

# INSPECTION REPORT

## **SAINT ANDREW'S CE PRIMARY SCHOOL**

Stockwell, London

LEA area: Lambeth

Unique reference number: 100613

Headteacher: Ms V Grant

Reporting inspector: Mrs Heather C Evans  
21374

Dates of inspection: 15 -18 January 2001

Inspection number: 193519

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Voluntary aided

Age range of pupils: 4 to 11

Gender of pupils: Mixed

School address: Kay Road  
Stockwell  
London

Postcode: SW9 9DE

Telephone number: 0207 274 7012

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Appropriate authority: The Governing Body

Name of chair of governors: Anthony Bottrall

Date of previous inspection: 5 November 1998

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21374	Mrs H Evans	Registered inspector	Science Information and Communication technology Physical education Equal opportunities	What sort of school is it? The school's results and pupils achievements How well are pupils taught? What should the school do to improve further
9738	Mr J Brasier	Lay inspector		Pupils' attitudes, values and personal achievements How well does the school care for its pupils? How well does the school work in partnership with parents?
11901	Dr D P Lowe	Team inspector	English Art and design Design and technology Special educational needs Foundation Stage	
20877	Mr D L Pink	Team inspector	Mathematics Geography History Music	How good are curricular and other opportunities offered to pupils? How well is the school led and managed

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

### **INFORMATION ABOUT THE SCHOOL**

Saint Andrew's CE Primary School is an inner city school in Stockwell in Lambeth. At the time of the inspection there were 202 pupils on roll. Almost 40 per cent of pupils are entitled to free school meals, which is higher than the level found nationally. The majority of pupils are from African or Caribbean backgrounds and one third of the pupils are learning English as an additional language. The number of pupils on the special needs register is, at 29 per cent higher than that found in most schools nationally. There are five pupils who have statements of special educational need again above the national average. Most pupils on the register have moderate learning difficulties but three are autistic and a significant number have emotional and behavioural difficulties. On entry to the reception class, the overall attainment, as shown by standardised assessment strategies, is well below that of most children of the same age nationally. Since the last inspection in 1998 there have been many changes in the staffing. Six teachers have left and four teachers have joined the staff in the past two years. Aspirations for success within the school have increased significantly.

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

In the most recent tests pupils from Saint Andrew's school achieved standards at the age of eleven overall that matched national expectations in English and science and, whilst below national averages were getting closer to the expected level in mathematics. Inspection evidence indicates that at this stage in the year the pupils at the end of the present Year 6 are working at lower levels than these and as yet only a few pupils attain higher levels in any subject. The levels of work attained are uneven across the year groups but are being developed well across the school in all subjects. Pupils have good attitudes towards school because, overall, the teaching is frequently good and most lessons are interesting. Pupils enjoy school and learn well. The school curriculum meets the needs of groups and individuals with good opportunities for pupils to engage in a rich variety of learning experiences. Pupils are well cared for and the school provides useful information for parents about the work undertaken and the progress that pupils make. Parents are encouraged to share in the work of the school and many support their children's learning at home. Since the last inspection in 1998 the school has determined the priorities of its needs well and has made great strides in overcoming problems. The Christian aims of the school are at the heart of all its work and all pupils benefit from the caring environment. The school is led and managed in a very effective manner and overall provides good value for money.

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

- The leadership of the headteacher, governors and senior management team is very good.
- More than half of the teaching is at least good and teachers use skilled classroom assistants very well.
- The progress made by pupils from the low beginning is very good.
- The staff's management of the pupils in and around the school is very good.
- There is good provision for extra curricular activities.
- Procedures to support special educational needs and English as an additional language are good.
- There are very good community links.
- There is good provision for pupils' spiritual, moral, social and cultural development.

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

- Present standards in English and mathematics at both key stages.
- The challenge and pace in some lessons.
- Teachers' expectations in some lessons in order to enhance learning and raise standards.
- Pupils' timekeeping and regular attendance.
- The cramped conditions in some classrooms that have an adverse effect on teaching and learning.
- Library facilities.

*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 November 1998. Since then there have been significant changes in the management and in the teaching personnel and the school has continued to make good improvements. All of the identified issues have been addressed with differing levels of success. Overall the attainment levels have risen in English but they are uneven across the year groups. The co-ordination of the subject is effective and well-planned strategies that are bringing about positive results are in place. In mathematics, the new co-ordinator has introduced a programme of work that is starting to raise the levels of attainment of pupils across the school although the effect is as yet uneven because children have had differing learning experiences. All teaching seen was at least satisfactory and an increased percentage was good. The monitoring of work in classes and the provision of support for teachers is well organised and is resulting in a positive strong impact on learning. The structure of the curriculum is satisfactory, all national initiatives and guidance have been implemented and curriculum management rests with the capable senior management team. The school shares a clear vision statement and pupils and parents are working with the teaching and management staff towards achieving the challenging goals that they have been set. The school has done everything possible to bring about significant improvements.

## 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	C	D	C	B
Mathematics	E	E	E	D
Science	D	D	C	B

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

The results of the national tests in 2000 show that overall pupils' standards by the age of 11 have improved in English and science and are close to those in schools nationally. They compare favourably with pupils in similar schools. Standards in mathematics have remained at a level well below the average for schools nationally and are below those in similar schools. The trend for improvement over the last four years has been above that nationally. At the end of Key Stage 1 when pupils are aged 7, standards in English in both reading and writing in 2000 were well below the national average and in mathematics they are below average. When compared with results in similar schools standards were well below but were average in mathematics. Teachers' assessments in science at Key Stage 1 indicated that standards were well below the national average in 2000. Inspection evidence indicates that teachers have a good grasp of all subjects and are implementing structured programmes of work that are beginning to drive standards up in English and mathematics. Standards seen in information technology during the inspection are in line with those expected for pupils age 7 and eleven. The school has set challenging targets for the present academic year and inspection evidence indicates that it is well set to achieve them by the end of the school year. Improvements are evident in pupils achieving more work of higher standards over time in all areas of science especially in investigative work. In those classes where the teaching is organised most effectively, learning is good. The good work and thorough teaching is raising standards in mental mathematics as is the amount of good quality work completed. Standards in all other curriculum subjects are generally in line with expectations at both key stages and are as high as can be expected from the low starting level.



## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have a good attitude to school; they want to attend and treat the building and the learning resources with care and respect.
Behaviour, in and out of classrooms	Behaviour is good because pupils are managed very well and they have a clear understanding of the system of rewards and sanctions of the behaviour policy. One child has been excluded during the past year for inappropriate behaviour.
Personal development and relationships	Relationships are good; pupils all demonstrate a clear understanding of the beliefs and values of others. They regularly show good personal initiatives and take responsibility for managing their own work.
Attendance	Attendance is below the national average with significant lateness and an above average incidence of unauthorised absence.

The problem with attendance is made worse by the number of parents who take their children on extended holidays to visit family in other countries. This caused the absentee to fall behind the class and on return when teachers are helping such children to catch up the progress of others is hampered.

## TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	aged 5-7 years	aged 7-11 years
Good	Satisfactory	Good	Good

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

During the inspection the quality of teaching observed was never less than satisfactory in the foundation stage for children under five and in classes throughout the school. The teaching of English, mathematics and science and the way in which teachers instil in all pupils the basic facts and skills in literacy and numeracy, as observed during the inspection, is at least satisfactory and is frequently good. Of the teaching seen 37 per cent was satisfactory, 46 per cent was good and 17 per cent was very good. The best aspects of the successful teaching, which is an improvement since the last inspection, is the careful preparation of content which enthuses and motivates pupils of all ages and abilities. Teachers and pupils regularly engage in stimulating and thought provoking discussions. Teachers generally have high expectations for behaviour, and have suitable expectations for the presentation and the quality of work set for pupils. There were few weaknesses in teaching observed in the lessons seen during the inspection but occasionally some lessons lost their impetus because of the working arrangements for groups caused by the cramped teaching spaces. Pupils of all ages and abilities learn effectively because they follow the behaviour code and comply with the teachers' instructions, often working independently or collaboratively with friends. The needs of pupils identified as having special educational needs and those learning English as an additional language are met well by the teachers' use of skilled classroom assistants.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of learning opportunities is good. The curriculum meets all statutory requirements the extra provision through play and drama therapy is good.
Provision for pupils with special educational needs	There is very good provision for all pupils with special educational needs.
Provision for pupils with English as an additional language	There is very good provision for the support of the many pupils who are learning English as an additional language.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school provides well for the spiritual, moral, social and cultural development of pupils. Provision for pupils personal development is well organised and pupils personal skills are developed well.
How well the school cares for its pupils	The school cares effectively for all its pupils through all its policies as seen in practice. The policy and procedures for Child Protection are satisfactory.

The school is an open community where parents are involved fully in the education of their children. The provision for extra-curricular activities, including sports is good.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership and management of the headteacher, the deputy headteacher and all the key staff are very good. Through hard work and dedication they have been successful in creating an effective school.
How well the governors fulfil their responsibilities	All of the governors, led by a committed and competent chairman fulfil their responsibilities very well. Their strong grasp of the finance and support for the curriculum has been very effective.
The school's evaluation of its performance	The school has effective and practical procedures for evaluating its performance. Governors have a very clear understanding of where strengths are found and a realistic view of areas for development and how to tackle them.
The strategic use of resources	The strategic use of personnel and practical resources is very good. Resources for teaching and learning are adequate but not generous they are used very well throughout the school.

