of information technology in other subjects. Consequently, computers were being used in almost all the lessons observed during the inspection, irrespective of the subject being taught.
109. In Key Stage 1, pupils develop secure skills in changing and correcting text through well-planned lessons that focus clearly on systematically teaching the effective use of the functions of a word processor. For example, in one lesson pupils learned to use the cursor and the delete key as the most effective way to correct text. They are similarly skilful in using the functions of a drawing program when creating pictures on the computer. Pupils create simple databases of their favourite pets and favourite food from which they create and print graphs that they interpret correctly. From the beginning of the key stage, pupils develop their understanding of control technology through the use of a programmable toy.
110. In Key Stage 2, pupils continue to improve their skills and they change font styles and size, add voice to text and combine pictures and sounds with their text. They develop a good understanding of the Internet as they explore the World Wide Web and send emails to pupils at a school in Rotherham. Pupils learn to use a drawing program well and they are encouraged to consider the advantages and disadvantages of using a computer to create designs. For example, pupils in Year 5 consider the designs of William Morris before creating their own designs. They draw a simple picture of a flower by hand and then repeat the picture into a repeating pattern. Next, they draw the same picture on the computer and use the stamp tool to make the pattern. In their analysis of the two methods, pupils find advantages and disadvantages in both. For

example, pupils noted that drawing with paper was better because 'You could control it more and it didn't take as long', 'You have more control of the pencil by hand' and sensitively, 'It's more relaxing'. Pupils also recognised the advantages of the computer. 'It was much easier to repeat and colour quickly' (by using the fill tool), 'It's quicker' and 'You can rub out and colour easily'.

111. Pupils also learn to use the information technology to create music. They compose a simple repeated tune on an electronic keyboard and then transfer this sequence to the computer. Pupils collect data about themselves and add it to a database. They search the database confidently for information and are taught methods to identify incorrect data, such as examining any extremes on graphs. The school has recently begun to develop pupils' skills in using the computer to monitor external events, such as temperature. Pupils have a good understanding of the possibilities of control technology. They create a sequence for traffic lights with specified times for each light to be illuminated. Pupils also write procedures for a robot. These are quite complex and include not only a procedure to follow a given route but also a procedure to prevent the robot from bumping into objects that may have been placed in the way. This requires the use of a sensor and they know that sensor = 1 means that the sensor is on. This allows them to create a procedure for the robot to stop and sound an alarm if the sensor detects an object in its path.
112. The quality of teaching is satisfactory in Key Stage 1 and good in Key Stage 2. The recent training has enabled all the teachers observed to be secure in their knowledge of the subject and some teachers have an excellent knowledge of the subject. They plan lessons well with a clear and specific learning objective for the lesson. Although they are often restricted by the use of a single computer, teachers prepare lessons thoroughly and ensure that all pupils are actively and purposefully engaged throughout the lesson. This ensures a good response from pupils and they show much enthusiasm for the subject. Pupils are managed well and they concentrate for long periods. Teachers also use information technology well to support learning in other subjects and literacy and numeracy skills are developed well throughout the school.

## **MUSIC**

113. Standards in music meet national expectations at the end of Key Stage 2. This is similar to the position at the time of the last inspection. No lessons were taught in Key Stage 1 during the inspection and so it is not possible to make secure judgements on standards and the quality of teaching in Key Stage 1.
114. In Key Stage 2, younger pupils understand that tempo refers to speed and they respond well to the teacher, singing along as she plays 'Five Little Monkeys Bouncing on the Bed' with an increasing tempo. They clap a rhythm and then learn the meaning of a 'steady beat' using a variety of percussion instruments to which other pupils respond by clapping a contrasting rhythmic pattern. Older pupils identify a high and low pitch and then identify and play tunes using the pentatonic scale. They sing 'London's Burning' but their singing lacks vitality despite the teacher's enthusiasm. In Year 3 the teacher organises a successful lesson, with only two computers, where the pupils collect and input information on musical instruments into a database and then compose a sequence on the computer using a music program suitable for this age group.

115. Teaching is satisfactory in Key Stage 2. The part-time teacher, who visits the school for the equivalent of one day a week, teaches music to all classes in Key Stage 1 and Key Stage 2 for 30 minutes each week. The teacher organises a useful file to plan her lessons. The file also contains useful assessment records that are based on national recommendations. The teacher uses a xylophone and strikes the notes G and E while sings a welcome to the class. Individual pupils then take turns to repeat the welcome to their friends and in this way the pupils are all involved and well prepared for the lesson to come. However, the narrow range of resources, mostly percussion instruments, is too limited to provide a wide range of experience for the pupils.

## **PHYSICAL EDUCATION**

116. During the week it was not possible to observe all aspects of the physical education curriculum. Inspection evidence is drawn from observation of outdoor games and swimming in Key Stage 2. It was not possible to observe any lessons in Key Stage 1 during the inspection. However pupils were observed at play and before and after school.
117. At the end of Key Stage 1, all pupils including those with special educational needs, demonstrate sound co-ordination when observed moving on the playground. They move with agility making use of all available space as they play chasing games safely, stopping and starting with good control.
118. At the end of Key Stage 2 all pupils, including those with special educational needs, achieve standards that exceed national expectations in those aspects observed. They move with increasing control and demonstrate an expected range of passing and catching skills. In competitive games on the playground and on the field, they display an appropriate understanding of attacking and defending strategies in various games. Pupils practise rolling, throwing and patting a ball and they develop the skills necessary for volleyball. They focus well as they try and catch the ball using the tips of their fingers ready for an immediate return pass. Pupils in Years 3 and 5 visit the local swimming pool where qualified instructors take them in ability groups thereby ensuring good on-going challenge as the pupils develop their swimming skills. Most pupils swim 25 metres before they leave school. The resources available at poolside are excellent and this aspect of the physical education programme is very successful.
119. It is not possible to make a secure judgement on the quality of teaching in Key Stage 1 as it was not possible to observe any lessons with these pupils during the inspection. Teaching is good in Key Stage 2. Although some lessons make demands of pupils that are well within their capabilities, planning shows that more challenging activities are planned when time allows. In a very good lesson with Year 6 pupils, the teacher maintained a brisk but controlled pace as pupils practised travelling with a ball in a variety of ever more demanding ways. The teacher constantly watches, encourages and demonstrates and the pupils respond well to the increasing demands placed upon them. The school has developed a scheme of work that provides excellent support and guidance, especially for newly appointed staff. The co-ordinator encourages staff familiar with the scheme, which incorporates detailed lesson plans, to interpret some of the guidance taking into account advice offered nationally. The local education authority has provided training for both the staff and co-ordinator and staff have also attended a 'multicultural' day that covered many aspects of dance.

