

# INSPECTION REPORT

**OUR LADY OF THE VISITATION  
ROMAN CATHOLIC PRIMARY SCHOOL**

Greenford, Middlesex

LEA area: Ealing

Unique reference number: 101920

Headteacher: Mr B Grzegorzek

Reporting inspector: Mrs A Coyle  
20603

Dates of inspection: 12<sup>th</sup> – 15<sup>th</sup> March 2001

Inspection number: 191351

Full inspection carried out under section 10 of the School Inspections Act 1996

© Crown copyright 2001

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Voluntary Aided
Age range of pupils:	3 – 11
Gender of pupils:	Mixed
School address:	Greenford Road Greenford Middlesex
Postcode:	UB6 9AN
Telephone number:	020 8575 5344
Fax number:	020 8575 6734
Appropriate authority:	Governing Body
Name of chair of governors:	Ms Carmel Cahill
Date of previous inspection:	27 <sup>th</sup> January 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
20603	Mrs A Coyle	Registered inspector		How high are the standards? How well are the pupils taught? What should the school do to improve further?
18119	Mr J Kerr	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?
15447	Mrs C Glenis	Team inspector	English Physical education Special educational needs	
7523	Mr T Canham	Team inspector	Science Information and communication technology	How well the school is led and managed
16773	Mrs R Arora	Team inspector	Mathematics Music Foundation Stage English as an additional language	
28167	Mr J Waldren	Team inspector	Art and design Design and technology	
1517	Mr D Griffith	Team inspector	Geography History Equal opportunities	How good are the curricular and other opportunities offered to pupils?

The inspection contractor was:

PPI Group Ltd  
7 Hill Street  
Bristol  
BS1 5RW

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager  
Inspection Quality Division  
The Office for Standards in Education  
Alexandra House  
33 Kingsway  
London  
WC2B 6SE

## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>4 - 8</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>HOW HIGH ARE STANDARDS?</b>	<b>9 - 11</b>
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
<b>HOW WELL ARE PUPILS TAUGHT?</b>	<b>11 - 12</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>	<b>12 - 14</b>
<b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>	<b>14 - 15</b>
<b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?</b>	<b>15 - 16</b>
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	<b>16 - 18</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>18</b>
<b>SPECIAL EDUCATIONAL NEEDS</b>	<b>19 - 20</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>21 - 24</b>
<b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b>	<b>25 - 37</b>

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

### **INFORMATION ABOUT THE SCHOOL**

Our Lady of the Visitation Roman Catholic Primary School is situated in Greenford, Middlesex. It serves the surrounding catchment area, which consists of owner-occupied and local authority rented properties. The school is much bigger than other primary schools and the number of pupils on roll has remained steady over the past few years. There are currently 447 girls and boys in the school, including a full time equivalent of 26 in the nursery. Children are admitted to the nursery when they are three years old and the majority transfer to the reception classes at the beginning of the year in which they are five. Attainment on entry to full time education varies, but is average, overall. Seventeen per cent of pupils are from ethnic minority backgrounds and eight per cent of pupils speak English as an additional language. The main languages spoken at home, other than English, are Tamil, Polish, Assyrian and Arabic. Fifteen per cent of pupils are known to be eligible for free school meals, which is similar to the national average, and a lower than average proportion of 17 per cent have been identified on the register of special educational needs. Five pupils have statements for their needs.

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

This is a popular school, which is regularly over-subscribed. It is an effective learning environment in which pupils attain the standards expected nationally in most subjects by the time they leave at the end of Year 6. The teaching is good overall, and pupils generally make sound progress in their learning. The firm leadership of the headteacher and good management by the senior managers and governors help to ensure that sound value for money is achieved.

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

- The oldest pupils in the school currently achieve good standards in listening, handwriting, geography and history, design and technology and information and communication technology.
- Standards of behaviour are good throughout the school. Pupils have good attitudes to learning and very good personal skills that help them to form good relationships with their peers.
- The quality of teaching is good overall. It is often very good at Key Stage 2 and sometimes excellent in mathematics, geography, history and for the children in the Foundation Stage.
- The school's accommodation is good. There are excellent facilities for information and communication technology and the nursery.
- The school is led and managed well by the headteacher, senior managers and the governing body. The very good school development plan gives a clear focus for future improvements.
- The provision for increasing pupils' spiritual, moral and social development is good.
- The school takes good care of its pupils and provides well for their personal, social and health education.
- Parents are very involved in the life of the school and this has a positive effect on learning.

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

- The provision for pupils with special educational needs is unsatisfactory.
- Pupils who learn English as an additional language are not effectively identified and supported because the procedures lack clarity.
- The quality of teaching at Key Stage 1 is too variable and sometimes unsatisfactory.
- The standards achieved in music and swimming are not high enough.

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

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

The school was last inspected in January 1997. Since then, many good improvements have been made. A very clear policy has been drawn up to ensure the monitoring and evaluation of teaching, which includes specific time scales and the responsibilities of key members of staff. This has had a positive effect on the standards of teaching at Key Stage 2 which are now much better than they were three years ago. Most pupils are provided with sufficiently challenging tasks during lessons, because teachers plan more carefully for different groups of pupils, including the higher attainers, and use assessment information to help them target future work. The provision for information and communication technology has been improved

significantly and standards have risen, because the now excellent computer suite is used regularly by pupils from all year groups. The standards achieved by pupils in design and technology are better than they were at the time of the last inspection and are now satisfactory; more resources have been purchased, and although there is no co-ordinator for the subject at present, a senior member of staff oversees the provision and the school is keen to appoint a suitable manager for the subject. The school has made a few improvements to its provision for music and standards have risen a little. However, standards are still not yet high enough in the subject and there is much more to be done. The school has appointed a new co-ordinator who is keen to increase the music resources, extend the expertise of staff, set up an orchestra and provide instrumental tuition for pupils. Appropriate plans have been made to remove the temporary building that houses the musical instruments and replace it with more suitable premises. The provision for pupils with special educational needs has been reviewed appropriately. However, the provision for these pupils has not been improved enough and is currently unsatisfactory, because it is still not well managed and pupils do not make enough progress in relation to the targets on their individual education plans. This area is in need of urgent improvement. Overall, the school has made sufficient progress in relation to the key issues identified at the last inspection and it has good capacity to improve further, because it is managed well by the senior staff and governors.

## 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	A	A	C	D
Mathematics	B	A*	D	D
Science	B	A	D	D

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

The above table shows that standards of attainment were well above the national averages in 1998 and 1999 in English. Standards rose significantly in mathematics and science in 1999 and trends show that there have been year-on-year improvements, overall. Standards were amongst the highest five per cent in the country in mathematics in 1999. However, the most recent results for 2000 show that standards were not as high for the latest cohort of pupils. Although standards in English were average when compared to the national picture, they were below those of similar schools. In mathematics and science, the results for 2000 show that the school's results were below the national average and below those of similar schools. The inspection evidence does not agree with these latest results, but shows that by the time they leave the school at the end of Key Stage 2, pupils achieve the levels expected in all three core subjects of English, mathematics and science. The school has set sufficiently high targets for the current cohort of pupils in these subjects and these are being promoted well. The oldest pupils in the school currently achieve good standards in listening, handwriting, geography, history, design and technology and information and communication technology. Standards match the nationally expected outcomes in all other subjects of the curriculum, except in music and swimming, by the time pupils reach the end of Year 6. At the end of Key Stage 1, the standards attained in 2000 were above the national average in reading, well above average in writing and average in mathematics.<sup>1</sup> The inspection evidence shows that pupils in Year 2 currently achieve sound standards in all subjects, except music, where they are lower than expected. The youngest children in the Foundation Stage are supported well to help them make good progress in their learning and achieve many of the early learning goals in their personal, social and emotional development. They also achieve well in communication, language and literacy, mathematical development, knowledge and understanding of the

---

<sup>1</sup> ON LEVELS:

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.

By the end of Key Stage 2, pupils are expected to attain Level 4 in all National Curriculum subjects. Those who attain Level 5 are therefore attaining above nationally expected levels.

world, creative and physical development.<sup>2</sup>

---

<sup>2</sup> ON EARLY LEARNING GOALS : From September 2000, QCA (Qualifications and Curriculum Authority), have introduced a set of 'Early Learning Goals for children's learning'. These goals are a set of skills, knowledge and understanding that children might be expected to achieve by the age of six in the areas of learning: language, literacy and communication; mathematics; knowledge and understanding of the world; creative development; physical development and personal, social and emotional development



## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Children in the Foundation Stage develop positive attitudes towards school and become interested in learning from the time they start in the nursery. The majority of pupils at Key Stages 1 and 2 are eager to come to school and show good attitudes to learning.
Behaviour, in and out of classrooms	Good. Behaviour at school is good, overall. It is often very good in lessons when the atmosphere is purposeful and work is challenging.
Personal development and relationships	Very good. Pupils show mature social skills and relate well to each other. They are tolerant and play happily together in racial harmony.
Attendance	Satisfactory. Unauthorised absence is slightly higher than the national average, but this is being addressed by the school.

Pupils are generally enthusiastic, hard working and co-operative. Relationships between them are very good and attendance is well promoted by the school.

## TEACHING AND LEARNING

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

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

The quality of teaching and learning is good, overall. In 92 per cent of lessons, the teaching is satisfactory or better; 32 per cent of teaching is good, 17 per cent is very good and four per cent is excellent. The best teaching is in mathematics, geography and history at Key Stage 2 and also for the youngest children in the Foundation Stage. This has a significant effect on the standards achieved by pupils in these subjects and areas of learning. However, although the quality of teaching is satisfactory, overall, at Key Stage 1 and there is some very good teaching in Year 1, there is too much unsatisfactory teaching that has an adverse impact on the rate at which pupils learn. Overall, the teaching of English and mathematics is effective; literacy and numeracy skills are taught appropriately and the school meets the needs of many pupils satisfactorily. The exceptions to this are for pupils who have special educational needs and for those who learn English as an additional language. These pupils are not always taught well because their needs are not rigorously identified. Learning is, therefore, limited for these two groups of pupils. However, the school has improved the support given to pupils by learning support assistants and this is now good.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The school provides a broad and balanced curriculum that includes all subjects of the National Curriculum. The curricular provision for the children in the Foundation Stage is still developing and is not yet fully planned to the recommended early learning goals.
Provision for pupils with special educational needs	Unsatisfactory. This aspect is not well managed and pupils do not achieve as well as they could because they are inappropriately withdrawn from some lessons and their individual education plans lack sufficiently clear targets.
Provision for pupils with English as an additional language	Unsatisfactory. The procedures for supporting these pupils are unclear and pupils are not identified rigorously enough.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good, overall. Pupils are provided with good opportunities for developing their spiritual, moral and social awareness. Their cultural development is soundly promoted.
How well the school cares for its pupils	Good. The school takes good care of its pupils within a safe and secure learning environment.

The school works well in partnership with parents. The broadly balanced curriculum is enriched well by a good range of extra-curricular activities. The governors regularly check that the arrangements for the health and safety are maintained and good care is taken to ensure the welfare and child protection of pupils.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher provides firm leadership to colleagues and clear educational direction. He is supported well by the senior management team, subject co-ordinators and team leaders.
How well the governors fulfil their responsibilities	Good. The governors are knowledgeable and keen to be involved with the work of the school. They act as a critical friend and provide clear strategic management.
The school's evaluation of its performance	Good. The school regularly evaluates pupils' achievements. It has very clear procedures for monitoring and evaluating teaching but now needs to ensure that effective action is taken to secure improvements at Key Stage 1.
The strategic use of resources	Satisfactory. The school's finances and resources for learning are mainly used effectively to promote learning.

The determination of the headteacher and the hard work of the committed members of staff are key factors in the standards achieved by pupils. Although there have been past difficulties in recruiting and retaining staff, the school now has a sufficient balance of experienced and newly qualified teachers. The accommodation is good and the resources include excellent nursery facilities and an outstanding computer suite. The school applies best value principles well in the purchase and use of resources, and it provides sound value for money.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"><li>• Children enjoy school.</li><li>• The teaching is good.</li><li>• Teachers have high expectations of pupils.</li><li>• The school is helping children to become mature and responsible.</li></ul>	<ul style="list-style-type: none"><li>• The provision for pupils with special educational needs.</li><li>• Too much homework.</li><li>• High turnover of staff.</li><li>• Relationships with senior staff.</li></ul>

The inspection team fully agrees with the positive views of the parents. The quality of teaching is good, overall, especially at Key Stage 2 and in the Foundation Stage, and teachers expect their pupils to achieve well. Pupils are encouraged to become responsible through the good programme for personal, social and health education.