There are enough trained teachers and support staff to teach classes of thirty although thirty children do not fit into most of the separate classes. Following a time of difficulty the range of experience and expertise of the staff forming the new teaching team now enables the school to provide for the pupils needs well and to teach the full national curriculum. The additional support of drama and play therapists and the involvement of the Kids Company enables the basic provision to be enriched. There are a number of areas in the accommodation that have been identified for urgent refurbishment for a number of years. These include very cramped teaching areas and the delay in addressing the need creates tremendous problems for teachers and pupils that has a detrimental effect on the ways that they are able to plan their lessons to teach to their best strengths. The provision of space for a library is limited and restricts pupils' opportunities to browse or to pursue private reading and personal research. There is satisfactory provision for the needs of any disabled pupils and parents. The leadership of the school is very effective and imaginative and the best use is made of a building that was not designed for the present way of teaching and learning. The school now successfully applies the principles of best value in its work in a sensible and effective way.

## 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>• They are pleased that their children like school.</li> <li>• They find all the staff approachable and helpful.</li> <li>• Children are expected to work hard.</li> <li>• They value the leadership of the headteacher.</li> <li>• They like the progress that their children make.</li> </ul>	<ul style="list-style-type: none"> <li>• Some parents are worried about homework. Some would like more whilst others think there is too much.</li> <li>• A minority of parents would welcome more extra-curricular activities.</li> <li>• Parents do not like the amount of supply cover in classes.</li> </ul>

The inspection team agrees with parents where they recognise the strengths of the school but considers that the amount of homework with the opportunity for pupils to do it in school are about right and work well. The team considers that the range and amount of extra-curricular activities are good and exceed those found in many schools. The team agrees with the parents and the school management team that the amount of supply teaching in the past two years has been greater than anyone would wish. The difficulties in attracting and keeping good quality teachers has had a negative impact on the learning of many children in this school that is taking a massive ongoing effort of the present dedicated teaching team to put right.

## **PART B: COMMENTARY**

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

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

- 1 There is no nursery and children join the school in the September or January of the academic year in which they will be five. The baseline assessment undertaken in the reception class using a well established scheme indicates that children start school with attainment on entry for the under-fives that is well below indeed when compared with that of children of the same age nationally. Children make satisfactory progress in developing their skills in language and literacy, mathematics, personal and social development, physical and creative development and in their knowledge and understanding of the world. However, by the age of five the majority of the children have not attained the early learning goals.
  
- 2 The results of the National Curriculum tests at the end of Key Stage 1 in 2000 show attainment to be well below the national average in reading and writing and below the national average in mathematics. The level of attainment in 2000 improved in mathematics but in all of the subjects levels were below those attained at the time of the previous inspection. When compared to similar schools standards were well below in reading and writing and were similar in mathematics. In reading and writing 1/3<sup>rd</sup> of pupils were not reaching the expected level. Teacher assessments in science indicate that pupils' attainments in the school were very low compared to both the national average and to other similar schools. The reason for the lower scores was that after the inspection in 1998 some teachers left the school and it was difficult to find good quality permanent replacements. Another reason is that one teacher became very ill and some classes were regularly taught by a succession of supply teachers. This disturbed both staff and parents who all wanted the pupils to be given a good start. There are now secure staffing arrangements and standards are improving at an accelerated pace. However, the low start level and the unsatisfactory learning experiences for pupils in these classes until the present academic year means that there is still much work to do before the situation is fully remedied.
  
- 3 The results of the 2000 end of Key Stage 2 National Curriculum tests show standards to be close to the national average in English and science but well below average in mathematics. Compared to similar school throughout the country, the school's results were above those in similar schools in English and science but were below in mathematics. When compared with the last inspection standards in English and mathematics are broadly similar but standards in science have improved. Inspection evidence indicates that the additional help planned for pupils in Year 6 and the specifically work structured to help individual pupils to meet their targets means that the majority of pupils are now well set to attain the expected levels although few are on target to meet higher levels. At both key stages standards of work are lower in classes where there is:
  - a higher than average numbers of pupils with identified special educational needs;
  - an above average incidence of pupils learning English as an additional language;
  - a significant number of pupils leaving the school for extended visits to their country of origin;
  - and a fair number of new pupils who have not been educated in the English system.

Pupils' progress is often limited whilst teachers work hard to overcome these problems and still enable other pupils to work to their capabilities. The turnover of pupils has an effect on results in that aspiring parents move to work in other areas and the new pupils need to settle down before they can contribute to the work of the school and begin to prosper themselves.

- 4 At Key Stage 1 good teaching especially in English and mathematics enables pupils of all abilities to learn purposefully although standards of work seen by most pupils in Key Stage 1 are below the levels set by the National Curriculum in English and mathematics. This is attributable to the problems caused by staffing difficulties in the recent past. Pupils' attainment is continuing to improve and those pupils with special educational needs and those learning English as an additional language are progressing at the same rate as the majority of their peers. In literacy, by the end of the key stage many pupils read texts with increasing accuracy and most discuss the meaning in an interesting way talking of characters they like and how they think the plot might be developed. They know the difference between fiction and non-fiction books and confidently explain the role of the author and illustrator. Pupils are beginning to write simple stories using the words they know and are learning. The stories often reflect work that they have been following in subjects such as history or geography. The quality of handwriting is not consistent, some pupils still struggle to write clearly and legibly whilst others are developing a pleasing personal style. By the end of the key stage almost all pupils can add and subtract accurately up to 100 both in mental mathematics and when recording work in their books. In discussion most pupils use correct mathematical vocabulary and symbols with a developing understanding. In science because of the work undertaken since the assessments in 2000 standards in investigational and experimental work and in physical processes are in line with expected levels. In information technology standards are at expected levels at the end of Key Stage 1, with pupils showing developing skills in control technology. They delight in sending a remote controlled vehicle around a course either avoiding obstacles or knocking down skittles depending on the selected program. In all other subjects, standards are close to expected levels except in physical education where by the end of the key stage attainments are above those expected for pupils of this age.
- 5 At Key Stage 2, pupils of all levels of prior attainment make progress that is at least satisfactory in all subjects where inspection evidence was available. Taking into consideration the attainment levels of pupils on entry to the school the overall level of progress, attributed to good teaching and conscientious and diligent application by teachers and pupils is commendable. Standards of work seen by the oldest pupils at the end of Key Stage 2 during the inspection are on track to reach the expected levels set by the National Curriculum in English and mathematics and are already in line with expectations in science. In other classes there are elements where teachers need to repeat work that has been missed because of the staffing difficulties when pupils were at Key Stage 1. Within Key Stage 2 there is now a secure staffing structure and work is in hand to remedy identified deficiencies. Alongside this there is additional support for pupils in many classes. The improvements in teaching and curricular provision along with improved strategies for monitoring, evaluating and assessing teaching and work are now making significant contributions to this improving position where increasingly high percentages of pupils are attaining the expected levels. The effective implementation of the National Literacy and Numeracy strategies has had a profound impact on improving attainment for the majority of pupils. A high percentage of pupils at the end of the key stage read fluently and confidently and most locate information accurately using information technology and reference books. They write to a satisfactory standard and although presentation

varies, many are developing a pleasing style of handwriting and use reasonably accurate spelling. In numeracy most pupils understand the place value of numbers up to 1000. The majority add and subtract in sums using both decimals and fractions with a good level of accuracy and all of the pupils now select suitable ways of solving mathematical problems from a range of options that they have been taught. In science, the increased emphasis on investigational and experimental strategies where pupils find out things for themselves under the direction of the teacher rather than merely learning facts is playing an important part in helping to raise standards across all of the programmes of study.

- 6 In information technology, standards overall are in line with the expected levels. Pupils apply word processing and investigational information skills learned in communication technology very well across the curriculum. Many pupils undertake this research at the local library rather than in school. Pupils are developing interesting ways in which to present their work. Attainment in word processing, in using research programs and the Internet is satisfactory overall. In all other subjects, where it was possible to make a judgement, attainment matches the levels expected at the end of the key stage. The standards at least match those found at the time of the last inspection although the previous report provides little information about any of these subjects.
- 7 Taking into account prior attainment, pupils of all levels of ability at the end of both key stages are generally achieving appropriate standards. The exceptions are for a small group of pupils capable of higher attainment in most classes who always behave well and who complete work set adequately but could do more. Pupils know what they have learned and recall experiences with pleasure and confidence. The targets set in English and mathematics for pupils in Year 6 for 2001 are very challenging but the school is confident that they will be achieved. Work seen during the inspection indicates that the school is making effective progress towards achieving the set targets. During the inspection and when scrutinising work in books no significant differences were evident in the work of boys and girls despite the anomaly in the results in 2000 where boys performed better than girls. This is due to the school modifying working groups following its assessment and analysis of the past two years' test results. Parents are very largely satisfied with the standards their children achieve.
- 8 Pupils with special educational needs make satisfactory progress at the Foundation Stage and at Key Stage 1 and good progress at Key Stage 2 where their progress is commensurate with that of their peers. They receive good support from specially trained and carefully matched support assistants who are organised efficiently by the special needs co-ordinator and the individual class teachers. The school uses all available assessment data and target setting in individual education plans to set appropriately challenging targets for pupils with special educational needs. An analysis of pupils' records, their performance across all subjects and their responses in class indicate that progress in their individual education plans and reviews is satisfactory at the Foundation Stage and at Key Stage 1 and good at Key Stage 2. This is due to good teaching and support. All pupils with special educational needs make clearly identifiable gains in knowledge and they extend and consolidate their learning very well. The introduction of the national literacy and numeracy strategies has had a positive effect on the attainment of pupils with special educational needs. Pupils' good attitudes and relationships and generally good behaviour have a positive role in raising their attainment. Most pupils show interest and involvement in activities and want to learn.

- 9 Those pupils who are learning English as an additional language are well supported, sometimes by the staff who support pupils with special educational needs. All of the pupils have clearly identified personal learning programmes and their progress towards their targets is very well monitored to ensure that it matches that of their classmates. The work of the support staff is carefully evaluated against pupils' attainment and the standards of those pupils who do not have additional learning difficulties is similar to all of the other pupils in their class.

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

- 10 The attitudes of pupils to the school and to their learning are good. Behaviour, personal development and relationships are good, as they were at the inspection in November 1998. Attitudes have steadily improved over the last five years.
- 11 Pupils enjoy coming to school and enter into most activities with enthusiasm, for example when singing in assemblies where the quality and enjoyment are clear for all to see. They are proud of their school and take care of the building and their own and other peoples possessions. When using resources they are careful to handle artefacts and materials with respect.
- 12 There is a consistent approach to behaviour and this is applied quietly and fairly, but too often pupils have to be reminded of what is expected and occasionally good behaviour is only achieved by keeping pupils on a tight rein, which is inefficient use of time. In the playground there are vigorous games which are played with great enthusiasm, but pupils respect each other's space and there is a harmonious atmosphere with very few incidents. Pupils are polite and take an interest in visitors. There are few exclusions (1) and it is the school's policy to pursue other solutions to any problems that arise. These strategies are proving to be very effective which is why it is very rare for the school to have to resort to exclusion. There is very little oppressive behaviour and parents report that any incidents that do arise are dealt with effectively and rapidly. Overall, behaviour is good.
- 13 Pupils work very well together when asked to work in pairs or threes and those with special educational needs are well integrated into shared work. Pupils have respect for each other and carefully consider each other's opinions. They listen well to each other and rarely interrupt. For example, in a Year 6 mathematics lesson pupils worked well together to deduce some facts about how to order work in solving problems and then produce a statement. There was some good quality negotiation going on about what to include in the statement. Pupils are well aware of the impact their behaviour has on others. Pupils are provided with many opportunities to discuss any personal problems with staff and are secure that their needs will be dealt with sensitively. Teachers have good relationships with their pupils and each other. All adult staff set good examples for pupils in their relationships with children and with one another.
- 14 Personal development is good. Pupils like to take responsibility and are expected to use their initiative. They are given many opportunities to demonstrate this, for example, pupils in Year 6 have been trained to mediate in playground disputes and they take great pleasure in talking about their successes. Pupils are allowed to use facilities within the school at break times if they have a good record for behaviour and this is a good encouragement for others to qualify.
- 15 Attendance is unsatisfactory at 92.7 per cent, a deterioration since the last inspection. In 1999/2000 unauthorised absence deteriorated markedly to 2.9 per cent, due to severe administrative problems associated with staff illness. In the Autumn Term, 2000, Class 5 stood out for an attendance rate of 97 per cent, 4 or 5 per cent better

than other classes. The strategies used to improve attendance in this class may suggest some approaches for improvement throughout the school.

- 16 Registers are maintained efficiently. Lateness is also efficiently recorded and analysis shows that it is not generally widespread but reflects a small group of families who are frequently late. However, the disruption caused to lessons by this problem remains a matter of concern. Lessons start on time.

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

- 17 The overall picture of teaching is of improvement although the quality is not consistent between classes. Teaching was observed in 46 lessons or parts of lessons during the inspection. In all of the lessons seen, the quality of teaching was at least satisfactory. In the lessons observed, 17 per cent were judged to be very good and 46 per cent were good. Lessons at the foundation stage for children under five were generally satisfactory but were good in language and literacy and in mathematics. The overall quality of teaching throughout the school has improved since the time of the last inspection. The skills and dedication of the staff new to the school have had a positive impact on the overall quality of teaching.
- 18 The school has introduced the strategies for teaching literacy and numeracy successfully and this has had a beneficial impact on the overall quality of teaching because the structure and organisation of work is now consistent in all classes. The training in planning and evaluating work, undertaken in the preparation for the new initiatives, has had a positive impact on the planning and evaluation processes in other subjects. Very few weaknesses in teaching remain, although there were a few instances where teachers allowed the pace of the lesson to slow as they worked with pupils' in the shared workspace. In other classes, in some cases, the expectations for those pupils capable of reaching higher levels were restricted because of the concentration by teachers on the needs of slower working pupils. In these lessons the quality of teaching was then judged to be only satisfactory or was graded as good rather than very good. Pupils learn well from the teachers instruction and guidance in all lessons and are keen to explain what they are doing to any adult or pupil willing to listen.
- 19 Teachers' secure subject knowledge forms the firm foundation for assisting pupils' learning. All teachers have a good understanding of what needs to be taught in literacy and numeracy and as a result they are able to help pupils to develop the required skills effectively. Literacy and numeracy lessons are well structured in accordance with the recommendations of the relevant national strategies. Following the introductory session, pupils are taught in ability groups in most lessons. A difficulty arises in many lessons as half of the groups work at tables in an adjacent area out of sight of the teacher. They do not misbehave but teachers cannot always spot problems as they arise because they are busy with other pupils. Teachers almost always select methods well fitted to the purpose for teaching the whole class, using for example, the board, a 100 or 1000 square or a big book shared text and for supporting individual groups with specifically matched work. At both key stages basic skills are taught well. Pupils and the teacher engage in detailed discussion and conversation with questioning on both sides that extend pupils' thinking and their learning. Teachers invariably select resources that are well matched to the requirements of the planned work to support pupils' learning. Pupils sometimes accept the first answer that they spot but are trained to investigate resources carefully searching out other relevant information.
- 20 Across the school, teachers' personal enthusiasm and suitably high expectations are encouraging pupils to learn well and develop their skills across a range of subjects



especially in the core subjects of English, mathematics and science. The drive for higher levels of attainment is now becoming a part of every lesson. Throughout the school teachers are sure of the purpose of all planned activities and explain them carefully pupils. However, very occasionally, this careful explanation extends the introductory session and limits the time for pupils to get on with the intended learning task. This then shortens the time available for pupils to access information for themselves. In the lessons observed, the teachers' knowledge, planning, control, organisation and management of pupils were good. Teachers' expectations are getting higher in response to pupils success and in most lessons the work is usually challenging for pupils of all abilities. In the few lessons where pupils were not challenged appropriately enthusiasm waned and the pace of the lesson slowed. Because of the high level of staff changes since 1998 and the incidence in the recent past of staff sickness, there have been many supply teachers in some classes. This has resulted in an uneven pattern of teaching and learning and some elements of the curriculum have been missed. The present staff is working systematically to remedy the areas of weakness that their assessment procedures have identified. However, occasionally it becomes clear that some pupils' have a gap in their understanding and teachers then have to change their plans and modify the intended work. They do this effectively, even during the inspection, but it will take time for new teachers to ensure that all past omissions have been made good. This remedial or revision work is frequently presented either as a game or a way of making a difficult task easier and pupils are not considered to have failed. It is because of the consistently interesting and effective teaching that they now enjoy that most pupils are now on course to attain improved standards across the curriculum by the end of this academic year.

- 21 Teachers in classes across the school make clear exactly what they expect pupils to learn. In most lessons the objectives for the lesson are discussed with pupils and prominently displayed. During the lesson most teachers ask pupils to review the objectives and together they read them again and at the end they check whether they had all been accomplished. This focused pupils' thinking and attention on what they were doing and why. Pupils of all ages and abilities benefited from reflecting on the purpose of the lesson and this review enabled them to be sure of what they had learned and how it fitted into the pattern of their work in other lessons.
- 22 As a result of the enforced use of supply staff in 2000 planning together was an important feature to make effective provision for all pupils to have access to the full curriculum. The working together in preparation for teaching of new and familiar work is done effectively. Planning is particularly effective in English, mathematics and science but is also seen in all other subjects, where it is becoming increasingly thorough. Since the last inspection teachers have developed and have begun to implement good procedures for assessing the progress that pupils make. The information gathered is used on a day-to-day basis to help to organise and develop the next stage of the learning programme. All written work is marked clearly and regularly to an agreed high standard and the scheme for marking is proving to be a useful way of monitoring work and assessing pupils' progress. Where teachers use the marking process best the dialogue between the teacher and pupil enables the pupil to develop good personal review strategies. The marking of work in the classes for younger children is equally thorough although the commentary is frequently oral rather than written as work is marked alongside pupils who derive great value from the interaction with the teacher.
- 23 The school has embarked during the past year on a thorough process for analysing the results from statutory and voluntary tests and from the evaluation of marked and monitored work. Senior teachers are alert to the need for rigour and challenge and are striving to help colleagues to support the learning needs of different groups of

pupils. This work is effective but needs is not yet applied consistently in all classes and all lessons.

- 24 The teaching of pupils with special educational needs is satisfactory at the Foundation Stage and good across both key stages. Teachers' planning generally takes account of the specific needs of individual pupils in the way that they are grouped and supported. Arrangements for preparing and using individual education plans are good in ensuring that teachers meet pupils individual needs in all lessons. These plans contain clear targets and are implemented well by teachers and support assistants. They provide an appropriate blend of challenge and support. Teachers and support assistants are effective in enabling pupils to achieve good learning in all classes across the school.
- 25 The pattern for setting homework is working well in the great majority of classes. Work completed is marked carefully if it is written work or else it is used in lessons at the start of the next week if it is a finding out activity. At the Foundation Stage and in classes at Key Stage 1 pupils also learn words and number bonds. Pupils are encouraged to take reading books or school library books home and many do, although some pupils tend to read only in school. Older pupils in classes five and six sometimes listen to younger pupils read, help them with difficult words and talk to them about their favourite stories.