The inspection evidence also agrees with parents that the provision for pupils with special educational needs is in need of improvement, but there is insufficient evidence to show that pupils receive too much homework. The school is aware of the parental concerns regarding the high turnover of staff and the relationships with senior staff. It is keen to maintain a secure staffing situation and further develop its good partnership with all parents.

## **PART B: COMMENTARY**

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

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

1. Overall, the school has maintained the standards achieved by pupils since the previous inspection in 1997. It has improved the standards achieved by pupils in information and communication technology and design and technology. However, standards are below the expected levels in music and swimming by the end of Key Stage 2.<sup>3</sup>
2. Children under five enter the nursery when they are three years old and are admitted to the reception classes at the start of the school year in which they are five. Most children reach the expected standards in the areas of communication, language and literacy, mathematics, knowledge and understanding of the world and creative and physical development by the end of the Foundation Stage. A significant number of children exceed the expectations of early learning goals in their personal, social and emotional development. Children with special educational needs receive adequate support, but this is not always well planned to enhance their progress. The few children in the nursery learning English as an additional language do not receive specialised support, but usually acquire enough spoken English to function adequately within the classroom.
3. The standardised test results for English in 2000 show that, by the end of Key Stage 2, the percentage of pupils reaching Level 4 or above was in line with the national average, but below average for similar schools and for pupils' prior attainment. The percentage of pupils reaching Level 5 was below the national average and the average for similar schools. Results from the past three years show that standards fell in 1998, but still remained above average. They rose to well above average in 1999, but fell significantly in 2000 to average. The performance of boys and girls exceeded the average for boys and girls nationally. By the end of Key Stage 1, the percentage of pupils reaching Level 2 or above in the 2000 reading tests was above the national average for all schools and for similar schools. The percentage of pupils reaching Level 2 in writing was well above the national average for all schools and for similar schools. Results from the past three years show that reading standards fell from above average in 1998 to broadly in line with the national average in 1999 and rose to above average in 2000. Writing standards fell in 1998 and again slightly in 1999, but still remained above average. They rose to well above average in 2000. The performance of boys and girls exceeded the average for boys and girls nationally in both reading and writing. Inspection evidence does not support all the results of the 2000 tests, but shows that, overall, pupils achieve the expected levels at the end of Key Stages 1 and 2.
4. In mathematics, the results of National Curriculum tests in 2000 for seven-year-olds indicate that standards were close to the national average and the average for similar schools. Almost all pupils achieved the nationally expected Level 2, but the proportion reaching the higher Level 3 was below the national average. These results show a marked improvement over 1999 tests. This picture of improvement was not reflected for eleven-year-olds, where the results have declined considerably in the last year. The 2000 results for pupils in Year 6 were below the national average compared to very high results in 1999. This was largely because only a small proportion of pupils reached the higher Level 5. The school fell short of its target for 1999. These results are below average when compared with similar schools. The trend over the last four years for both key stages is just below the national trend. These results also show a decline in comparison with those at the previous inspection. The school is quite rightly concerned about the decline in mathematics standards from a peak in 1999 and has focused improvement in this area as a current major priority. An analysis of results shows that boys and girls in both key stages have maintained broadly similar positions in the last four years. The current inspection findings reflect the improving standards in Year 6. Pupils' overall standards of attainment in both key stages are close to the national average. The targets set in agreement with the local education

---

<sup>3</sup> ON LEVELS

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. By the end of Key Stage 2, pupils are expected to attain Level 4 in all National Curriculum subjects. Those who attain Level 5 are therefore attaining above nationally expected levels.

authority are realistic and on course to be met or exceeded.

5. Based upon the 1999 national tests for science, standards at Key Stage 2 were below the national average, but above the average when compared with schools in similar contexts. The results of the national tests in 2000 taken by Year 6 pupils were below the national average and the results of schools in similar contexts. The teachers' assessments for pupils at the end of Key Stage 1 showed performance to be well above the national average, and a similar result for higher attaining pupils. The inspection findings do not concur with last year's results, but show that pupils at both key stages are working at levels broadly in line with pupils nationally.
6. Good standards are achieved in geography, history, design and technology and information and communication technology by the time pupils reach the end of Key Stage 2. Standards are in line with the nationally expected levels in most other subjects, except music and swimming, where they are unsatisfactory. Progress is satisfactory, overall, at Key Stage 1 and good at Key Stage 2. From the time children enter the school, they are taught to build effectively on their literacy and numeracy skills and they make good progress in the Foundation Stage. However, pupils with special educational needs and those who learn English as an additional language do not make as much progress as their peers in some lessons because the school's procedures for supporting these groups of pupils are not sufficiently well developed.

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

7. The attitudes and behaviour of children under five are good. As children come into the nursery, they adapt quickly to the routines and show an interest and curiosity in their activities. They are involved in their work and are happy to see their tasks through to completion.
8. As they move on to the rest of the school, pupils continue to be enthusiastic about their work. Parents are unanimous in saying that their children enjoy coming to school and taking part in all that the school offers. This positive attitude has a strong influence on the good progress they make. Only on the occasions at Key Stage 1 where teaching is not inspiring, do pupils lack enthusiasm. An example of this was in a physical education lesson when the pupils' unsatisfactory attitudes upset progress and the pace of work.
9. Most pupils respond well to high levels of challenge. They are eager to suggest answers to questions and to offer opinions, assessing each other's work with perception. These assessments often allow teachers to develop the theme of the lesson further. As they mature, they are given more opportunities to be responsible for their own learning. The introduction of target setting has made a useful contribution to this responsibility which is welcomed by the pupils themselves. There are good examples of research in Key Stage 2 where pupils plan their practical work well.
10. Behaviour in class and about the school is good. On occasions it is very good; for instance, where pupils react very quickly to their teacher's instructions, allowing the lesson to proceed at a cracking pace. However, at Key Stage 1 where discipline is sometimes too rigid, pupils do not express themselves freely. Levels of behaviour at lunch and during playtime had been giving cause for concern. However, pupils have responded to the measures taken and are now more orderly.
11. There is very little bullying or antagonism in the school. When it does occur, pupils say it is quickly and effectively dealt with by staff. The playground tends to be dominated by boys and their games which can be intimidating. However, the atmosphere is friendly, with older pupils looking after younger ones and children of all ages knowing each other's names. There is racial harmony amongst pupils and there have been no exclusions for a number of years.
12. Pupils reflect the very moral tone of the school in their discussions. In quiet periods, known as 'circle time', they express their feelings and they are very open in their assessment of each other's work. These assessments give rise to a wide variety of reactions. All opinions are tolerated by their peers with the result that, as they mature, teachers can rely on the pupils' perceptive discussions to aid progress.
13. Relationships in the school are very good. Pupils form positive relationships with their teachers and

amongst themselves. They are polite and friendly to visitors and are helpful to volunteers in class. Their ability to relate in this friendly way, makes a significant impact on their personal development. Pupils of all ages are keen to take responsibilities and to be involved in school routines. The school council meets regularly to discuss and influence matters of school development.

14. Attendance is satisfactory and is in line with the national average. Unauthorised absence is slightly higher than average. This is being addressed with the aid of the education social worker. Pupils and their parents have been set targets for attendance for the current year. Pupils' punctuality is good. They arrive at school on time, which means that registration periods are prompt, making a smooth start to the day's work.

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

15. The quality of teaching is good, overall. In 92 per cent of lessons, teaching is satisfactory or better; 32 per cent is good, 17 per cent is very good and four per cent is excellent. The best teaching is in mathematics, geography and history at Key Stage 2, and in the Foundation Stage. Strengths include teachers' strong subject knowledge, high expectations and skilful use of questioning to check pupils' understanding. Where teaching is less than satisfactory, this relates to the inconsistent management of pupils' behaviour and the inappropriate work set for the lower attaining pupils. Literacy and numeracy skills are taught effectively throughout the school and pupils are actively encouraged to apply their knowledge across other subjects of the curriculum, especially through the good use of computers.
16. Teaching for children in the Foundation Stage is good, overall, and often very good. It is sometimes excellent in the reception classes. All teachers in the nursery and reception classes have a good understanding of the needs of young children and they are supported well by the nursery nurse and classroom assistants. The good working relationships are one of the strengths of the provision for these youngest children. All teachers are skilled at promoting the children's learning by the systematic and regular practice of basic skills. There is a wholly appropriate focus on the development of children's speaking and listening skills and the acquisition of language, as well as the development of their social skills, which is a major priority. Since the last inspection, the school has improved its provision and there are now excellent nursery facilities. Areas to further develop include the curriculum planning for the early learning goals and the establishment of a separate outdoor area for children in the reception classes. The ethos in the nursery and reception classes is warm and welcoming. Children are made to feel secure and valued and, as a result, they make good progress in their learning.
17. The quality of teaching and learning at Key Stage 1 is satisfactory, overall, although there is too much unsatisfactory teaching which impedes pupils' learning in some lessons. The school has had difficulties in recruiting and retaining teachers recently and a few parents have voiced their concerns over the high turnover of staff. However, there are now sufficient teachers and support assistants for the needs of the pupils. Throughout the key stage, teachers have sound relationships with their pupils and, in the majority of lessons, teachers' management of pupils' behaviour is satisfactory. This results in pupils' good attention and involvement in lessons. Support assistants are well briefed and purposefully deployed by teachers. They provide good levels of support to promote pupils' learning. Teachers monitor the work of pupils in lessons effectively. They use sound questioning techniques to assess prior learning and ensure clear understanding. Teachers often use good demonstration techniques to introduce new ideas and skills, such as in numeracy lessons, and this enables pupils to make effective progress. Where teaching is less good, activities are not organised well enough to ensure that pupils with special educational needs and those who learn English as an additional language are given appropriate work and the control of pupils is inconsistent. Nevertheless, basic literacy and numeracy skills are taught effectively throughout the key stage and pupils develop their skills appropriately.
18. At Key Stage 2, the teaching is good, overall, and much is very good or excellent. This is a significant improvement from the last inspection and has led to pupils' good progress in their learning. Teachers throughout the key stage have good subject knowledge and plan their work well. The quality of teaching in information and communication technology has improved over the last three years and is now good. Added to which, the excellent computer suite is used well by all year groups to help them extend their literacy and numeracy skills across the curriculum. In the majority of lessons, there is a

clear focus for what pupils should learn and teachers usually maintain a lively and brisk pace, which ensures that pupils concentrate well and keep up a high level of intellectual and creative effort. A good example of this was seen in a Year 6 numeracy lesson about money, where the excellent pace and challenge enthused pupils very well, enabling them to increase their skills in solving problems. Enthusiasm is a particular characteristic of the staff at Key Stage 2 and, when the teaching is most effective, teachers carry pupils along with their own good humour, energy and enjoyment. This ensures that pupils always strive to achieve well, according to their capabilities. The positive ways in which the staff deal with the pupils is reflected in the good behaviour noted during the inspection. These elements were evident in three outstanding lessons, one in a Year 4 class, one in Year 5 and one with Year 6 pupils. In the previous report, the school was criticised for lack of challenge for able pupils. This shortcoming has been addressed well and teachers now provide effectively for the highest attainers. For example, in one lesson on map reading, the positive praise and rapid pace of learning was an excellent promotion of high standards. The challenging questions to promote and check understanding, as well as the reinforcement of methods and techniques built remarkably well upon the pupils' knowledge and skills.

19. Teachers collect assessment information carefully at both key stages and they often use their day-to-day evaluations to modify planning for future lessons. All pupils' work is marked regularly and accurately, with good use of encouraging and helpful comments. During the inspection, homework was given to pupils and collected in for marking. Reading books are taken home regularly and pupils are sometimes asked to research areas for new class topics at home. A few parents are concerned that the pupils are given too much homework sometimes, but there is no evidence from the inspection to support this view.
20. The teaching for pupils with special educational needs and those who learn English as an additional language is unsatisfactory. This is partly because of the lack of early identification and also because of the inconsistent use of individual education plans. Support staff generally work well with class teachers; they work alongside pupils in classes and a few are withdrawn to work on a one-to-one basis. However, the pattern of withdrawal is not rigorously monitored and pupils often miss parts of lessons. Learning is inconsistent and insufficiently focused for the least able pupils, who are not always given the correct match of work to their abilities. The school is aware of the need to modify its provision for pupils with special educational needs, but, until they do, this remains the weakest element of the teaching, because some groups of pupils' learning is slower than others. Teachers have a satisfactory awareness of the linguistic diversity within the school and there is evidence that pupils are encouraged to use their mother tongue, but this is an area that is under-developed. Although the school has funding for a language support teacher, there is currently no-one employed specifically to help those who learn English as an additional language.