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

- 26 The schools curricular provision is good. It is broadly based and includes all or the statutory requirements for the National Curriculum subjects and religious education according to the locally Agreed Syllabus. The school also provides a rich range of additional learning opportunities for pupils. The provision of English language learning is good and the basic provision is extended to support the learning and additional needs of those pupils who are learning English as an additional language. The teaching of mathematical skills is good. The modification of the curriculum to meet the needs of those pupils with special educational needs is imaginative and stimulating as seen by the work of increased opportunities in play and drama and is good. The subject co-ordinators for English, mathematics and science have detailed plans, linked to the school development plan, through which they are committed to working to raise standards for all pupils.
- 27 A Christian ethos is reflected in this Church school. There is a high degree of inclusion within the curriculum for all pupils, especially those with emotional and behavioural difficulties. This has a good impact on the moral and social learning of the pupils. The provision for under-fives is good and is well matched to the expectations of the Foundation Stage learning. There has been a good improvement in the coverage and planning of the national curriculum since the last inspection. However in foundation subjects in Key Stage 1 and Key Stage 2 whilst the schemes of work cover all the programmes of study planning is not sufficiently targeted for high attainment and pupils' learning is sometimes too narrow.
- 28 English and mathematics curricular provision is good and opportunities are created for pupils to develop these skills in other areas of the curriculum. Examples include writing about what it might have been like to be at the court of Henry VIII or in calculating how large a horse he would have needed to carry him when wearing full armour. The school has a very detailed scheme of work about drugs awareness that is incorporated into the work in personal, social and health education. The provision

for sex education is thorough and is linked with the science curriculum although teachers readily answer questions as they arise not waiting for set times within the curriculum. Both the National Numeracy Strategy and the Literacy Strategy have been implemented successfully. The school has improved its curricular provision through focussed work with the Educational Action Zone. This initiative has increased opportunities for the more able pupils in mathematics. The work has had positive impact in two ways, not only has it been beneficial in raising the standards for the targeted pupils but it has increased the realisation of what can be achieved for other pupils in younger classes using similar approaches.

- 29 The provision for pupils with special educational needs is very good. The school provides a broad range of opportunities and support to meet the interests and specific needs of pupils with special educational needs. It has effective strategies for teaching the basic skills of literacy and numeracy to these pupils. Classroom provision is organised to meet the specific needs of all of the pupils with special educational needs so that support is provided, either by organising additional personal space, or by the use of extra adult helps.
- 30 There is a good range of extra curricular activities, especially for a school of this size. There is a choir run by a learning assistant with support from a local community based choir leader. Parents and other interested members of the community from the locality and the church share in making music alongside pupils. Players and ground-staff from the local football club run a club at the school and this encourages the development of skills and an enthusiasm for competitive sport.
- 31 The school maintains good links with the local community and the churches. The school is part of an Educational Action Zone and through this maintains good links with other schools. In this way ideas are tested and good practice is shared, which raises the profile of literature, mathematics, drama, art or learning through music and play in the neighbourhood. The school maintains good links with local support services to help pupils with special educational needs. The school has benefited from the work of educational charities such as SHINE, working with individuals and groups. These charitable links have contributed to enabling pupils to benefit from additional support, which has helped them to find greater fulfilment within the school. The school provides good opportunities for pupils to extend their learning experiences through visits to museums, the theatre and musical concerts. All visits to such places are open too all pupils with minimal or no cost to parents. No pupils are ever excluded for reasons of cost.
- 32 The promotion of the spiritual, moral, social and cultural learning of pupils is good. The school has a Christian ethos and this is evident in the sense of high expectations, the assemblies and displays around the school and in social relationships between pupils and staff. Pupils are encouraged to acknowledge things spiritual and how these influence and shape their lives. The school's vision statement "reach for the stars" is displayed in the foyer and in the hall, it is also part of the school wear. The school maintains close links with the local church, through regular visits by the clergy who in turn enthuse the pupils through their contributions to work and worship. An additional rich vein of support for pupils comes through the close links and stimulation brought by the dance and drama therapist.
- 33 The development of a moral sense in pupils is good. Teachers take time to provide explanations and guidance for pupils about the consequence of their action among others. Pupils are encouraged to explain why they support good behaviour. They are required to reflect upon the effect of their behaviour on others. All people

involved in the school share these collected aims so that all pupils are subject to consistent teaching in the development in their moral learning.

- 34 The social learning of pupils is good. This is reflected in the good relationships between staff and pupils and between pupils in the school. Pupils are encouraged to respect themselves and others and there are opportunities for the older pupils to help the younger ones, as in paired reading.
- 35 The provision for the cultural development of the pupils is good. Pupils are encouraged to respect and enjoy the cultures of others. The teaching draws upon ideas from Western, African and Caribbean cultures in art, literature and music. The school rejoices in a rich cultural mix and celebrates the traditions of all of the community with a spirit of joy that makes every individual feel special.

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

- 36 The school cares very well for its pupils and this aspect of the school has a very high priority with the headteacher, who takes an extra interest in the pupils who have experienced difficulties in their lives. Over time she has established initiatives to help those whose background circumstances are not conducive to effective learning. For instance a Learning Mentor has recently been appointed to take an interest in nine pupils. He sits with them in some lessons, visits their homes and is available for discussions at break and at lunchtime. Each pupil has answered a questionnaire which has the guarantee of confidentiality within the school and each has been the subject of a discussion between the case worker, the headteacher and other adults with the child's consent at which strategies have been decided. These decisions are kept under review and to date pupils and teachers are pleased with the results in both academic learning and enhanced social adjustment.
- 37 Another initiative is the employment of a drama therapist to help those pupils who have been through traumatic experiences. For some pupils this intervention has resulted in rapid improvement in self-awareness and the ability to cope with the frightening situation for others the changes are more gradual and small steps have to be built on little by little. All of the pupils willing to express themselves about the work with the therapist state that they have been helped and these pupils academic improvements are a testimony to the value of the work being undertaken.
- 38 The school is a safe environment, with very good security arrangements, good supervision at break times and before and after school. All the usual safety procedures are in place and effective. Regular safety inspections have now been resumed after a gap caused by the lack of a permanent premises officer. The replacement of some poor quality flooring is seen as a priority. Welfare provision is good, with a dedicated medical room and good awareness of pupils with medical problems.
- 39 The designated person for child protection is the headteacher, who has been trained, is familiar with the local procedures, and has good contacts with the appropriate agencies. Some staff, including newly qualified staff, have not yet received in service training on what to do if a child starts to disclose details of abuse or what warning signs to look out for. They do, however, know who the designated person is. At the present time none of the pupils is registered as being at risk. Children are known very well by their class teachers. All teachers care for their charges and talk knowledgeably about them and provide good support and advice about each pupil's personal development.

- 40 Attendance is promoted by sending letters home if no explanation has been received for an absence, and the education welfare officer investigates persistent absentees. Rewards are given to those with good attendance. Statistical analysis is limited to the calculation of a weekly attendance percentage for each class. This can be slightly confusing when reasons for authorisation are sent in late. There is no attempt to make telephone contact on the first day of absence if no message has been received. These are satisfactory procedures.
- 41 Behaviour is well monitored and the improvements over the last five years are due to the implementation of a consistent policy, which depends on treating the pupils with respect, smiling to indicate empathy and valuing them as people, so separating any wrong-doing from the person. Rewards are used freely, usually in the form of praise for good behaviour. In addition, the school had enlisted the support of the Children's Society's Shine project, that supported vulnerable children and was successful in increasing the number of children who felt positive about attending school and began to enjoy learning. This has been followed by the involvement with another charitable enterprise called Kid's Company, which continues the work with these children who in the past had felt disaffected with the process of education and their place in it. To help with attitudes, the teaching staff has been trained in the use of circle time, which is the use of time where the whole class sits together to discuss and consider ideas and emotions and to listen to each others thoughts and feelings. Pupils have been trained in pupil mediation when pupils in Years 5 and 6 help younger pupils to stop in their aggressive actions and consider the implications for themselves and others. This system of anger management has resulted to the incidence of poor behaviour and unacceptable signs of aggression one to another being reduced to very low levels as all pupils are expected to live by the agreed rules at all times. These procedures for promoting good behaviour are very good.
- 42 The school has developed very effective strategies for monitoring the academic performance of pupils. The national tests are completed in accord with statutory requirements. Trends are analysed over years and good use is made of the information to help the setting of school targets linked to the national requirement. This process is most effective at Key Stage 2 where the staff has been more stable but is used at Key Stage 1 to identify areas for improvement. The school is also making good use of past National Curriculum test papers to assess pupils' progress and to inform learning needs. Individual pieces of work are set and levels of attainment are agreed by staff using a selection of moderated work at the end of each topic, in, for example, English, mathematics and science. At Key Stage 2, pupils are informed about what they need to achieve in order to attain the expected and higher levels. Regular planning meetings are held to moderate work. In the reception class a recognised baseline assessment system is in use. The system of assessing work in classes each term before setting targets that are reviewed rigorously is beginning to make an impact on standards as this process is starting to identify areas requiring additional input by teachers. It works very well for classes, groups and individuals.
- 43 The school's assessment policy contains full and appropriate guidance on the monitoring of pupils' performance. Daily assessment is well used to help in short-term curriculum planning. Pupils are rewarded in a wide range of ways for outstanding effort, good work or progress. The newly implemented records of achievement are now beginning to create a whole picture of the progress of each pupil through the school.
- 44 Effective systems are in place for the assessment of pupils with special educational needs that have a positive effect on pupils' progress. These contain appropriate targets, and are used to plan appropriate work. All teachers know their pupils very

well and are aware of their specific needs. The school builds effectively on its records and assessment procedures in identifying pupils with special educational needs and deciding what support is needed. The co-ordinator for special educational needs keeps good records, which track pupils' academic and personal progress. Support is directed effectively to pupils who need it.