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

21. The curriculum is satisfactory, overall, and meets the statutory requirements of the National Curriculum and religious education. Personal and social education is taught effectively through circle time and class discussion times. It provides good opportunities for pupils to develop their listening skills and to work with each other co-operatively and to develop life skills in a changing world. The governors meet their statutory obligation in relation to the curriculum, including the provision of sex education and drugs awareness education. The curriculum committee of the governing body meets regularly to approve policies and discuss future strategies. Subject co-ordinators have been invited to make presentations to them to explain developments, priorities and needs in their subjects and to help the governors assess the effectiveness of their support for new initiatives. Governors visit the school and have been into classes to observe how well pupils learn. At the time of the last inspection, design and technology, information and communication technology, and music were underdeveloped for pupils up to the age of eleven. Since then, the school has made progress in addressing these key issues. Provision for information and communication technology has been significantly improved through the funding and furnishing of a new computer suite with 30 personal computers networked to a teacher remote control and their use has been extended across the different subjects of the curriculum for all pupils. The provision of design and technology has improved and is now satisfactory. The school recognises that the provision of music is still under-developed, although a start has been made on staff training through a rolling programme of exemplary lessons, following the recent appointment of a

specialist post holder. Teachers use the scheme of work drawn from national guidance, although this has yet to be delivered effectively for younger pupils to provide them with satisfactory opportunities to compose and make improvements to their work. The range and type of instruments the school uses to deliver the music curriculum, including the appreciation of world music, is still in need of attention, although some additional resources have been purchased since the last inspection.

22. The allocation of time to each subject is clearly stated in the school's curriculum planning. Despite the focus on literacy and numeracy, which has been effective, the school has continued to provide pupils with a range of learning opportunities in other subjects. The termly planning allows teachers to block selected subjects for a number of weeks to teach all aspects of these subjects to sufficient depth. In history and geography, for example, the standards reached by pupils when they leave the school are above the national average. The use of the computer suite encourages the enrichment of pupils' work through the use of information and communication technology and their access to the resources of the Internet. The current structure of the week squeezes time for the appropriate provision for physical education and this limits the opportunities for pupils to develop the skills required to ensure satisfactory standards for all pupils. Pupils use the library for guided research on a regular rota basis, but their tasks are not linked sufficiently to the lessons they are withdrawn from and not always matched to the needs of the different pupils who may need more support or challenge.
23. The curriculum is planned satisfactorily, including the day-to-day lesson planning. However, the needs of the youngest children are not fully catered for in the reception classes where the early learning goals are not given sufficient focus in the planning of the curriculum. Since all classes have pupils of different attainment levels, the use in all subjects of schemes of work drawn from national guidance has increased the confidence of the staff to plan tasks satisfactorily to match different pupils' needs and to organise their classrooms effectively. There is a clear homework policy and where the use of personal organisers by pupils has increased and regulated homework, this provides a constant link with parents. Some work still needs to be done on highlighting the different skills, progress and outcomes expected in specific subjects and to provide appropriate work for pupils with special educational needs which takes account of and informs their individual education plans.
24. All pupils are included in the life of the school, enabling them to benefit from the many learning and social opportunities provided. Most of the time, pupils, including those with special educational needs and with English as an additional language, have equal access to a broad and balanced curriculum. However, when pupils are withdrawn from their normal lessons because of the emphasis on specialist teaching in withdrawal groups, they do not have full access to the National Curriculum. During each week, the number of pupils withdrawn from classes for additional learning support are usually withdrawn from the same class lessons. Pupils are also withdrawn from assembly to work, not because of parental requests. Missing these opportunities has a detrimental effect on the progress pupils are able to make in the subjects they miss on a regular basis and on their inclusion in an aspect of the spiritual side of school. The school does not monitor the withdrawal of pupils to ensure that they do not always miss the same lesson and receive their full entitlement to the curriculum provided and to collective worship.
25. Since the last inspection, the provision of extra-curricular activities during lunchtimes and after school has increased. They are popular, have waiting lists and are appreciated by parents. The range of clubs includes sports and gym work, needlework, poetry, recorders, singing, drama, art, design and technology and computers. In addition, some pupils benefit from coaching in the Irish language. Contacts with the community make a good contribution to pupils' learning. There is support from the local parish. A national company provided sponsorship towards the cost of new playground equipment and a local firm was used to carry out extensive playground markings for the pupils' own games. A parent volunteer runs the library on a regular basis and other parents provide support in class, for local fieldwork and on trips. A visitor with a guide dog has been into the nursery and a local resident talked to pupils about her memories of the war. Recently, there have been a few visitors to the school from the public services and local businesses, and the school's use of parents to share their life experiences and different backgrounds with pupils to enrich the curriculum is at an early stage. There are appropriate opportunities for pupils to visit farms, London Zoo, museums such as the Science Museum, the Natural History Museum, the Gunnersbury Park Museum and the RAF Museum at Hendon. Year 6 pupils also have the opportunity to go on a residential trip to an activity centre in Weymouth.



26. Links with local schools are good. The adjoining high school liaison staff are invited into school to talk to pupils about secondary schools. Year 5 pupils took part in a Technology Day and further subject links are planned. Transfer arrangements with the local high schools are satisfactory. There are good opportunities for pupils to participate in the authority's tournaments, for example, in football and netball.
27. The overall provision for the spiritual, moral, social and cultural development of pupils is good. Provision for pupils' spiritual development is good. The school promotes a growing sense of themselves in the pupils and develops their awareness of their unique potential through the use of praise, valuing the contributions of all pupils in classrooms and including all pupils in question and answer sessions. Teachers and school awards motivate pupils to achieve their best. Displays in most classrooms and in corridors support learning well. The school's use of the Internet is extending the range of opportunities to stimulate pupils' curiosity about themselves and their place in the world. Younger pupils react with delight to the ease with which they can link to a range of websites to help learning and express amazement at how websites can be accessed from all over the world at the same time, and show a real sense of achievement when completing self-assessment tasks correctly. The school's religious ethos is effectively integrated into the daily life of pupils through prayers and classroom displays and the pupils have opportunities to reflect on their own progress and the value of what they learn.
28. The school's provision for moral development is good. All staff promote a clear ethos of care and respect, helping pupils to distinguish right from wrong. Teachers place a clear emphasis on consideration towards others, provide good models of behaviour, and, when they establish good classroom routines, these encourage independence in learning. The use of repetitive actions to manage behaviour are effective but can be over-used, taking the focus away from the learning process. There is a lack of confidence on the part of some staff to build on the enthusiasm of pupils for what they are being taught and to boost their self-esteem. Time is sometimes used suppressing rather than channelling pupils' natural exuberance into productive activities and tasks. In some lessons, pupils are not given sufficient opportunity to take responsibility for their own behaviour, and to help them understand the moral issues involved in making decisions.
29. The school makes good provision for pupils' social development. The good quality of relationships found in the school between adults and children and between pupils from many different cultural backgrounds support social development well. Pupils are often required to work together in pairs or in groups, both mixed and gender-based and, sometimes, they are expected to report back to the rest of the class in a plenary session. Older pupils have a few responsibilities around the school, such as helping to run the library and, where they act as hall monitors or lunchtime helpers, they act responsibly. There is a new School Council where pupils may raise and discuss issues about school life and become familiar with the responsibilities of citizenship, providing an opportunity for pupils to consider important features of community life. Of particular note, is the charity fundraising which has developed into a strong tradition in the school. The annual residential visit for Year 6 pupils helps them to learn valuable lessons in living together.
30. Provision for pupils' cultural development is satisfactory, overall. Pupils are helped to become aware of their own culture through geography, history, art and design, and music, where they consider and study life in other countries and cultures and through visits to theatres and places of historical and cultural interest. There are some multi-cultural resources and displays in school which reflect the Christian universal vision in the school's aims, but there is little use of the rich mix of cultures in the school population. The school does not exploit all the opportunities for pupils' cultural development which the rich diversity of the school offers. Pupils learn about other faiths in personal and social education and all pupils are treated with great respect. However, there are few planned opportunities in subjects for pupils to demonstrate what they know or to learn from each other of the ways different families conduct their lives. This is a lost opportunity for pupils to understand and appreciate the multi-faith, multi-cultural society. Subjects in the curriculum do not reflect sufficiently the contributions that different cultures have made in world history, scientific and mathematical thinking and literature. The school has a few books about other cultures in the library, but no notices in other languages, and the displays of multicultural artefacts and multi-ethnic images and role models are few.

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

31. The provision for the support and guidance and the welfare of pupils is good. Pupils are confident in the help and guidance of their teachers. Behaviour is well managed, as is attendance. Most parents find it easy to approach the teachers if they have a concern about their children' welfare or progress.
32. Procedures for monitoring pupils' academic progress are satisfactory. The procedures for introducing children and their parents to the school are well planned so that children settle quickly to the school routines. However, children are not encouraged to develop the early learning goals in reception classes, where the transition to the subjects of the National Curriculum is too emphatic.
33. Teachers know their children well. Time is given to considering the needs of individual pupils particularly those who are thought to be making less progress than expected. Parents of those children are involved at an early stage. However, pupils with special educational needs and those who have English as a second language are poorly provided for. The progress of pupils on these two registers is not well monitored and parents are not involved with reviewing their individual educational plans on a regular basis.
34. The school has introduced targets for each pupil. These are carefully worded, covering work, attitudes and behaviour and pupils say that they are a great help in directing their effort. Targets are included in their contact books so that parents are aware of them. Time is provided for teachers to monitor individual targets. Certainly as pupils mature they welcome this attention and recognise the need to plan their own progress.
35. Procedures for monitoring and promoting good behaviour are good. The school's behaviour policy is regularly reviewed and a recent behaviour survey resulted in better procedures at lunchtime. It also led to time being spent with midday supervisors to review their role and the best means of exercising authority. Staff encourage good manners and a sense of self-discipline. This can be seen in Key Stage 2 classes, where pupils quickly and cheerfully respond to their teacher's instructions, so little time is wasted and lessons can proceed at a good pace. On the other hand, in some Key Stage 1 classes, discipline is too rigorously applied, so pupils are subdued and lack spontaneity, and the behaviour of pupils with special educational needs is sometimes poorly managed, which is a deterrent to their progress.
36. Pupils are confident that they will get assistance from their teachers if someone is unkind to them. However, a significant minority of parents expressed doubt about the prompt treatment of bullying in the school. Pupils report that cases of bullying are infrequent. Although the school may be slow in dealing with a few isolated cases, when behaviour generally deteriorates below accepted standards, the school is quick to take action.
37. Procedures for monitoring attendance are good. With the co-operation of parents, almost all absences are accounted for. Where this is not the case, staff are quick to take action. The school makes good use of its attendance data to monitor attendance and, with the help of the education social worker, is on line to meet attendance targets.
38. Procedures for monitoring child protection and promoting pupils' wellbeing and health and safety are good. Teachers can direct a pupil to the school's pastoral support worker if there is a particular concern. This person is well known in the area and offers a valued service, often to both parent and child. The health and safety policy of the school is thorough. Staff and governors carry out regular inspections and defects are dealt with swiftly. All staff, including those new to the school, are aware of the child protection procedures. Accidents and injuries are treated promptly and parents are informed of injuries of a serious nature.
39. Pupils' personal and health education is covered in a full programme, which includes sex education and drugs awareness. Pupils throughout the school are encouraged to discuss issues in circle time. Pupils are well prepared for life after primary school with frequent contact with the secondary school on the adjacent site. The school provides an interesting range of school events to widen the educational opportunities offered to pupils.
40. Since the previous inspection report, the school has developed good strategies to monitor behaviour

and the recording of absence from school.

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

41. The school's partnership with parents is mostly good. This is a popular school. Parents have mainly positive views of the school, in particular the high expectations it has of their children. They say that their children enjoy coming to school and they have confidence in the good and dedicated teachers. There is a strong sense of community and a commitment of parents to do all they can to help their children succeed.
42. The quality of information for parents is good. There are frequent and interesting newsletters by which parents are kept well informed. The governors' annual report is interesting and there is a very helpful prospectus for parents of new pupils. The school has recently distributed a parents' questionnaire to learn what parents would like and their priorities in the areas that interest them. This has influenced the development of meetings in school and the timing of meetings. In the previous inspection report and at the parents' meeting, they are concerned at the lack of a structured reading programme. The school is still researching the best and most economical scheme available, but parents say they are not aware of its findings to date.
43. Pupils' annual reports give details of what pupils know and can do. They tell parents at what levels their children have reached. The wording of the reports is perceptive, but they are not always personalised. Parents say that the teachers know their children well. Regular meetings with teachers enable parents to support their children well. Homework diaries provide a good home and school link. In the younger classes, there is good daily contact between teachers and parents. The links with parents of pupils with special educational needs are not well established. Parents of these pupils are not well informed either by reports or through personal contact. The same applies for parents of children who have English as a second language.
44. A significant minority of parents find it difficult to approach the senior management of the school with their major concerns. This minority is well meaning. They made their views known in letters and at the parents' meeting with inspectors. Although their needs have been partly met by the school's questionnaire to parents, they feel the need for open and unbiased discussion has not.
45. An active parents' association raises valued amounts of money and their involvement in aspects of the school is encouraged. Parents and other volunteers regularly help in classrooms and around the school, for example by hearing pupils read and by organising activities in class and after school. This is much appreciated by the school.
46. The school has close links with the local community, principally through the church. Its involvement in all aspects of the school is clearly demonstrated and highly valued. A local company has contributed funds for new equipment and the school has benefited from advice and help in setting up its computer suite. The regular visits of members of the community have a positive effect on the development of pupils' social skills.
47. Since the last inspection, a number of improvements have been implemented. Pupils' annual reports now include a comparison of attainment with the national expected standards. Review meetings are organised earlier in the year in October and there is now a satisfactory initiation programme for the under fives. Good links have been established with industry and with the secondary school on the adjacent site. Only the lack of a structured reading programme remains unresolved.