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

- 45 Partnership with parents is good. The response to the parents' questionnaire, the parents' meeting prior to the inspection and numerous additional discussions with parents during the inspection confirm that parents think highly of the school and those with a lengthy experience of the school speak enthusiastically of the improvements made by the headteacher. Parents particularly appreciate how approachable all the teachers are and how they encourage the children to work hard. Criticisms were made of the amount of homework set with some parents considering that there was too much and others who would have liked more to be available for older pupils. A minority of parents would also have liked there to be a greater number of activities outside lessons, but the inspection team is not able to support these criticisms. In particular it finds that the range of extra activities is good. Parents are also critical of the excessive need for supply teachers over the past year and on this issue the inspection team has sympathy with the parents' feelings but cannot fault the school's approach to staffing.
- 46 Parents are highly valued by the school as partners. Staff go out into the playground to meet them after school each day and they are always pleased to welcome them into the classroom at this time. Parents' help is enlisted to solve problems, for instance parents will be asked to stay for assembly with their child if this will help them to settle down. Occasionally parents will be requested to supervise their own children in the classroom if they are working apart from their classmates in response to unacceptable behaviour. Parents are involved in discussions if behaviour becomes a problem. The learning mentor works closely with parents and makes home visits to discuss strategies and consider ways of working together to resolve problems. Parents are welcome at class assemblies and at the annual award ceremonies that celebrate achievement, effort and attendance. In Key Stage 1 there is a regular 'Packed lunch with parents' where parents and siblings come along to talk with teachers with an open agenda, to learn about the school and perhaps share some skills. There are other events, such as the Christmas concert, and evenings where the progress of pupils is discussed. Reports are distributed at these evenings and parents given a verbal account of the report's contents.
- 47 The school's written and verbal communications with parents are good. There is a very informative annual report that describes what pupils have achieved and how this matches what is expected. However, in many reports there are few targets for improvement and no detail on how children can be helped at home. When required there are facilities for parents to have the report translated either in a written form or orally into their community language although most homes have at least one parent who reads and speaks English. There are good induction arrangements when pupils join the school and parents are increasingly informed of how best they can prepare for this important step for their children. The prospectus and the annual report to parents from the governors are easy to read and meet statutory requirements. When pupils move to the next stage of education at 11 the transition stage is managed effectively because the school work together well. Pupils visit their intended school in advance and are encouraged to meet prospective teachers and have some experience of what will be on offer when they move. Whilst being sad to leave Saint

Andrew's school pupils expressed great enthusiasm for the next step for which they were very well prepared.

- 48 Parents of pupils with special educational needs are appropriately involved in identifying their needs. They provide good support and generally attend reviews on their child's progress.
- 49 The newly established breakfast club enables pupils whose backgrounds are not ideal to have a meal and get a good start to the day. Funds have been allocated to extend this facility to more pupils in a dedicated building in the near future. This space will enable the after-school club to be a more effective way of supporting pupils after lessons. Many parents are willing to help children complete their set work at home but others have only limited ability to do this and some are either unable or unwilling to help with educational work at home. The school provides for these pupils at present in an informal way but plans to extend these opportunities are closely linked to the new initiative for the additional building in the school grounds.

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

- 50 The leadership of the school provided by the headteacher and governors is good. The vision of the headteacher and her determination to inspire others to help her to achieve it is exemplary. The governors are very aware of the strengths and weaknesses of the school and of the need to raise standards of achievement amongst the pupils. They carefully allocate money to priority areas and evaluate their spending decisions effectively. The headteacher's vision for the school, is popularly stated as "Reach for the Stars". This message is displayed in the entrance hall and is seen prominently around the school and has been adopted by pupils on their school sweaters. It is a vision understood by both pupils and teachers. The headteacher expects high standards of both behaviour and achievement by pupils. She is assisted in this by an effective deputy headteacher and a management team that is larger than usual for a school of this size. All members of this team are good practitioners dedicated to the pupils and who share the headteacher's view of the school and support her very well. This makes for a very strong management team within the school with a range of skills that cover all of the work that they have planned for the immediate future. Two members of the management team have only joined the school during the present academic year but their skills have already had the effect of extending the strong and positive atmosphere for achievement within the school. The headteacher is an effective manager and has organised a strong supportive team in order to pursue all of her listed aims and objectives.
- 51 The headteacher recognises and builds upon the strengths of others and provides extensive and good quality support for staff. This is achieved by utilising the expertise available through the educational action zone and the extra contribution of an assigned advanced skills teacher. This teacher has a specific supportive role within the school and also has access to positive experiences at other schools because she visits and supports other teachers and in turn uses examples of good practice in promoting excellence for teachers and pupils in this school. The professional development of staff is used to increase the confidence of all teachers and in turn raise pupils' standards of achievement.
- 52 Subject co-ordinators in English, mathematics, science and information and communications technology are effective. They set good examples in their own pattern of teaching, provide clear guidance for other staff, set standards and evaluate the attainment of pupils on a regular basis. The co-ordinators for the core subjects of English, mathematics and science have detailed action plans that set out exactly how

they intend to raise standards in their designated subjects. These co-ordinators monitor teaching in a critical, professional and effective way to support teachers and ensure an improvement in pupils' attainment. Co-ordination in other subject areas of the curriculum is vested with the senior management team. Whilst this is satisfactory and ensures that these subjects are being covered to meet the requirements of the national curriculum it does mean that insufficient time is given to assessing the quality of provision in these subjects. However, most staff are new to the school and some to teaching and the headteacher develops co-ordinators systematically as the opportunity arises. Already the co-ordination of personal and social education is being developed very well. All subjects have designated review dates in the detailed school development plan that are realistic and well costed.

- 53 The school has invested a great deal of time in ensuring that the behaviour of pupils is appropriate to support their effective learning. Within a relatively short period of time this has been achieved and pupils behaviour is good. The school is now beginning to collect information so that the progress made by pupils in mathematics, English and science results are analysed and evaluated each term. The school is keen to ensure that every pupil benefits from the opportunities offered. Opportunities are being extended to support more able pupils in mathematics. The high percentage of pupils with special educational needs and all those learning English as an additional language are being provided with effective support. There is very good provision for the support of those pupils with emotional or behavioural difficulties. Some of this is bought in from independent experts and through charitable organisations such as the Kid's Company. The aim to include all pupils within the school is very strong and is managed successfully.
- 54 The Governing Body is very knowledgeable and well informed. It is meeting its statutory requirements competently and has an well organised committee structure and these committees meet regularly. The governors are committed to school improvement. There are named governors linked to each class and subject who play active roles in supporting pupils with special educational needs and observing the procedures for literacy and numeracy. These governors have attended appropriate training shared with teachers and co-ordinators. All governors recognise the need to raise standards and have made some brave and significant decisions to achieve this end such as supporting the headteacher in disciplinary action against a teacher who was not following school policy. The governing body seeks appropriate expertise, as in finance, to ensure the smooth and effective running of the school. The school finances are well managed and the finance committee is well aware of the need to oversee and revise as well as set budgets. The governors have a clear strategic view of the school, which is reflected in their decisions. They evaluate all their decisions thoroughly and have enough knowledge to support the headteacher and senior management team effectively. The shortfall in the budget in the previous year was caused by the delay in staffing insurance payments, much of this has been recovered. There is still an outstanding deficit identified by the financial administrators that is to be recovered from other sources once the accounting procedures of these organisations have been refined.
- 55 The school educational priorities are very well supported through careful financial planning and the governing body buys in additional professional support to ensure the smooth running of the administrative system. All funds received for specific purposes, such as funds to support pupils with special educational needs, are effectively and appropriately managed and used. Most of the significant weaknesses in the recent auditor's report have been successfully addressed although the register of governor's interests has not yet been completed.



- 56 The Key Issue regarding special educational needs in the last report has been addressed successfully. The appointment of a co-ordinator for special educational needs has led to improved management of the provision for pupils with special educational needs. The school now meets the statutory requirements for the Code of Practice for special educational needs. More primary helpers have been employed to support pupils with special educational needs. They are well trained, provide good support, track pupils' progress and are perceptive to their needs. The co-ordinator for special educational needs provides good leadership and makes a significant contribution to the raising of standards for pupils with special educational needs. She leads training sessions for staff and liaises regularly with parents and outside agencies.
- 57 The school is staffed by a enough teachers who are suitably qualified to teach the foundation stage and the primary curriculum. There is a good balance of experienced and less experienced teachers, although many of the teachers are new appointments to the school. There is a generous number of learning support staff and they meet the needs of the high proportion of pupils with special educational needs because they are managed well and their work is well targeted in classes throughout the school. These learning support assistants are very effective and play a major contribution to the effectiveness of the teaching and the high standards of relationship within the school. New and newly qualified teachers are linked with suitably skilled and experienced teachers. One of these has access to a network of schools and the positive links are already seen to be raising morale and teachers and pupils are benefiting from sharing ideas. These linked mentors are models for good practice and prevent schools becoming isolated. In this way newly qualified staff have their expectations raised. The professional development of staff is very closely matched to raising of standards of achievement.
- 58 The administrative staff manages the day-to-day financial procedures of the school efficiently and effectively. In addition, well-organised systems ensure that the school runs smoothly and money is handled securely. A separate account is kept for private funds and this is audited annually by an appropriately qualified person. Other day-to-day administrative procedures are well-organised and the office staff works in an efficient, calm, professional and supportive manner. New technology is used well for the recording of financial matters and registration.
- 59 The management of the school is taking effective action to meet the targets set for pupils. The school's strategic development plan and the detailed development plan and subject specific action plans for the academic years 2000 to 2003 are highly relevant to the curricular and organisational needs identified at the time of the previous inspection in 1998. The impact so far is more in the awareness of all teachers and governors working purposefully together than in giant steps forward but all of the early signs are good.
- 60 The school building does not prevent the curriculum being taught and all the spaces within the school are used sensibly and are well managed by the staff. However the accommodation is cramped and there is insufficient room for the whole class of older pupils in their designated classrooms. This means that some pupils have to squash into a small space on the floor for the initial teaching before being required to work in an area adjacent to the classroom after each introductory session where they are out of sight of the teacher. This has the impact on teachers that they sometimes inadvertently miss clues that pupils are experiencing difficulty, because, as pupils continue to behave well, and teachers are busy with their target group, the needs of some go unobserved and pupils' learning time is wasted. This enforced arrangement presents serious difficulties for most teachers on a daily basis. However teachers

manage the situation well making good use of all available space and regularly checking that such problems are kept to the minimum. Nevertheless this problem of undersized classrooms makes an already difficult task almost impossible. There is only limited provision for outdoor play for children in the reception class and teachers are investigating ways of extending the garden areas. The larger play areas for older children permit them to have both quiet secluded areas, places to garden and room for more boisterous activity although there is no safe grassed area for ball sports.