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

48. The leadership and management of the school by the headteacher and senior staff are good. The headteacher gives a clear educational direction to the school. He applies firm management through the senior management team and through very detailed planning and procedural documentation. The school development plan is very good; it is drawn up in consultation and discussion with parents, governors and staff, establishes clear and appropriate priorities for the improvement of the school and sets out in summary, and in detail, the work to be carried out and the rationale for it. The aims of the school and its mission statement are successfully met.

49. During the three years or so of his headship, the headteacher has created an effective senior management team. He has established a number of policies and procedures and has achieved substantial improvements to the provision for information and communication technology, pupils' levels of attendance and the school's extra-curricular provision. In addition, the school buildings and environment have been improved, as well as the school's partnership with parents, all of which have contributed positively to standards achieved. However, there still remains some parental discontent with relationships between the parents and the senior management and this is being tackled by the governors and the headteacher. Although there has been a high turnover of staff, this was mainly for personal and professional reasons such as promotion. The deputy headteacher has been on long-term compassionate leave for some months and this situation is being kept under review.
50. Subject and other co-ordinators make a good contribution to the school's management and development. They monitor teaching and pupils' work during non-teaching time allocated for this purpose, report back to teachers on their observations and advise and support their colleagues. They lead on planning and the development of schemes of work in their subjects and bid for and manage delegated budgets for the purchase and renewal of resources. However, the management of the provision for pupils with special educational needs is unsatisfactory, because the good policy is not implemented fully and the use of pupils' individual education plans is not monitored effectively. The provision for pupils who learn English as an additional language is not clearly defined and the procedures for identifying pupils' language needs and ensuring inclusive practice lack clarity.
51. Procedures for monitoring and evaluating the performance of the school are well documented, appropriate and thorough. Application of monitoring and evaluation, however, lacks some sensitivity and has not led to the improvement in teaching at Key Stage 1 that would be expected. This was a key issue in the last inspection report and still needs development.
52. The governing body is highly committed and energetic in supporting the school. It is well organised, with appropriate committees that meet regularly and carry out their business efficiently, is able to act as a critical friend to the school and take a different view from school management where necessary. It has a clear view of the strengths and weaknesses of the school, drawn from management reports, governor visits and contacts with parents and the wider community. It carries out all its statutory responsibilities conscientiously and effectively.
53. The headteacher has worked hard to manage a situation where a large number of staff have resigned over the past two years. A number of newly qualified staff and recently qualified teachers have joined the school and they are well supported by more experienced colleagues. There is a now full complement of staff for the number on roll. Staff are appropriately qualified and bring a great deal of expertise. Newly appointed post-holders show an awareness of the needs of their subject. There is a useful and comprehensive staff handbook, which has been completely updated. This gives wide-ranging information, from routines and procedures to professional development. The committed management team, which currently comprises two assistant headteachers and three team leaders, is covering the absence of the deputy headteacher and non-contact time is provided for all other staff in line with the school's development plan priorities. The school's mission statement is widely published and is clear to staff. A volunteer librarian works for four days per week, introducing children to the loan system in the library, using a computerised lending system. Books are ordered in conjunction with the management team and the library is maintained well. As a result, the children throughout the school benefit from positive experiences. The administrative support in the school is of high quality. As a first point of contact, the office staff are welcoming, helpful and efficient in their contribution to the school.
54. The accommodation is good. The main building is clean and well cared-for and the administrative area for visitors is clearly sign-posted and provides a positive, welcoming feel to the school. There has been a great deal of redecoration and refurbishment, as shown in the school development plans. The site manager takes great pride and care of the building and is a highly valued member of the staff. The corridors, toilet blocks and many classrooms have been repainted or refurbished to very good effect. Outside classroom areas, such as the television area and science resource area, are well ordered and sensibly used. The computer suite with 30 computers and a control console, is of exceptional quality, providing computer and Internet access for pupils in attractive surroundings. The main hall is clean, orderly and accessible, with a good floor suitable for physical education. The recently built nursery unit

and outside play area provide a high quality environment for the youngest children. These facilities are used well and respected, but there is no separate outdoor area for children in the reception classes. Two of the temporary classrooms, currently used for resources such as musical instruments, are in a very poor state of repair and need to be replaced. The third of these, in use as a classroom, is in a much better state of repair and is well served with a ramp and adjacent quiet area to the rear. The playground provides a safe and stimulating environment. A new play area with a bark-chipping safety surface is a great asset and is used well on a rota basis by the children. The special needs room has recently been refurbished and provides a quiet learning environment.

55. The resources for learning are good, overall. The excellent nursery and computer resources for both learning and the administration of the school are of very high quality. Good reprographic machines assist the school in producing exemplary printed resources. However, music resources are of a variable quality and are stored in an unstimulating space. The two large electronic keyboards have not had recent safety checks and there are too few instruments from other cultures. Resources in general, which illustrate and celebrate other cultures and faiths, have not been upgraded in quality and quantity. There are sets of resources for reflection on Christianity, displayed in every classroom, and these are widely used. A limited number of resources are also available for the study of Judaism, Buddhism, Islam, and Hinduism.
56. Resources are used effectively and spending is linked to educational priorities identified in the school development plan. Specific grants from the government and elsewhere are used well for their designated purposes, with the exception of the Ethnic Minorities Achievement Grant, which is not used to support pupils who speak English as an additional language as intended. This is inappropriately added to the funds for pupils with special educational needs and is a key issue that needs to be corrected urgently.
57. The school's financial planning is satisfactory in meeting its educational priorities. The very high surplus, which has accumulated over the last two years, has resulted from the replacement of teachers who have left, with new teachers at lower rates of pay. The spending of the surplus has been carefully planned, and the school also intends to improve the building exterior, which is much needed. The school ensures cost effectiveness for general expenditure, which follows planned allocations. Expenditure in the past has been high by comparison with other schools, mainly through high teaching costs. The school takes full responsibility for the preparation of its budgets. They are efficiently produced and effectively monitored. The school office is well run, giving the staff support as they plan and spend budgeted funds. All matters raised in the most recent audit have been attended to. Best value principles are well applied, as demonstrated by the school's use of competitive tenders for major expenditure and by a recent consultative exercise with parents about future spending priorities. In addition, the good use of contacts with partner schools in the locality and diocese to make financial comparisons and the careful reviews of spending during the annual budget round help the school to provide sound value for money.

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

58. The headteacher, staff and governors should;
- (1) improve the provision for pupils with special educational needs by:
- strengthening and developing the management role of the co-ordinator;
  - reviewing the procedures used to identify pupils' needs and making sure that individual education plans show clear targets for learning;
  - rigorously monitoring the withdrawal of pupils from lessons to ensure that they do not always miss the same parts of lessons;
  - ensuring that teachers' planning includes specific references to how pupils with special educational needs are to be supported;
  - involving parents more closely in setting and reviewing pupils' targets for learning

*(paragraphs 20, 24, 33, 43 and 59 – 66);*

- (2) clarify the procedures for identifying and supporting pupils who learn English as an additional language *(paragraphs 6, 20 and 43);*
- (3) improve the quality of teaching at Key Stage 1 by;
  - making sure that all lessons are effectively organised and that work is suitably matched to pupils' prior attainment;
  - apply a consistent approach to the management of pupils' behaviour *(paragraphs 17 and 61);*
- (4) raise the standards of achievement in music and swimming *(paragraphs 6, 116, 117, 118 and 119).*

In addition, there are a few minor areas for improvement. These are indicated in paragraphs 16, 23, 32, 44, 49 and 68. They refer to improving the curriculum and the outdoor area for children in the reception classes and improving relationships between senior managers and parents.

## SPECIAL EDUCATIONAL NEEDS

59. The inspection of this school included a detailed inspection of its provision for pupils with special educational needs. At the time of the inspection, there were 78 pupils on the register of pupils who have special educational needs. The percentage of the total number of pupils is slightly below the national average. Five pupils have statements for their needs and one pupil is awaiting assessment. The vast majority of pupils with special educational needs, as identified by the school, are boys.
60. The attainment of this group of pupils is generally below national averages because of the nature of their learning and behavioural needs. However, some work in the scrutiny, even of those pupils with a statement of need, shows attainment in line with national averages; for example, in aspects of mathematics. Pupils do not always meet expectations in relation to their individual education plans because many of the plans are not used in planning or are not precise enough to help staff plan appropriately and the progress of pupils with special educational needs is unsatisfactory. Pupils generally carry out activities well, although some lack confidence and concentration. Their behaviour is generally good, but a small minority with behavioural difficulties do not behave well: they interrupt peers and the teacher, are disobedient and do not respond well to staff discipline, notably in withdrawal groups.
61. The co-ordinator, class teachers, classroom assistants and welfare assistant support pupils with special educational needs satisfactorily and, on occasions well, by helping pupils with their work and through valuable interactions with pupils. Three learning support assistants work well with pupils with statements of special need. Class teachers do not include pupils with special educational needs in their planning; only a very few even mention these pupils in their plans. Planning in class and for small groups withdrawn from classes does not relate to pupils' individual education plans and the work does not enable pupils to progress in relation to their learning targets. This aspect has not improved since the last inspection. In a small number of withdrawal groups observed, teaching was unsatisfactory. The teacher had few behaviour management strategies and pupils did not respond well, they were disobedient, noisy and off-task. Although groups are small, all pupils do the same work, even when their prior attainment is different. For example, pupils in Year 6 who are successful at mental mathematics still do very basic work and a Year 3 reader who can read whole words accurately still has to use word-building phonic skills. Learning targets in individual education plans are rarely focused enough to offer good guidance as to how best to plan and support pupils. For example, the learning targets of pupils at Stage 2 are virtually the same for all pupils at that stage. Year 1 targets are very similar to those expected of all pupils in that year group. There is little use of assessments to inform future planning, which results in inappropriate work. A scrutiny of work of pupils with statements of special need indicates that their work is mostly the same as their peers, except they can do less of it or it is left unfinished and, occasionally, not even started. Teachers match work to different learning levels within activities; for example, simpler tasks, but not always to pupils' individual needs. On occasions, the learning support assistant and other support staff act as scribes for pupils to enable those who have difficulty writing to take part in lessons at their level of understanding; for example, in science. The school has not maintained the satisfactory support for pupils with special educational needs found at the time of the previous inspection. Staff make quite good use of information and communication technology.
62. Pupils do not have full access to the curriculum and some learning opportunities in class and in withdrawal sessions are unsatisfactory, because the activities do not relate to pupils' learning needs or individual education plans. Groups or individual pupils are withdrawn from several subjects and from acts of collective worship. This greatly reduces their access to the full curriculum. Some pupils are withdrawn from the assembly which celebrates pupils' achievements, which means they never have a chance to have their achievements celebrated and they miss this important communal event. One Year 3 pupil was withdrawn from lessons twice in one day and missed the shared reading part of the literacy hour and an information and communication technology-history lesson. Such withdrawals were a key issue for improvement from the previous inspection and the school has made unsatisfactory progress with this issue. The school employs a pastoral worker to support social and emotional aspects of pupils' lives and behaviour which is a good extension to the provision.
63. The criteria for identifying pupils with special educational needs are undeveloped. Class teachers rightly note causes for concern, but there are no agreed criteria for the identification or assessment of

need in language, literacy, numeracy or behaviour. There are no consistent day-to-day assessment strategies which enable teaching and non-teaching staff to plan the immediate future learning of pupils at stages 1 to 4 of the Code of Practice. Staff discuss pupils informally, but this does not feed into class planning effectively. Learning support assistants complete assessments of pupils with statements in detail; some include cross-curricular assessments. These are potentially very helpful, but, at present, they are not used to inform future planning or learning outcomes.