- 61 The library areas are cramped and are used as overspill working areas from other lessons for most of the day. This difficulty limits pupils' opportunities for personal research and independent study. The problem identified at the time of earlier inspections is addressed in the plans for internal refurbishment that have been agreed with the diocese but are awaiting ratification and financial backing locally. The quality and range of resources to support learning are satisfactory and they are used well. There is good provision for the support of the literacy strategy. New resources to support increased investigative work in science that will be available to meet the needs of curriculum 2000 in the coming term and additional requirements for the better development of work to enable children to attain the early learning goals in the foundation stage have been ordered.

- 62 The assessments of children's attainments when they start school show that the majority of pupils have well below average levels of attainment on entry. Pupils' behaviour is good in and out of classrooms, relationships and attitudes prevailing throughout are also very good and there is now well-balanced curricular provision throughout the school. There is a high percentage of pupils with special educational needs and a much higher than average percentage of pupils who are learning English as an additional language. The school has a well ordered and efficient management process, a clear vision for improvement and a dedicated staff. The quality of teaching for all pupils is most frequently good and the level of attainment in all subjects throughout the school have been improved. When these very positive factors which make this an effective school are set against the average cost for each child, the school now provides good value for money.

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

- 63 In order to raise standards and to continue making improvements the headteacher, governors and staff should:
- (1) raise standards in English and mathematics for pupils of all abilities at both key stages by :
    - (a) following the programme of work detailed in the school development plan and the additional subject action plans;
    - (b) increasing the opportunities for those pupils capable of higher attainment to reach higher than expected levels;  
(Paragraphs 7,18, 52,59,85)
  - (2) work to improve attendance and time-keeping by all pupils in order to minimise interruptions to learning for everyone by:
    - (a) keeping the instances of extended visits to family abroad to a minimum
    - (b) ensuring that parents understand the difficulties of enabling pupils to catch up without interfering the progress of others  
(Paragraphs 15, 40)
  - (3) negotiate firmly with the local education authority and the diocese speedily to expedite the agreed plans for the refurbishment of the interior of the building in order to:
    - (a) enable facilities for whole class teaching and learning to be established throughout the school, so preventing the incidence of wasted time for teachers and pupils and to facilitate more even progress in all lessons;
    - (b) establish a library area that encourages pupils' private study and personal research in order to enable pupils to maximise all of the learning opportunities to which they are entitled.  
(Paragraphs 60,61,121.)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	46
Number of discussions with staff, governors, other adults and pupils	32

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	17	46	37	0	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)	0	202
Number of full-time pupils known to be eligible for free school meals	0	79

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	60

English as an additional language	No of pupils
Number of pupils with English as an additional language	65

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	20
Pupils who left the school other than at the usual time of leaving	16

### Attendance

#### Authorised absence

	%
School data	4.3
National comparative data	4.3

#### Unauthorised absence

	%
School data	2.9
National comparative data	0.3

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	17	13	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	13	11	16
	Girls	6	7	11
	Total	19	18	27
Percentage of pupils At NC level 2 or above	School	63 (75)	60 (71)	90 (89)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	8	7	10
	Girls	6	5	5
	Total	14	12	15
Percentage of pupils At NC level 2 or above	School	47 (82)	40 (86)	50 (86)
	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	9	18	27

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	8	9
	Girls	13	8	17
	Total	21	16	26
Percentage of pupils At NC level 4 or above	School	78 (56)	62 (52)	96 (80)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	8	9
	Girls	11	8	12
	Total	17	16	21
Percentage of pupils At NC level 4 or above	School	63 (60)	59 (52)	78 (72)
	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	60
Black – African heritage	71
Black – other	15
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	26
Any other minority ethnic group	0

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

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

	Fixed period	Permanent
Black – Caribbean heritage	1	1
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

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

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

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

Total number of qualified teachers (FTE)	9.3
Number of pupils per qualified teacher	22
Average class size	26.7

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

Total number of education support staff	15
Total aggregate hours worked per week	249

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

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	N/A

Total number of education support staff	0
Total aggregate hours worked per week	0

Number of pupils per FTE adult	N/A
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*FTE means full-time equivalent.*

### ***Financial information***

Financial year	1999/00
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	£
Total income	585,415
Total expenditure	612,680
Expenditure per pupil	3,094
Balance brought forward from previous year	21,665
Balance carried forward to next year	-5,600

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	187
Number of questionnaires returned	17

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	76	24	0	0	0
My child is making good progress in school.	65	29	6	0	0
Behaviour in the school is good.	47	47	6	0	0
My child gets the right amount of work to do at home.	41	41	12	6	0
The teaching is good.	53	24	0	0	24
I am kept well informed about how my child is getting on.	59	29	6	6	0
I would feel comfortable about approaching the school with questions or a problem.	76	24	0	0	0
The school expects my child to work hard and achieve his or her best.	76	18	0	0	6
The school works closely with parents.	53	35	6	0	0
The school is well led and managed.	65	29	6	0	0
The school is helping my child become mature and responsible.	47	53	0	0	0
The school provides an interesting range of activities outside lessons.	41	35	12	6	6

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

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

- 64 The attainment of pupils on entry, overall, is well below that expected nationally for children of the same age and, in some cases, it is very low. In the local programme of baseline assessment, conducted within the first few weeks of the children's first term in school, the majority of children score well below average in the reading and writing assessments. Three children have already been identified as having special educational needs. Others, particularly from the January intake, who have been in school for only three or four days have yet to be assessed. A significant proportion of pupils have English as an additional language. At the time of the last inspection the overall attainment for the under-fives, was in line with that expected nationally and although at the time of this inspection attainment is currently below that of most children under five nationally, by the time they are five many of the children, especially those who have been in the class for a full year, will have reached the early learning goals in their personal, social and emotional development and in their physical and creative development.
- 65 There are currently 30 children of reception class age; of these, 20 are aged four and 10 are already five. Fifteen children were admitted in September and a further fifteen in January. Parents are welcome to come into the reception class to help to settle their children and to see how they learn. They are kept well-informed about the curriculum and the progress children make. The school's links with parents are effective and parents are encouraged to contribute to their own child's learning at home and at school. Many are eager to help and are keen to develop useful ways of playing with their child in order to help learning. Some are unsure of how to help and are pleased that the school offers this help and encouragement.
- 66 There are many suitable strategies in place to help children develop the required skills. Those to help children attain the new Early Learning Goals are now firmly established and the results of the baseline assessment are used to plan for each pupil's individual needs. The benefits of this matched work are clear to see in the group of children who have spent a full term in the class. Links are being developed with the nurseries and play groups from which some of the pupils come and parent/teacher consultations take place in advance of pupils joining the school. Parents are advised on how they can prepare their child for school and support them during the time in the reception class. Additional support within the classroom is proving effective in supporting the particular needs of individual children. Plans are in place to improve the learning environment; both in the classroom and in the outside play area.

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

- 67 Most pupils settle quickly into the routines of the reception class and enjoy coming to school; others find it more difficult to leave their mother and adapt to the established routines of a busy classroom. Despite the fact that the majority of pupils enter the class with under-developed personal, social and emotional skills, most children learn to feel confident about their achievements and positive about their work and play with others. By the time they are five, most children reach the standards expected. Language development and communication skills are given a high priority. Children are encouraged to listen attentively, to speak clearly and to extend their vocabulary. Some listen intently and say little but others are confident in expressing their ideas in



words or phrases and some in complete if simple sentences. They learn to play together and to express and communicate their feelings through imaginative play. For example, after listening to a short story about animals, five older pupils acted out a playlet using animal shapes this helped them to attach words to their actions and enabled the watchers to follow the sequence of the activity successfully reinforcing what they had learned. They matched labels to pictures very well with few mistakes. When the teacher made their work into a book they delighted in reading it to the class remembering the important words very well.

- 68 The quality of teaching to support children's personal and social education is good, members of staff are patient and consistent. They show care and concern for each child. They provide encouragement and praise and set good examples for the children in their behaviour, speech, enthusiasm, attitudes and interaction with others. They show children how to play. They stress the difference between right and wrong and between acceptable and unacceptable behaviour. Children gradually develop positive relationships with adults and with their peers and this helps them to feel confident to express their feelings, to become more independent and to take on a small degree of responsibility within the classroom. Teachers encourage children to learn to dress and undress independently and to manage their own personal hygiene. As a result even the youngest are beginning to take some responsibility for themselves and the equipment in the classroom. In a lesson observed, children who have been in school for a term were confident in expressing what makes them feel happy or unhappy. It was evident that they are learning to speak in turn and listen to each other.