64. The stages of the Code of Practice for pupils with special educational needs are implemented appropriately. Reviews of individual education programmes and support are not recorded well, although dates for reviews are appropriate. There are good links with professionals from outside agencies, who support the school in monitoring the educational, behavioural and health requirements of some pupils.
65. Liaison with parents and carers of pupils with special educational needs is unsatisfactory. Parents and carers are not involved in developing and reviewing individual education plans. They can discuss issues with staff, but a few parents informed inspectors that they do not receive information to which they feel they are entitled. Inspection evidence supports this finding. Parents are rarely involved in review meetings and their views are not included in this process. The co-ordinator for pupils with special educational needs often completes this section with advice for parents; for example, 'to reinforce homework' rather than recording parents' views. Parents are informed rather than involved in pupils' movements from one stage of support to another. Parents and carers meet with and speak to staff informally but these meetings are not always recorded.
66. The management role of the special educational needs co-ordinator is undeveloped. The present co-ordinator has been in post for approximately four years, although she has been absent through illness quite frequently and the headteacher has taken responsibility for managing the provision for pupils with special educational needs. Currently the co-ordination of provision, curriculum and progress of pupils with special education needs is unsatisfactory. There is a good policy, but it is not implemented. The co-ordinator updates the register and she provides the majority of support teaching. There is no monitoring of the use of individual educational plans or day-to-day assessments. The review procedures are not carried out appropriately and support for pupils is not well matched to their needs. The funding for pupils with special educational needs has been used mainly to pay for a full-time co-ordinator and has been topped up by the use of funds for training for special educational needs and the Ethnic Minority and Travellers Achievement Grant. This is an inappropriate use of a specific grant, especially as the co-ordination is unsatisfactory. The co-ordinator is mostly deployed as a teacher and has a small amount of time for co-ordination and administration.



## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	97
Number of discussions with staff, governors, other adults and pupils	34

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
4	17	32	39	8	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)	26	421
Number of full-time pupils known to be eligible for free school meals	0	66

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	5
Number of pupils on the school's special educational needs register	0	74

English as an additional language	No of pupils
Number of pupils with English as an additional language	38

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	13
Pupils who left the school other than at the usual time of leaving	14

### Attendance

Authorised absence		Unauthorised absence	
	%		%
School data	4.2	School data	0.8
National comparative data	5.2	National comparative data	0.5

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

### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2000	36	25

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	34	35	36
	Girls	24	25	24
	Total	58	60	60
Percentage of pupils at NC level 2 or above	School	95 (83)	98 (87)	98 (90)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	35	36	36
	Girls	25	23	25
	Total	60	59	61
Percentage of pupils at NC level 2 or above	School	98 (87)	97 (90)	100 (90)
	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	18	40

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	14	16
	Girls	33	26	36
	Total	44	40	52
Percentage of pupils at NC level 4 or above	School	76 (93)	69 (93)	90 (93)
	National	75 (70)	72 (69)	85 (93)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	16	17
	Girls	34	32	35
	Total	48	48	52
Percentage of pupils at NC level 4 or above	School	83 (83)	83 (80)	90 (93)
	National	70 (68)	72 (69)	80 (75)

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

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

	No of pupils
Black – Caribbean heritage	14
Black – African heritage	31
Black – other	0
Indian	30
Pakistani	0
Bangladeshi	0
Chinese	0
White	253
Any other minority ethnic group	32

*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)	18.4
Number of pupils per qualified teacher	28
Average class size	26

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

Total number of education support staff	8
Total aggregate hours worked per week	210

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

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26

Total number of education support staff	1
Total aggregate hours worked per week	24

Number of pupils per FTE adult	13
--------------------------------	----

*FTE means full-time equivalent.*

### ***Financial information***

Financial year	1999/2000
----------------	-----------

	£
Total income	841,507
Total expenditure	806,558
Expenditure per pupil	1,916
Balance brought forward from previous year	69,291
Balance carried forward to next year	104,240

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

### **Questionnaire return rate**

Number of questionnaires sent out	447
Number of questionnaires returned	224

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	77	21	1	0	0
My child is making good progress in school.	70	25	3	0	0
Behaviour in the school is good.	56	35	4	1	2
My child gets the right amount of work to do at home.	54	36	7	1	0
The teaching is good.	74	23	2	0	1
I am kept well informed about how my child is getting on.	64	31	4	0	0
I would feel comfortable about approaching the school with questions or a problem.	69	23	4	1	2
The school expects my child to work hard and achieve his or her best.	79	20	0	0	1
The school works closely with parents.	63	29	7	1	1
The school is well led and managed.	63	28	2	4	3
The school is helping my child become mature and responsible.	69	29	3	0	0
The school provides an interesting range of activities outside lessons.	54	29	6	1	8

**NB : totals may not add up to 100 due to rounding.**

### **Other issues raised by parents**

Inadequate provision for pupils with special educational needs.  
 Too much homework.  
 High turnover of staff, particularly at Key Stage 1.  
 Unsatisfactory relationships with senior staff.

## **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**

67. Since the previous inspection, the school has improved its provision by building a new nursery, which caters for 52 part-time 3-4 year-olds. Children transfer to the reception classes at the start of the school year in which they are five. At the time of inspection, most children in the reception classes were under five. Attainment on entry to the nursery is generally low in the areas of communication, language and literacy. Due to the provision of a well-structured programme of work, children make good progress and reach the expected goals in the areas of communication, language and literacy, mathematics, knowledge and understanding of the world and creative and physical development by the end of the Foundation Stage. Children with special educational needs receive adequate support, but this is not planned well to enhance their progress. The few children in the nursery learning English as an additional language do not receive specialised support, but they usually acquire enough spoken English to function adequately within the classroom.
68. The nursery is staffed with one full-time teacher and a full-time nursery nurse. Two additional classroom assistants effectively support the reception classes in all activities. However, there are some weaknesses in the planning of the curriculum. While some of the experiences provided are relevant, imaginative and enjoyable, for example, in creative work such as collage, painting and playing with play dough, the planning does not effectively incorporate the early learning goals, especially in the reception classes. The nursery and reception staff do not plan together to provide consistency of approach and links to further learning. As a result, although daily planning in the nursery makes learning objectives clear for all areas of learning, the planning in the reception classes is guided by the Key Stage 1 curriculum for different subjects instead, and this is inappropriate. The procedures to monitor and assess children's progress on a regular basis are good and established as part of planning in both nursery and reception classes.
69. The overall quality of teaching in the Foundation Stage is mainly good. It was good or very good in three-quarter of all lessons observed, including one excellent lesson in a reception class. This is an improvement from the satisfactory quality of teaching reported in the previous inspection. In the best lessons, the staff carefully plan to provide an imaginative range of activities with clear intentions. Their expectations of work and behaviour are appropriate and the tasks generally match children's level of functioning and skill. In all other lessons, teachers show good knowledge of how young children learn and adopt a stimulating approach to teaching. They have appropriate expectations of work, suitably linked to children's prior attainment, but sometimes cram in too much into one lesson, especially in a circuit of activities. For example, in a science lesson, children went through five different activities with little time to reflect and consolidate knowledge. In most lessons, there is good emphasis on encouraging and developing 'talk' through children's role-play, particularly in the nursery. Teachers skilfully manage children and make appropriate use of time and resources. Homework, in the form of borrowing books, is used particularly well to enhance children's progress in reading. The staff work effectively as a team and support one another.

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

70. Children in the nursery settle down quickly and feel both happy and secure. By the time they leave the reception classes, children generally achieve the early learning goals. This reflects the skilful teaching of the staff. Some simple classroom rules are shared with all. Children make good progress as they learn to share and take turns. They are constantly encouraged to feel confident about what they can achieve in a variety of learning situations, such as sharing refreshments daily in the nursery. Children concentrate and listen quietly. A good example was observed in a reception class where children followed instructions carefully and engaged in a carousel of a variety of practical activities related to 'Rosie's Walk' story. Children are effectively taught the difference between right and wrong and guided to behave sensibly at all times. They show consideration and respect for property and each other. The staff act as good role models for children and explain clearly what is expected of them. Children are helped to form good relationships with others through many good opportunities to work in pairs or as part of a group. Most children are attentive and eager to learn and enjoy sharing their work

independently with any available adult. They participate enthusiastically in teacher-led and self-initiated activities. Teaching is consistently good. Children are purposefully occupied and skilfully managed. The staff sensitively support and extend children's play and responses.

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

71. By the end of the Foundation Stage, most children are on course to attain the early learning goals in communication, language and literacy. The teaching of language skills is good. Teachers plan well to develop children's talk and extend their vocabulary. They constantly encourage them to describe what they are doing, for example, the imaginative role-play in the 'Nursery Bathroom', dressing up in the home corner or when working purposefully with the playdough. There are appropriate opportunities for children to listen and respond to stories, songs and rhymes. For example, in the nursery, the teacher used story props to effectively support children's recall of the story of 'Andrew's Bath'. In a reception class, children's knowledge of the story of 'Three Billy Goats' was skilfully consolidated as part of the focus on reading. The reception children start to link sounds with letters through language games. They recite the alphabet and through daily practice learn and consolidate new sounds each day as part of literacy sessions. Staff show that they value children's efforts at communicating. Most children talk interestingly about their experiences and develop new vocabulary. A few children with English as an additional language do not form words coherently and remain silent during activities. Their progress is affected by the lack of specialised provision in school to support children in the early stages of English language acquisition.
72. Some children in the reception classes are gaining satisfactory control in developing early writing skills. They can draw and paint with increasing control. Opportunities are lacking for children to play at writing, attend to writing patterns or make marks, for example in sand or by using finger-paints. Most children in the reception classes write their own name unaided. Very good progress is made when adults work in small groups or on one-to-one basis to give children individual attention. Children develop new vocabulary as they collectively discuss pictures in the storybooks. Parents are encouraged to share books with children and record comments on daily basis. The system of regular exchange and sharing of books effectively enhances children's love for books and ability to recognise words. A significant number of pupils develop good reading skills and an ability to write short and meaningful sentences unaided by the end of the reception year.

### **Mathematical development**

73. Most children are on course to attain the early learning goals in mathematics by the end of Foundation Stage. Children in the nursery are supported to match, sort and count, using every day objects. An effective use of number rhymes and songs further enhances their learning. Most children count and order accurately up to 10 and beyond and recognise the number symbols. Most children recognise basic shapes and gain knowledge of capacity and weight from practical experiences with sand and water. Some older children describe objects by position, shape, size, colour and quantity. They enjoy working with large and small construction equipment and jigsaws. For children in the reception classes, opportunities for practical activities are always well planned to make representations and write the number symbols correctly. Most children demonstrate good knowledge and understanding of how to solve simple problems, involving addition and subtraction, and use vocabulary such as, 'add one more' or 'take one away', 'how many altogether?' and 'how many left?'
74. In the reception classes, children have short whole class numeracy sessions each day, where they continue to focus on counting and number recognition. The teachers successfully plan oral and mental practice of numbers with suitable activities, for example, counting effectively forwards and backwards from 10 and beyond. A significant number of pupils confidently chant and count in 10s up to a hundred and effectively exceed the early learning goals. Children are suitably helped to move forward through activities to consolidate the correct use of language involved. There is effective adult involvement in children's activities and useful timely assessments made of the individual children's progress.

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

75. Most children have adequate general knowledge of their own environment on entry to reception and achieve the expected goals by the time they leave. Adults support children's understanding of past and present by encouraging learning of how children have grown since they were babies. Most children

confidently name the main parts of the body. Children build on their knowledge about where they live and their own cultures, supporting their understanding of self and the family through activities such as role-play in the home corner. They work with sand and freely explore properties of malleable materials. They use paint to mix different colours and most in the nursery name basic colours correctly. There are opportunities for children to explore with everyday objects of interest; as well as select from a variety of reclaimed materials to make imaginative models and develop skills, such as cutting, joining, folding and building. The children are developing their skills sufficiently in asking questions to find out how things work. For example, in the nursery, a parent effectively supported children in making a large raft for their playground. The children experienced making little rafts out of lollipop sticks themselves and later checked these to test if they floated in the water. Children investigate uses of water and gain good knowledge through experiments such as washing paint off their hands in cold, warm and warm soapy water to find out which is more effective. A few higher attaining pupils describe their conclusions accurately.

76. In the reception classes, children have opportunities to investigate materials and learn about magnets. They also handle wires and batteries and successfully light a bulb. Opportunities such as Rosie's walk' activities develop children's knowledge of positional language such as over, under, through and around. Most children demonstrate satisfactory computer skills expected for their age. They show increasing control in the use of mouse, to move items on the screen. There is effective adult intervention in activities and encouragement to children to explore new ideas.

### **Physical development**

77. Children are on course to meet their expectations of early learning goals in this area. The outdoor provision is very good in the new nursery, but it is unsatisfactory for reception classes, because there is no separate secure area for them to play in. The wide range of large and small outdoor resources such as, bikes and prams and a climbing frame is used very well to enhance children's physical skills in the nursery. In the main school hall, children learn to be aware of space and develop co-ordination and control in movement. Reception children follow simple instructions and enjoy lessons that are well structured and stimulating, for example, moving to music and songs such as 'Humpty Dumpty'. The lessons are suitably organised to keep pupils purposefully involved in fun-type games. In their use of construction toys, most children demonstrate reasonable hand and eye co-ordination. They are developing confidence in the use of different tools, such as scissors and joining materials, such as glue. The range of opportunities for this area of learning are suitably planned to provide progression of skills. Teachers always provide calm and sensitive support and show very good understanding of how young children learn. They have a sensitive awareness of children's safety.

### **Creative development**

78. Most children are on course to meet the expectations of the early learning goals by the end of the Foundation Stage. They experiment with paint and use their observations and imagination to create pleasing results. They are given opportunities to explore colour and texture, and work with a range of materials. Some examples of collage work produced by nursery children, using black and silver materials, are particularly good. Children sing and clap nursery rhymes and express enjoyment. Support staff work closely with teachers and make positive contributions to children's learning. Teachers ask relevant questions to extend children's vocabulary. In the reception classes, children benefit from opportunities of creating patterns with various media. Most children show obvious enjoyment, take pride in their work and talk interestingly about what they are doing. The quality of displays of children's artwork, for example, the rain forest and the jungle in both nursery and reception classes, is very good.

### **ENGLISH**

79. By the end of Key Stage 2, the percentage of pupils reaching Level 4 or above in the 2000 tests was in line with the national average but below average for similar schools and for pupils' prior attainment. The percentage of pupils reaching Level 5 was below the national average and the average for similar schools. Results from the past three years show that standards fell significantly in 1998, but still remained above average. They rose significantly to well above average in 1999, but fell very significantly in 2000 to average. The performance of boys and girls exceeded the average for boys and girls,

nationally.

80. By the end of Key Stage 1, the percentage of pupils reaching Level 2 or above in the 2000 reading tests was above the national average for all schools and for similar schools. The percentage of pupils reaching Level 2 in writing was well above the national average for all schools and for similar schools. Results from the past three years show reading standards fell from above average in 1998 to broadly in line with the national average in 1999 and rose to above average in 2000. Writing standards fell in 1998 and again slightly in 1999 but still remained above average. They rose to well above average in 2000. The performance of boys and girls exceeded the average for boys and girls nationally in both reading and writing. Progress of pupils with special educational needs is unsatisfactory in relation to the targets on their individual education plans. The progress of pupils with English as an additional language is in line with most pupils' progress.
81. Throughout the school, pupils' listening skills are above average. Pupils listen carefully to staff and peers in whole class and small group sessions. The school has maintained the good standards found at the time of the previous inspection. Pupils' listening skills enhance learning and contribute to the good behaviour. Pupils' speaking skills are in line with the national average at both key stages in English and other subjects. Pupils at Key Stage 1 answer questions confidently when talking about big books. Year 1 pupils talk very effectively in personal and social education. A few Year 2 pupils are able to describe how expression and intonation change meanings in texts. Pupils at Key Stage 2 can discuss themes, problems and solutions in relation to writing fairy tales and give sensible, thoughtful responses. Older pupils are not given many opportunities to lead discussions in larger groups. Standards of speaking were found to be above average at the time of the previous inspection.
82. By the end of both key stages, pupils' reading skills are in line with the national average in English and other subjects. The school has maintained reading standards since the previous inspection. Pupils, at Key Stage 1, know what a 'phonic blend' is and they can identify words beginning with the blends 'dr', 'sn', 'spl'. They read reasonably accurately in group reading and individually. Some higher attaining pupils are fluent, confident readers, attaining above average standards. However, a few pupils in Year 2 are vague about the differences between fiction and non-fiction and, in one Year 1 class, pupils did not remember the story of the 'Three Little Pigs' even though it was the book of the week. Pupils have regular opportunities to visit the library to change their books, which they do satisfactorily with help from the volunteer parent who works in the library for four days per week, enabling this important aspect of reading to take place. Although there are strengths in the school's use of the library, pupils entering and leaving lessons for library visits disrupt the teaching and learning taking place in class.
83. By the end of Key Stage 2, most pupils read accurately, understand significant ideas and events in books. They read and understand difficult texts such as the Year 5 work on the poem, 'The Lady of Shallot' where pupils make informed guesses about the meaning, using the context, with prompting by teachers. Higher attaining pupils can work out the rhyming pattern. Year 4 pupils read 'The Iron Man' accurately, noting description as a feature of the text, and Year 3 are learning about the structure of texts such as fairy tales. Year 6 are working with class-texts such as 'The Silver Sword'. Higher attaining pupils are reading 'The Diary of Anne Frank'. Parents still contribute significantly to pupils' progress in reading, as they did at the time of the previous inspection. Pupils read a limited range of texts, notably in terms of multicultural or dual language texts. Groups of pupils have a time tabled session for research in the library where they locate books independently and understand the classification system. However, one group of Year 6 pupils found the work on locating countries too simple; pupils did not carry out their own research, but completed a teacher-prescribed worksheet. Pupils at Key Stage 2 have limited opportunities to visit the library once a fortnight, and these visits often take place inappropriately during subjects such as science, so that pupils miss out on those lessons. However, the use of the library has improved since the previous inspection.
84. Writing standards in English and across the curriculum at both key stages are in line with the national average. The school has maintained the standards found at the time of the previous inspection. By the end of Key Stage 1, most pupils know that a sentence begins with a capital letter and ends with a full stop. They learn about the use of adjectives and how to answer questions about a text. Pupils discuss features of writing, such as punctuation, during shared reading in the Literacy Hour. In a scrutiny of work, there were examples of well-written retellings of stories. By the end of Key Stage 2, many pupils



are confident writers, although the writing in the Year 6 classes was of differing standards. For example, in one class, pupils wrote adventure-action stories fluently, based on 'The Silver Sword', with good content and interesting action. They identified a wide range of connectives and recognised the effect of these in their writing. The oldest higher attaining pupils can redraft their own work successfully. However, in the other class, half of the pupils do not write well; they do not settle to writing and the work of a few pupils is untidy. At both key stages, the writing activities planned are less challenging than the shared text or introductory sessions in the Literacy Hour. Pupils' learning is limited by the tendency to provide copying or low-level activities. For example, even higher attaining Year 5 pupils colour in the stamp of a pre-printed postcard before settling to writing, several Year 3 pupils prefer to draw rather than write, and some work in Year 4 was mostly copying.

85. Standards of spelling across the curriculum are in line with the national average at both key stages. The school has maintained standards found at the time of the previous inspection. Key Stage 1 pupils are learning to recognise spelling patterns through focusing on words in the Literacy Hour. They take spellings home regularly. There was above average attainment in one Year 1 class where most pupils were able to spell words beginning with blends such as 'dr', 'spl' correctly and independently. Some spelling in Key Stage 2 books and lessons is unsatisfactory, because pupils simply copy spellings or teachers correct all spellings for them and pupils do not learn from their errors or from remembering spelling patterns. There was good spelling attainment in one Year 6 lesson where pupils' confidence in spelling accurately enhanced their writing.
86. Pupils' handwriting is above average across the curriculum at both key stages, overall, although there are examples of poor presentation and untidy handwriting even in Year 6. This is an improvement on the previous inspection where standards were average. Key Stage 1 pupils form letters accurately and with a reasonably legible style. Most are learning a joined writing style and accomplish this well. Key Stage 2 pupils generally have fluent, attractive, joined handwriting, although pupils' use of pen in their work is inconsistent. Information and communication technology is used effectively to support word or sentence level work.
87. Teaching and learning are satisfactory, overall, at Key Stage 1. Teachers generally plan well-structured lessons, they have very clear questioning styles which encourage pupils to participate. There is unsatisfactory teaching in a significant minority of lessons, as was found at the time of the previous inspection, where teachers have too few behaviour management strategies, the pace of the lesson is slow and the work planned for the average and higher attaining pupils is unchallenging. Sometimes good planning is not implemented and important topics such as the use of expression are omitted. For example, in one class, the teacher lacked confidence and, in another, a planned 'circuit' of activities frequently did not match pupils' prior attainment, whilst in a whole-group reading activity, all pupils in the group read aloud together, but not at the same pace, and this reduced the effectiveness of the task. Teaching at Key Stage 2 has improved since the last inspection and is now good overall. It is occasionally very good when the teacher has good subject knowledge, very good questioning skills, very clear lesson objectives and makes good use of encouragement. Lessons are generally well-organised, staff manage pupils well and they revise previous work well. There were unsatisfactory aspects in some teaching. For example, in one Year 6 class, the teacher did much of the work for the pupils and the planning within the same year group was not implemented consistently. A strength of the teaching is the group reading assessment, teachers make good attempts to assess reading, noting pupils' attainment in relation to the learning objectives. This is an improvement since the previous inspection. Marking is up-to-date and teachers often make comments on pupils' work, which has a positive effect on learning. However, the work of a few lower attaining pupils is covered in comments which is demoralising for those pupils. The range of reading resources is satisfactory, although there are insufficient materials from different cultures and traditions to provide the range and choice required. Monitoring of the subject is not fully developed and there is no portfolio of work to ensure that teachers assess consistently.

## **MATHEMATICS**

88. The results of National Curriculum tests in 2000 for 7 year-olds indicate that standards were close to the national average and the average for similar schools. Almost all pupils achieved the nationally expected Level 2, but the proportion reaching the higher Level 3 was below the national average. These results show a marked improvement over 1999 tests. This picture of improvement was not reflected for

11 year-olds, where the results have declined considerably in the last year. The 2000 results for pupils in Year 6 were below the national average compared to very high results in 1999. This was largely because only a small proportion of pupils reached the higher Level 5. The school fell short of its target for 1999. These results are below average when compared with similar schools. The trend over the last four years for both key stages is just below the national trend. These results also show a decline in comparison with those at the previous inspection. The school is quite rightly concerned about the decline in mathematics standards from a peak in 1999 and has focused improvement in this area as a current major priority. An analysis of results shows that boys and girls in both key stages have maintained broadly similar positions in the last four years. The current inspection findings reflect the improving standards in Year 6. Pupils' overall standards of attainment at the end of both key stages are close to the national average. The targets set in agreement with the local education authority are realistic and on course to be met or exceeded.

89. This encouraging improvement is a direct result of the successful measures taken by the school, such as the improved procedures of assessment to inform planning and the effective procedures for monitoring of teaching. A thorough analysis of the test results as well as the results of the optional testing at the end of Years 3, 4 and 5 highlights pupils' strengths and weaknesses in the subject and is carefully used to set targets for individuals. The school's successful implementation of the National Numeracy Strategy is impacting well on standards, particularly in mental arithmetic and algebra. Pupils' skills in numeracy make a positive contribution to their achievement in other subjects.
90. Teachers have successfully implemented the National Numeracy Strategy and, as a result, pupils' achievement over their time in school is good in numeracy. Suitable emphasis is placed on application of knowledge and rapid acquisition of numeracy skills. Pupils' average attainment of basic number skills on entry is steadily built upon as they move through the school. Pupils in Year 1 show developing understanding to solve simple problems. They write numbers to 20 correctly and in order. Most pupils confidently recall addition and subtraction facts to 10. In Year 2, pupils consolidate previous learning and understanding of number in their mental calculations, for example multiples of 5 and 10. Their confidence is built on as they are given tasks generally well matched to their ability. They accurately recognise simple relationships and patterns and identify halves in numbers and shapes. They confidently apply their knowledge of counting money when buying at least three items and working out change from a pound. The majority of pupils confidently recall addition and subtraction facts to 20, while some higher attaining pupils continue beyond 20, showing a developing awareness of place value of digits, and arrange numbers to 100 in order. Pupils have adequate knowledge of two and three-dimensional shapes. Their skills of measuring length are developing slowly and many are becoming increasingly confident at explaining their work. Simple computer programs are regularly used to consolidate number skills and extend learning. Pupils develop their mathematical vocabulary, for example, more than, less than, odd, even, the longest and the shortest, and learn to use it accurately in their work.
91. Pupils continue to achieve well in Key Stage 2. By the age of eleven, they demonstrate developing mental mathematical skills. The combination of well-structured numeracy session, together with effective teaching, has a positive impact on pupils' attainment in number. Pupils use their own knowledge of times tables effectively when solving problems and have understanding of place value in numbers up to 1000. The majority of pupils in Year 6 understand fractions, decimals, averages, percentages and their equivalents. They use vocabulary such as numerator, denominator, halves, quarters and equivalence accurately. Pupils learn to calculate areas of right-angled triangles, rectangles and squares. Through their regular mental and oral sessions, pupils learn their own suitable strategies for problem solving and investigate numbers, using methods such as 'partitioning' of numbers. Most Year 6 pupils demonstrate developing competence in learning to interpret data of bar and line graphs, graduated in tens and twenties. They show good understanding in their ability to work with larger numbers and check their own calculations, using 'reversibility' or calculators with understanding. Pupils make good use of computers for data handling, and they are able to collect data for representation. Much of the mathematics learnt does not involve practical 'hands on' components or appropriate real life problem-solving situations. Pupils' ability to solve problems and to use units of length, capacity and time in practical contexts is limited.
92. The quality of teaching and learning is mainly satisfactory. It is good in approximately one third of the lessons and excellent in at least one lesson. Most teachers have good knowledge of the subject and