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

- 69 There are daily opportunities for children to speak and listen to each other and to adults in one-to-one situations, in small groups and as a class. Children's efforts at communicating are encouraged and valued. The quality of pupils language is developing slowly and small gains are noted and built upon in the next teaching session. In a lesson observed, the older children were very keen to participate in role-play. They joined in with the teacher as she told the story of Mrs Wishy Washy. They thought about the order that the animals appeared in the story and enacted the story wearing appropriate clothes and masks. They skilfully identified initial letters for snake, lion and monkey and enjoyed repeating sentences such as 'A slinky snake slithered into the sea.' The work with initial sounds and alliteration is particularly successful as children enjoy the sound and the funny rhymes which they delight in repeating. Older children have developed specific story language, such as 'first', 'next', 'the', and 'at the end'. New entrants joined in the singing of a song about a slinky snake, with confidence getting more elements right with each repetition. On another occasion, children acted out a story with dolls, in the home corner, listening to each other and taking turns. Daily story times provide children with stories that excite, interest and inform them. They enjoy nursery rhymes, stories and songs, join in repeated refrains and anticipate key events and important phrases. The listening area is popular with most children.
- 70 The teacher is secure in the principles of the literacy hour and the quality of teaching is mostly good. Elements of the literacy hour are used effectively. Older children are developing a good knowledge of phonics through effective word, sentence and text level work, sounding out words and finding new words that begin with the same sound. They use well-known stories and rhymes effectively sharing the fun. Many children are able to re-tell a story in sequence, with some guidance. They are learning to write their own names and other simple words. They recognise and name the initial letters of their names in books. They know that pictures convey meaning

that stories are 'talk' written down and that marks written on a page carry meaning. A few children, mainly those who have had pre-school experiences, recognise a few words. Children's understanding varies from interest in turning pages to talking about pictures, stories and words. Many children repeat phrases and words that they have read and provide explanations, such as 'That says dinosaur', 'That one is little.' The majority of the class do these things well and are making good gains in their knowledge of sounds and language. The younger children as yet are just beginning to learn what is required of them and whilst some are fully involved a few still listen and watch and say very little.

### **Mathematical development**

- 71 Children learn, through planned activities, to sort, match, order, sequence and count, using everyday objects. They join in confidently with counting games, number rhymes, stories and songs. They are learning to recognise and use numbers up to ten with increasing accuracy. The older children are beginning to show an awareness of number operations such as add one more, take one away, how many are left and how many altogether? In a lesson observed, support staff enabled a counting activity to be accomplished successfully by sitting with identified children who needed the most help. All children count and say numbers up to 10, with adult support; the more confident children counted to 20 and back. A significant minority undertake all of these activities very well independently but many in the class succeed because the support provided is closely targeted to their needs. Learning is promoted through the positive, relaxed and pleasant relationships that prevail, the brisk, enjoyable and purposeful approach and the large, colourful and attractive resources. Children work happily on ordinal numbers, using tiles with removable numerals. The whole group showed delight when the task was completed. Some delighted in repeating the process alone just to demonstrate how well they had understood what was required of them. Children, increase their knowledge and skills further, through work in ability groups on creative activities, matching, threading, counting, sequencing patterns and objects, sand, water, role-play and computer activities. At least a third of the children did the range of tasks well as they successfully sorted and classified shapes and objects by colour, shape and the number of legs on animals or wheels on vehicles. Teaching is good, staff work hard and effectively to promote the skills of listening and responding to simple instructions.

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

- 72 Children identify sources of light and dark such as the sun, torch-light, shadows and clouds and successfully sequence events associated with night and day. They have some knowledge of nocturnal animals. They investigate objects and materials and are expected to identify which of their senses gave the best information. They explore and identify some features of living things. They plant seeds and follow their progress. They consider the effects of the daily weather on themselves and other people. Because the teaching and support staff are sure about what they are teaching children are learning about the importance of water for sustaining life. They explain that plants and animals cannot live without water. In groups children investigate floating and sinking, have fun with water, construct boats and use remote control boats. These activities help them to relate well with one another and prepare them to be ready for the teachers to teach the language that helps them to describe their experiences. They also investigate pulleys as they make models from construction kits. After each session of practical experimentation children ask and answer questions about why things happen and how things work. They talk about past and present events in their own lives and in those of their families and other people whom they know. They enjoy going on short walks to observe and find out

about and identify features of the school and the locality and the natural world before telling the class what they have seen. The majority of children readily use information and communication technology to support their work; for example, during the inspection, they used the mouse successfully to select shapes. They enjoy demonstrating how to use a paint program to create rainbow shapes like fantastic animals. On another occasion, groups of pupils in turn used 'My Fact Incredible Amazing Dictionary' program competently and with enjoyment. The teaching is good and classroom assistants are used very effectively to make the best use of time and resources.

### **Physical development**

- 73 Children move around confidently. They are good at climbing and most of them have a well developed sense of balance. Through planned indoor and outdoor activities, they develop spatial awareness, locomotion and increasingly precise motor control. They are taught to move with confidence, imagination and safety. They use a range of small and large apparatus with increasing confidence. Most children demonstrate a satisfactory level of self-control in relation to rhythmic movement, games and co-operative work although a few lack co-ordination and need more opportunities to practise. They are taught the importance of keeping healthy and the need for fresh air, exercise, food and water. They are learning which foods are healthy and why. They are getting better at using tools and construction kits and enjoy working with them. They work diligently with modelling materials that they can squeeze and roll and are pleased to make recognisable reproductions of animals and buildings. In one activities' session observed, children worked with a play mat and buildings to create a model town. They used animals and cars, travelling along a route, to describe a journey. They called at the shops, market, town hall and café. They discussed travelling along roads, under bridges and through the subway. All but one child, a new entrant, listened carefully and tried hard to describe the environment, buildings and sequence of the story. In another activity, children developed fine motor control through writing patterns. Over half the group achieved the cutting and joining process successfully. In all of this work teaching is well organised and is at least satisfactory and is getting better as the newly trained teacher gains in confidence; because of this most are on target to reach the relevant early learning goal by the end of this school year.

### **Creative development**

- 74 Children's creativity is developing well within a supportive, learning environment. They learn well in the time they are given to explore and experiment with ideas, materials and activities. They are becoming increasingly confident in trying out new ideas, as adults work alongside them, talking to them about their work and introducing appropriate vocabulary step by step. They learn gradually about colour and texture through a range of resources and sensory experiences and talk about their observations. They experiment with light and dark colours, shadow puppets, which they have made, and a shadow theatre. The opportunities are used well and because the support staff are skilled at spotting when to intervene children are learning many things every day through play and are enabled to link their learning in play situations to the more formal requirements in mathematics and language. They role-play routines for bedtime learning about the routines for healthy living. They develop good skills in manipulation and control when they use their hands to create sculpture papier-mache, clay work and dough. Even the youngest children experiment with marbling delighting in the swirling patterns they create. They are introduced to the work of Monet and Picasso and experiment with tones of blue. In music they recognise and explore how sounds can be changed. When using

instruments they learn well how to make soft and loud sounds. They sing simple songs from memory, identify repeated sounds and sound patterns and match music to movement with confidence. Children develop a good sense of rhythm, through clapping games and activities. They use their imagination in art and design, dance, music, imaginative role-play and stories. They express and communicate their thoughts and feelings, for example, about nature and beauty, with increasing maturity and confidence. Teaching is well organised and is effective. The skilled use of the trained classroom support staff enables children's learning to be promoted effectively.

- 75 An experienced co-ordinator oversees the work in the Foundation Stage and offers training and support to new teacher and to the staff who work with children in their early years. This support has been in place for four months. It is proving successful in that the achievement of most pupils is now satisfactory. They are making satisfactory progress from a very low starting point. Teaching is satisfactory, overall, and good in some lessons and is getting better as the newly qualified teacher gains in confidence and benefits from the support provided for her by the school and the local advisory team. The teacher's strengths are seen particularly with regard to planning for activities, the management of pupils, the quality and use of continuous assessment and the use of time, support staff and resources. Pupils' learning overall is at least satisfactory and in some areas such as sharing books and counting tasks, taking care of resources and relating to others learning is happening quickly. Even the newest children are steadily acquiring knowledge, skills and understanding and, as they settle into school routines, they apply an increasing level of intellectual and creative effort to their work. The learning of pupils with special educational needs, those from ethnic minority groups and those for whom English is an additional language, is commensurate with that of their peers. The appropriate statutory curriculum is in place. The breadth, balance and relevance of the curriculum is satisfactory and the quality and range of learning opportunities is good. With a comprehensive supporting action plan in place, the potential for further improvement is good.

## **ENGLISH**

- 76 Attainment at the end of Key Stage 1 in the 2000 National Curriculum tests was well below the national average in reading and writing. It was well below the average for similar schools. In 1998, standards were above the national average in reading and writing and above the average for similar schools. They fell sharply in 1999 and, again, in 2000. Taking the three years 1998 to 2000 together, the figures show that the performance of pupils in reading and writing fell below the national average for their age group. Girls performed better than boys in reading; boys performed better than girls in writing.
- 77 The school attributes the decline in standards to three important factors: firstly staff changes due to illness, secondly a specific lack of teacher incentive and competency then thirdly the enforced regular use of short-term supply cover with teachers being unfamiliar with the school's aims and the pupils. The rapid turnover of staff disrupted learning and inhibited progress and the school has made decisions that have begun to remedy the difficulties of the past two years.
- 78 Attainment at the end of Key Stage 2 in the 2000 National Curriculum tests in English was just above to the national average, although the percentage of pupils attaining the higher level was well below the national average. Attainment was above average in comparison with similar schools. In 1998, standards were close to the national average and were well above the average in comparison with similar schools. They fell in 1999, but rose again in 2000. The pupils who achieved the improved results in

2000 were in Key Stage 1, in 1996 when standards were unacceptably low and have therefore made significant progress. Girls performed better than boys in English. The school attributes the improvement in attainment to two factors: the lower turnover of teaching staff at Key Stage 2 and the additional support, planning and teacher commitment that has been increasingly effective since 1998.