high expectations of work and behaviour. They use good teaching methods and effective organisational strategies. Teachers' lesson planning is supported by a tightly structured scheme that is effective in enabling a substantial proportion of pupils to achieve the standards expected for their age. This has been particularly successful at Key Stage 2, where teaching is good, overall. In a best lesson, the Year 6 teacher provided brisk pace, a clear and shared purpose and used tasks and questioning well matched to challenge pupils' thinking. For example, the 'Chase the Answer' activity for the higher attaining pupils proved a very good challenge for most. In the good lessons, teaching approaches include effective exposition, good quality discussion and opportunities for consolidation in pairs and small groups. Introductions to lessons are clear and teachers use time targets to good effect to keep pupils well focused and develop speed in calculations. In most lessons, teachers' day-to-day assessment of pupils' work is purposeful. Their marking is generally positive, often diagnostic and completed regularly. Teachers do not always use assessment to inform future planning of pupils' work, or effectively relate to the levels in the National Curriculum. All teachers set a suitable amount of homework to extend what is learnt in school and this helps to consolidate pupils' understanding. Their planning is thorough and detailed, including clear intentions supported by well-prepared resources. Pupils' attitudes in mathematics are consistently good in lessons. They are very well behaved and approach the tasks with good interest and enjoyment. Most adopt good work habits and collaborate well in pairs and groups. Presentation of work is generally satisfactory. Most pupils apply themselves well to their task and are willing to ask questions and communicate what they have learnt. Relationships are very good and promote effective learning. However, the progress shown by pupils with special educational needs is limited, due to mismatch of tasks to their individual stages of development and targets in learning, for example, in a Year 2 lesson, where suitable strategies were not applied for lower ability pupils to understand terms such as most, least, high value and low value. There is an over-reliance on pre-prepared data and work sheets which to some extent, limits the breadth and the range of 'hands on experience' opportunities most necessary for learning.

93. Mathematics has been a focus for development. Results of the school's own assessments are analysed and used to set individual targets. The setted arrangement in Year 6 is a move in the right direction. There are good systems for monitoring pupils' attainment and progress as they move through the school. The end of year reports show what pupils have achieved and generally identify what they need to do next. There are good resources, effectively organised for ease of access. Each classroom is equipped with a range of basic practical equipment.
94. Pupils' skills in numeracy make a positive contribution to pupils' attainment and progress in other subjects. A scrutiny of pupils' work in books and on display shows examples of pupils' number work in all relevant subjects, for example, representing simple data in science, co-ordinates in geography and skills of measurement applied in design and technology.

## **SCIENCE**

95. The results of the national tests in 2000 taken by Year 6 pupils were below the national average and the results of schools in similar contexts. The teachers' assessments for pupils at the end of Key Stage 1 showed performance to be well above the national average and a similar result for higher attaining pupils. The inspection findings do not concur with last year's results, but show that pupils at both key stages are working at levels broadly in line with pupils nationally.
96. Pupils at the end of Key Stage 2 can measure the ability of surfaces to reflect light, with help, and produce a line graph to demonstrate their results. They investigate the ability of mirrors to create new symmetrical shapes and can produce diagrams showing the path of light bent by mirrors. They use appropriate terminology, such as opaque, translucent and transparent. They develop more sophisticated investigations as they move through the school and have a growing understanding of what constitutes a fair test. The presentation of their work is of high quality, very neat and attractive. Younger pupils within the key stage explore the permeability of various rocks and older ones look for factors that make condensation greater. They can make intelligent predictions and offer imaginative and practical suggestions for setting up their experiments. They have had little experience, however, of designing and setting up their own investigations. Pupils at the end of Key Stage 1 experiment with different materials to see how they can be altered by applying force in different ways. They record comparative data and can show the different qualities of rubber, plasticine and other common substances. The youngest pupils can carry out a simple investigation to compare the effects of

different sources and strengths of light falling on an object in a light-proof box. They observe well and share their perceptions with each other. They can record their findings accurately in tabular form. Pupils with special educational needs are taken into account in teachers' planning and make satisfactory progress, due to good support given by classroom assistants and others. Pupils from ethnic minority backgrounds achieve as well as other pupils. Higher attaining pupils achieve appropriately where lesson content gives them sufficient challenge or scope for extended work. However, lesson plans generally do not refer to the needs of these pupils.

97. The overall quality of teaching is satisfactory at Key Stage 1. It is mainly good at Key Stage 2 and occasionally very good. Strengths include effective organisation and good use of resources and time, well-judged activities that matched pupils' abilities effectively and a good emphasis on using correct terminology, on predicting results and on recording accurately and neatly. Teachers are enthusiastic and lessons proceed at a brisk pace in most cases. Support staff are used well to support pupils who have difficulty in reading or writing. Some teachers use imaginative approaches that catch pupils' interest and contribute to good learning, for example getting pupils to role-play molecules in solids and liquids, or using medical terms for parts of the body in a class routine for getting pupils' attention. As a result, pupils generally work well together and individually, throughout the school. They handle resources sensibly, take care with their presentation of work and persevere with problems. They discuss their tasks thoughtfully with each other and with the teacher and willingly offer ideas and comments. They enjoy practical investigations, but are not enthusiastic about completing worksheets. Teaching is less successful in a few cases where the teacher's subject knowledge is not adequate for the topic concerned, where lesson plans are written for more than one class, but are not modified to suit the individual class's needs and where teachers are too directive and controlling of pupils. The latter tends to waste time and does not enable pupils sufficient freedom to learn to handle apparatus competently and confidently. More opportunities are still required for pupils to pursue their own investigations in their own way, a criticism of the last inspection. Nevertheless, the subject is well led and managed by a co-ordinator, who monitors teaching and pupils' work effectively and advises and supports staff. A review and improvement of learning resources have taken place and they are now sufficient for the school's needs and easily accessible for teachers. The school has a clear policy statement for the subject and an appropriate scheme of work and assessment scheme. All aspects of the National Curriculum are taught. Science makes good contributions to literacy and numeracy in the school, but more use could be made of computers, for example, in the presentation of tabulated results and for drawing diagrams.

## **ART AND DESIGN**

98. Pupils achieve satisfactory standards by the time they reach the end of Key Stages 1 and 2. At Key Stage 2, there are many lively, interactive displays of children's work in all classrooms visited and in the corridors. The theme of 'pop music' is well carried through with a series of displays of Beatles songs, Madonna songs and others. The children take pride in these displays, and show an interest in others' work. Quality displays are linked to other areas of the curriculum in all subjects. Computer skills are used widely in high quality labelling and displays of leading questions, using a wide range of fonts, colour and art programs. Many patterns, such as symmetrical shapes and repeat patterns are displayed to good effect. Pupils are developing good observational skills, such as drawing a range of interesting, shaped containers. This activity produces excellent results from children with a wide range of ability. The finished products are to be made into a useful class book for future reference. There is evidence of careful study of other artists and a sensitive display of Lowry pictures shows that children are able to study and reflect on the work of other artists. At Key Stage 1, pupils are able to record their ideas in a variety of methods and media. There are vibrant displays of tie-dye, rubbings, collages and drawing which demonstrate the use of a variety of techniques. Work is varied and extensive, including a complex collage of 'The Three Little Pigs'. Work of other cultures is celebrated in art work based on Celtic Art, African Art and Aboriginal Paintings. The tie-dye work, along with much of the other work around the school, is carefully mounted and thoughtfully displayed. This work is clearly valued by pupils and adults. Pupils are encouraged to use sketchbooks for the design process and experimentation of various techniques. Many sketchbooks contain positive, formative teacher comments. Pupils respond well to teacher input and are keen to offer constructive comments to their peers about their work. They can design and focus on art work with confidence and enthusiasm.
99. The quality of teaching and learning is sound. Many staff show enthusiasm and flair for the subject and

this is reflected in the pupils' positive attitudes. There is a good range of art work on display in classrooms and corridors and lessons are planned effectively. The hall has limited possibilities for display, due to its multi-purpose use as gymnasium, dining hall and assembly hall. However, the stage area provides a good display area at the appropriate height for children. A large collage of 'The Four Seasons' is displayed well with attractive lettering. The playground contains an interesting mural of events and places of historic interest in the twentieth century. This occupies the whole side of the building facing the playground and is an asset to the school. Since the last inspection, the co-ordinator has devised a clear view of the development of the subject and is able to order resources for the whole school with confidence. There are plans to incorporate more three-dimensional work in the curriculum.

## **DESIGN AND TECHNOLOGY**

100. Pupils achieve good standards by the end of Key Stage 2. From a satisfactory level of attainment at the end of Key Stage 1, they make good progress in their learning. At Key Stage 1, the pupils have good opportunities to plan and discuss their work. Sketch books are used to generate designs for Joseph's Coat and these are followed up in collages depicting the coat of many colours. Much care is shown in the finished product. By the time they reach Year 6, all pupils are able to discuss their choices and suggest improvements in their work, including those with special educational needs. Pupils are able to work independently, and with enthusiasm. They can make their own sandwiches, using a range of variables such as type of bread, type of filling, and shape. They are able to design, create and construct a model chair suitable for a chosen character. This work is of a high standard, showing flair and imagination as well as good design. Children are able to design and evaluate their work and select the appropriate tools. They measure accurately and also estimate the amount of materials needed. They look at plans and understand ways of joining materials. The use of sketch books for planning projects is well developed. They contain evidence of other design projects such as wallets and purses, which are also evaluated well, with useful comments made by the teacher. The oldest pupils have a clear understanding of the design process, using their 'Ideas' framework. They are able to make a prototype for slippers, using a paper pattern which they can develop into individual designs. They are able to sew, stick and cut accurately.
101. The quality of teaching and learning is satisfactory at Key Stage 1 and good at Key Stage 2. Learning intentions are clearly stated and reinforced and teachers plan their lessons well. Positive reinforcement stresses the need for pupils to aim for quality of design and the design books of the oldest pupils show a clear understanding of the 'plan-draft-make-evaluate' processes. There is no subject co-ordinator at present, but a senior member of staff is effectively overseeing the provision until a suitable appointment can be made. Since the last inspection, the school has improved its provision and raised standards appropriately.

## **GEOGRAPHY**

102. The standards of pupils' geographical knowledge, understanding and skills are satisfactory at the age of seven and good at the age of 11. This represents an improvement on the standards seen during the last inspection at Key Stage 2. At the age of seven, most pupils can ask and answer questions about places from their own observations, using geographic vocabulary. They are able to recognise how landscapes and settlements change over time and can express views on how the geographical features of seaside resorts have changed to reflect the different lifestyles of people at particular times in the past. At the age of 11, pupils demonstrate a wider knowledge and understanding of places within the United Kingdom and in different parts of the world. They understand why some countries have hotter climates and how features such as rivers and mountains have come about and how they affect the activities and lives of the inhabitants. Pupils make good use of an atlas, recognise the different purposes of information recorded on physical and political maps and can use computers to extend their reference research skills.
103. The quality of teaching and learning at Key Stage 1 is satisfactory, overall. Good features of the teaching include the sharing of aims for learning with pupils and supportive approaches to learning by using helpful resources, skilful questioning to highlight contrasting scenery and to encourage pupils' accurate observations. Tasks reinforce learning and encourage each pupil to work from their knowledge and experiences of the world and to extend them. As a result, pupils learn about real places by looking at their local area. Teaching also helps them to develop skills of enquiry. Unsatisfactory teaching has

low expectations of both learning and behaviour and does not make clear the purpose of activities or use praise to encourage progress by all pupils. Tasks are limited to worksheets and activities do not recreate or draw on pupils' own experiences sufficiently.

104. The quality of teaching and learning at Key Stage 2 is good. Judgements are based on an analysis of pupils' work, a scrutiny of teachers' plans and discussions with pupils and the curriculum co-ordinator. Owing to the school's cycle of topics, it was possible to see only one lesson in geography, in a Year 5 class, where the teaching was excellent. Pupils worked with interest and enthusiasm in five groups, with different tasks involving fieldwork in the local area, supported by parent helpers. Excellent use was made of the immediate area around the school to explore transport, leisure facilities, public opinion, the river environment and the use of buildings. Excellent planning, preparation and support through a resource pack of open questions about the surrounding area produced a disciplined, well-managed and geographically focused approach by all groups. Pupils record their observations and opinions well and every pupil contributes to the feedback sessions, showing real gains in geographical knowledge and understanding from following map directions and they justify their observations and judgements. Comments from pupils show that they know how people cause damage and improvement to the environment and that they have a good understanding how changes in transport and facilities can affect the activities and lives of residents. Pupils with special educational needs make the progress expected of them. It is evident from teachers' plans and the curriculum planning that the coverage of the subject is adequate over the year. The school follows national guidance for schemes of work, which has necessitated a change in what is taught. Although this has given confidence to all teachers when delivering the subject, there is the need for further staff development and additions to available resources to deliver all the units included in the schemes to the required standard.

## **HISTORY**

105. The standards of pupils' historical knowledge, understanding and skills are satisfactory at the age of seven and good at the age of 11. Since the previous inspection, the standards of pupils have improved by the end of Key Stage 2. At the age of seven, most pupils can answer questions about the difference between living in the Victorian period through the use of a range of information sources, which shows an increasing sense of chronology and an ability to distinguish between aspects of past lives and their own. At the age of 11, pupils demonstrate good factual knowledge of past civilisations in Rome, Egypt and Greece. They are able to describe well aspects of the history of Britain such as the characteristics of life in Roman and Tudor times and, in projects, they link causes and effects of events in the Second World War with different groups of people in different countries. They make use of dates in their work and are able to remember some of them, for example, the significant dates during World War 2. Pupils use a range of sources to study the past, such as encyclopaedias, museums and computers and they understand the need to study history from different points of view. Most pupils express their learning through well-structured writing and the good use of illustrations and diagrams. Pupils have good attitudes to history. They have developed a good chronological understanding of the sequence of events and periods throughout history. They have increased their effective use of research skills to improve historical enquiry and have learnt to use first-hand sources for gaining insights into the experiences of people alive at the times they are studying.
106. The quality of teaching and learning at Key Stage 1 is satisfactory with many strengths. Good features of teaching ensure that all pupils are clear about the purpose of their learning. Pupils are encouraged to support each other and there is extension work available. Teacher intervention makes pupils' knowledge and understanding of the past and of differences between the past and present more secure, encouraging pupils to use explanation and comparison to support their choices. Organisation of learning resources is good and pupils are given the opportunity to share their findings with the whole class. Questions are used well to highlight differences between the past and present and to identify the characteristics of particular periods in history. There are weaknesses in monitoring the work of all pupils and checking that the tasks are matched to the needs of all pupils. Time is not always used well, reflecting inadequate preparation, when teacher direction and management of pupils' impatient behaviour interrupts rather than supports learning preventing progress.
107. The quality of teaching and learning at Key Stage 2 is good. Teachers' subject knowledge and explanations are very good. Good teaching clarifies what is required in exercises and staff provide additional information to enable all pupils to make progress. Extension work allows higher attaining

pupils to reinforce their grasp of chronology and of the distinctiveness of particular times in history. Pupils are given opportunities to contribute good ideas which teaching values and develops further. The role of the historian is made clear and activities include written work, projects and role play of historical characters, which makes learning very enjoyable. It also gives opportunities for pupils to demonstrate their understanding through questions and answers which show accurate understanding of characteristics of past societies. Pupils with special educational needs make the progress expected of them, with some making better progress than expected, although a few pupils lack equality of opportunity, because they are withdrawn from the same lessons on a regular basis. It is evident from teachers' plans and the curriculum planning that the coverage of history is adequate over the year. The school follows national guidance for schemes of work, but the available resources are not adequate to deliver the units included in the schemes. There is a new co-ordinator for history, whose role is still developing. He mainly supports teachers informally and has provided extra planning sheets for teachers to show how the needs of different pupils are being met and for teachers to evaluate and review pupils' learning and progress. He also looks at their planning, but has not yet carried out any monitoring of teaching. The curriculum is enhanced by the use of computers which encourages independent learning at the pupils' own pace and provides challenge in programs that are self-correcting and give obvious pupil satisfaction. Resources are adequate, but the co-ordinator recognises the need to increase the number of artefacts in order for activities in the classroom to bring the study of history alive.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

108. The previous inspection report criticised the provision for information and communication technology, in particular, weaknesses in teachers' skills and knowledge, insufficient access for pupils to computers and consequent low attainment and unsatisfactory progress. The school has worked hard to put this right and now has very good provision and teaching that is always at least satisfactory and, occasionally, very good. This has resulted in much better attainment. Pupils now attain good standards in their work at the end of both key stages. By the end of Key Stage 1, most pupils can download and close programs, scroll up, down and across an item and show good fine motor control in clicking and dragging images from place to place. An example of this is in Year 2 where the pupils use an internet education program, showing the interior of a Victorian family's house, which requires them to identify and name items not in use today. They know how to change font, script size and colour and can move text and use a simple drawing programme, saving their work. By the end of Key Stage 2, pupils draw up a simple spreadsheet, inserting text and formulae and can change items to test options. Pupils in a Year 6 class created an imaginary household budget in this way and tried out different spending choices to see whether they could be afforded. They also know how to construct bar and pie charts to illustrate surveys of their class colleagues' preferences and have produced some excellent World War II newspapers, using desktop publishing software. Pupils with special educational needs make satisfactory progress when they are given sufficient, planned support. Without it, some struggle and get little out of their lessons. Pupils from ethnic minority backgrounds achieve as well as other pupils.
109. The quality of teaching and learning is good at Key Stage 2 and sound at Key Stage 1. Teachers are confident with many aspects of the subject and are working hard to raise their skills and knowledge further. They use the remote facility in the computer suite to demonstrate effectively to pupils, on the screens of their own computer, what they will have to do to carry out a given task. The teacher, and learning support assistants, then circulate and give sufficient help to pupils where needed, whilst encouraging independence. In the most successful examples, well-prepared instructions at the beginning of the lesson paid off, with pupils able to work independently and confidently, and a calm, whole class discussion at the end to consolidate a few key learning points reinforced learning very effectively. As a result, pupils enjoy their lessons and respond well. Although they can be noisy and excited sometimes, they work hard and discussion is almost always about the work in hand. They work well in pairs or alone, treat the computers with respect and most persevere with problems. They are usually attentive to the teacher and can talk knowledgeably about their work. Lessons are less successful when the teacher's initial briefing is not heard clearly, when internet material has not been sufficiently checked to see if the language used can be understood easily, or when the use of headphones in pairs has not been thought through sufficiently. The full National Curriculum is taught and there is good use of information and communication technology to support literacy, numeracy and other subjects. Leadership and management of the subject are very good. The co-ordinator has used a

generous allocation of non-teaching time to train and support staff and has worked hard and enthusiastically to achieve provision of the new computer suite and further develop facilities and the curriculum in a number of other ways.

## **MUSIC**

110. By Year 2 and Year 6, standards in music are below those expected nationally. A little has been done to improve the unsatisfactory standards reported at the previous inspection, but there is still much to improve. Throughout the school, pupils experience mainly singing. However, there are limited opportunities for instrumental work and very few opportunities for composing, listening and appraising music. In some classes, although time-tabled, very little music has been taught because teachers have not felt confident enough to teach the subject and because of the focus on literacy and numeracy. Another significant factor in low achievement and unsatisfactory progress is the poor range and quality of resources, both tuned and untuned. Although opportunities are provided in the whole school hymn practice and daily assemblies, the pupils have not made enough progress in learning to sing tunefully and with appropriate diction and enthusiasm. This is mainly due to the lack of well-planned teaching opportunities to sing from memory and improve diction, and the musical elements such as phrasing and breathing.
111. At Key Stage 1, pupils have begun to play untuned percussion instruments and develop ability to maintain a steady beat. They recognise the difference between long and short sounds, but have not yet explored the structure of a rhythm through, for example, repeating rhythm patterns. Pupils' performing skills are poorly developed. In a successful lesson, Year 6 pupils were observed learning a new song and effectively taught to sing expressively with attention to phrasing and breathing. They used rhythmical instrumental accompaniment to discover its effect on singing. However, pupils do not yet recognise how musical sounds are used to create specific effects and how sounds are made in different ways. They have limited skills of composing, recording and performing of musical notations. Pupils do not use symbols appropriately to communicate ideas. Most pupils gain an understanding of a wide variety of tuned and untuned instruments, but they do not confidently work with them. Opportunities to listen carefully to evaluate music from other times and places and understand the use of rhythm and other musical qualities in defining mood are limited. Pupils are given too few opportunities to appraise and evaluate each other's work to develop their skills in this area.
112. The quality of teaching and learning in the lessons is unsatisfactory, overall. In a good lesson observed in Year 4, the teacher showed confidence in knowledge of the subject and had clear objectives for the lesson. The teacher used effective questioning technique and demonstrated perceptiveness when responding to pupils' responses. In the unsatisfactory lessons, the methods and organisation of the activities do not effectively support progress or move lessons along at a suitable pace. The planning does not focus enough on the needs of pupils to develop basic skills. There are no effective systems in use for the day-to-day assessments of what pupils know, understand and can do to inform their planning. Most pupils show positive attitudes to music, including those with special educational needs. They are enthusiastic and responsive. They enjoy music and many have the potential to achieve well. There is satisfactory provision for extra-curricular activities in music, such as choir and recorder clubs organised by the new co-ordinator. Overall, there is a potential for music to promote pupils' confidence and self-esteem and support their academic and social development. The recently appointed co-ordinator for music has good expertise in the subject and is very clear about the future direction of the subject. She is committed to raising the profile of music within the school curriculum. There are plans to improve the provision through resources of range and quality and new accommodation for whole class music teaching. The school has also adopted the national guidance for sequential planning in the subject.

## **PHYSICAL EDUCATION**

113. The school has largely maintained standards overall, since the previous inspection, and pupils achieve levels broadly in line with the national expectations by the end of Key Stage 2, although there are some gaps in their knowledge. In games activities, pupils pass and receive balls with reasonable control. They co-operate effectively in team situations and learn new skills involving marking opponents. They follow instructions appropriately and carry out gymnastic movements with reasonable body control. Pupils' attainment is occasionally above average. For example, in one Year 3 dance



lesson they showed control, fluency and technique and pupils improved their performance as the lesson progressed. However, at the time of the inspection, the teachers reported that less than half of the current Year 6 pupils had reached the minimum swimming requirement of 25 metres and swimming is not taught in Years 5 and 6. Many pupils are inexperienced at stretching and using space in the hall to move in different directions. A few can develop a sequence of movements, but pupils find difficulty in matching their movements to music. Some appropriate attempts are made to evaluate performances, but, generally, this is a skill that is not well developed. A small number of lessons at Key Stage 1 were observed during the inspection. Based on these observations, standards of attainment are broadly in line with national expectation by Year 2. Pupils move appropriately in response to commands, they can march, move like monsters and stop on command. They can say whether they like their movements, but are not yet able to evaluate them. They do not always move well to music, sometimes because they do not hear the music as they make a lot of noise with their feet, especially when wearing plimsoles in the hall. The oldest pupils in the key stage do not yet have an adequate level of games skills to throw, aim or defend.

114. The quality of teaching and learning at both key stages is satisfactory, overall, and has been broadly maintained since the previous inspection. It was good in one lesson at Key Stage 2 where the teacher had high expectations for the quality of movements. She gave clear instructions and the lesson was well-paced. Teaching was very good in one lesson where the teacher had very strong subject knowledge, very good organisation and learning objectives. There is some unsatisfactory teaching in a minority of lessons at Key Stage 1 when inadequate resources are provided, such as tennis balls, which are not easy to control. There are no bands to identify defenders and when the teacher's behaviour management is not successful, pupils do not behave well; they bicker and refuse to play with peers. In several lessons, pupils wear earrings or watches, which is a health and safety hazard for them and their peers. Teachers dress suitably for the lessons and almost all pupils are changed appropriately. There has been an improvement in the time allocated to the subject, but it has been divided into short sessions which do not allow teachers and pupils to refine skills and movements. This limits progress, especially for the youngest pupils who take time to change. The co-ordinator is knowledgeable about the subject and is aware of the shortcomings, such as in the lack of monitoring and assessment procedures. Appropriate plans to improve standards include the full implementation of a new scheme of work.