- 79 Pupils' attainment on entry is well below the standard expected for their age with regard to the development of literacy skills. Inspection findings confirm that all pupils, including those with special educational needs, those from ethnic minority groups and those for whom English is an additional language make satisfactory progress at Key Stage 1 and good progress at Key Stage 2. Work seen during the inspection shows that attainments are below average in reading and writing at Key Stage 1. At Key Stage 2, they are below average in writing and close to the national average in reading and are set to be similar to the results attained in 2000 by the end of the school year. The achievement of pupils is satisfactory at Key Stage 1 coming from the low base caused by the difficulties with staffing in the past year. It is good at Key Stage 2, representing an improvement since the last inspection.
- 80 Pupils' attainment in reading is well below national expectations at the end of Key Stage 1 because many have still to develop a good pattern of speaking in sentences. Few have the opportunity to read regularly anywhere except in school. Attainment levels are close to national expectations at Key Stage 2. In the shared reading sessions in all classes, pupils listen carefully to the teacher and are keen to read. Whilst there are notable exceptions with some pupils reading well, fluently and with good expression a significant minority, whilst they read accurately show a lack of expression because many have only limited experience of a rich literary vocabulary. Pupils understand what they are reading but too few have the ability to scan ahead and prepare the sentences that they are reading in their heads before speaking the words. As a result they have to revisit sentences to define the meaning and this spoils the flow and sometimes discourages pupils causing them to dislike reading aloud. In most classes, shared reading sessions are used as a means of hearing children read and group reading records are kept. These sessions are well organised and follow accepted practice. As a result most teachers no longer hear pupils read regularly on a one-to-one basis. The exception is in Year 4, where an additional session each week is devoted to hearing pupils read individually and appropriate records are kept. In this class pupils are beginning to share a delight in words and find opportunities to read stimulating and exciting.
- 81 By the end of Key Stage 1, most pupils show understanding of simple texts and their reading is generally accurate in that they decode words correctly. A significant minority of pupils still needs support in developing strategies for reading unfamiliar words and establishing meaning. Many will sound out unfamiliar words or break down complex words into smaller parts but this is when prompted and is not an instinctive act on their part. The recent introduction of a new graded reading scheme in Year 1 is having a positive effect on pupils' learning because they find the stories interesting and this makes them willing to try harder and as a result they make more progress. Most pupils select books independently from the small non-fiction area, but library skills are not taught systematically. By the end of Key Stage 2, most pupils show understanding of significant ideas, themes, events and characters in a range of texts and are beginning to use inference and deduction. They are getting better at explaining why they like or dislike a book and when they are reading independently they are ready to persevere and work out what the text means. The school has spent a considerable sum of money on attractive texts for use in the literacy hour. The range of fiction and non-fiction books, generally, throughout the school is satisfactory.

- 82 Inspectors heard a total of 18 pupils read in key stages 1 and 2, across the age range and from all ability groups, and held discussions with them. Overall the standard of reading for the majority is satisfactory but a number of the older pupils do not read for pleasure and find the process tedious and their expression when reading is dull. A few pupils as explained earlier are wonderful readers who obtain pleasure from personal reading and display tremendous skills when reading aloud or explaining about their favourite authors and books. It is clear that most pupils' development in reading is hampered by the lack of an easily accessible designated library. This lack is due to the confined available space, insufficient opportunities to read to adults on a one-to-one basis and the fact that there is no regular or consistent dialogue between home and school through some form of home/school reading diary. Many pupils seldom read at home, although a significant minority of older pupils belong to the local library and read a wide range of fiction and non-fiction books for pleasure. Whilst the group reading books are not sent home, pupils are encouraged to take books from the libraries home to read but some do this only rarely.
- 83 The standard of writing is below the national average, at both key stages, at the current time, but the staff are working together to address this, both in the literacy hour and in other areas of the curriculum. The strategies are proving to be effective and the length and content of written work is getting better. However, it is only in the current year that the strategies have been introduced and the process needs more time to work through to the end of the key stage before sufficient pupils will attain improved levels. Evidence gleaned during the inspection suggests that pupils are making steady progress in this aspect of English, particularly at Key Stage 2. The emphasis is on different forms of writing, often related to the texts read during the literacy hour. Pupils are responding well and some work is being produced to a good standard although this is not consistent across in all ability groups. During the inspection, pupils in Year 1 thought about what happens in the story, 'We're going on a Bear Hunt' to get ideas for descriptive writing which helped them to achieve a satisfactory amount to a good standard. The majority of pupils were able to identify the main characters, events and setting. Pupils in Year 2 identified their favourite character in the book, 'Who sank the boat?' Most pupils expressed their views confidently, giving reasons for their choice. Pupils in Year 3 rehearsed performance poems, such as 'Song of the Animal World' – a traditional pygmy song. More able pupils wrote an additional verse to a given poem; others chose suitable adjectives to qualify nouns, in a poem, 'Walking through the jungle' in a piece of prose. Pupils in Year 4 developed their speaking, listening and interviewing skills as they addressed questions to the headteacher in the story 'The Vampire Teacher'. They developed their understanding of how writers create imaginary worlds and the importance of expressive language, in creating moods, tensions and emotions. Pupils in Year 5 looked at examples of imagery and the use of onomatopoeia in stories and poems. They identified evocative words in the poem, 'Night Shapes' by Paddy Kinsale, for example, 'thick black stillness', 'things creeping silently', 'voices uttering no sound'. Some pupils wrote their own poem around the theme, others created a play from the poem; a third group re-wrote the poem as a newspaper article. The quality of this work was good and most of the class completed more work than was their normal custom. Pupils in Year 6 created excitement and suspense as they drafted an action or dialogue beginning for a mystery story. They enjoyed this work and did it well.
- 84 There are many examples of good writing displayed around the school. Pupils use interesting phrases in snow poems in Year 2, such as 'feathery flakes of snow' and 'silvery, powdered snow'. Pupils in Year 3 have produced some good playscripts, such as 'Remote Control Kid'. Year 4 pupils use their literacy skills in history, when describing life in the Roman army and life as a slave. Pupils in Year 5 have an interesting display of poems about a deep sea diver containing similes, metaphors

and carefully chosen adverbs and adjectives, for example, 'seaweed furled', 'jellyfish curled', 'glowing, glaring, my eyes are staring'. Year 6 pupils display a number of interesting stories, such as 'The Technology Witch' in which they have given consideration to the setting, interaction and the use of complex sentences.

- 85 The quality of teaching is good, overall. In the two lessons observed in English at Key Stage 1, teaching was good. In the six lessons observed at Key Stage 2, it was very good in one lesson, good in three lessons and satisfactory in two lessons. In the good lessons teachers show a good knowledge and understanding of the subject. They are technically competent in teaching phonics and other basic skills and plan effectively, setting clear objectives that pupils understand. Good use is made of time, support staff and a wide variety of resources, including information technology. Teachers and support staff assess pupils' work thoroughly and use assessments to help and encourage pupils to overcome difficulties.
- 86 As a result of good teaching, all pupils including pupils with special educational needs, those from ethnic minority groups and those for whom English is an additional language acquire new knowledge and skills that are relevant for their needs and help them to develop their ideas and increase their understanding. Most pupils are well motivated and apply considerable intellectual and creative effort to their work. They are productive and work at a satisfactory pace. They show interest, sustain concentration and think and learn for themselves. They understand what they are doing, how well they have achieved and how they can improve. These good attitudes are a significant factor in pupils' good achievement and learning.
- 87 The curriculum is well planned and organised and is arranged so as to enable teachers to use skills developed in English in other subjects such as history and geography. Schemes of work are based on the National Literacy Strategy and are planned to ensure the continuous progress of pupils. Extra-curricular drama clubs, theatre visits and visiting theatre groups, poets and storytellers enrich the curriculum. The leadership and management of English are very good. Procedures for regular assessment and evaluation are in place and provide valuable information on pupils' progress, which is used to identify pupils who would benefit from greater challenge or support. The level of support provided, by the skilled classroom assistants and the other contributors to the life of the school, such as the drama therapist, is exceptional, both in terms of quantity and quality. The school's priorities for learning are identified clearly. They are detailed in the action plans for English that are closely linked to the long-term strategic plan and to the school development plan. The close monitoring and evaluation of strategies, strengths and areas of concern in teaching and learning and the assessment and target setting programme is already having a positive effect as teachers become increasingly aware of what works well and where to plan additional work to remedy any identified shortfall. The plans for the work in the carefully targeted booster classes, which are due to begin in the near future, are clear and purposeful. There is a shared commitment by the staff and management to further improvement in the subject and a strong capacity to succeed.

## **MATHEMATICS**

- 88 At the present time, pupils at the end of Key Stage 1 and at the end of Key Stage 2, attain standards, which are below those expected for their ages in numeracy and in all areas of mathematics. These include algebra, space, shape and measures and data handling. The 2000 national test results indicate a similar picture, but show that standards in Year 6 are comparable with those in similar schools. Standards of attainment have improved since 1998 and there has been a steady increase in the proportion of 11-year-olds reaching the standards expected in national tests.

However attainments are still not as high as they should be because inconsistent teaching in the past did not ensure that pupils' skills and knowledge was built systematically. Teachers especially in Years 2 and 3 have to consolidate the work of previous years before they can move on to the work designated for the year. In the previous inspection report in 1998 standards of attainment were in line with national standards at both seven and eleven.

- 89 There are no marked differences in the performance of boys and girls. The needs of the more able pupils are developed in some lessons by teachers taking care to offer more challenging work and always having extra more difficult work prepared should they finish early. These pupils are also offered opportunities to engage in extra activities. Pupils with special educational needs and those learning English as an additional language are well supported and make satisfactory progress.
- 90 By the age of seven, pupils' knowledge of place value up to 100 is insecure. Pupils consolidate their learning of subtraction very well and the more able subtract numbers above 9 from other two digit numbers. The less able undertake simple calculations accurately using either counters or a number line to help them check their answer. Pupils are beginning to develop the ability to make estimates of subtracted numbers but as yet are not secure in this work and teachers and assistants are still helping them to learn these skills. In Year 1 pupils count confidently and accurately in ones to 10 and back to zero using a number square. Pupils are secure when naming regular shapes up to those with six sides. They collect data, on birthdays in the class, and record this on charts and then make sensible deductions from the collected information. Pupils have begun to develop good numerical investigation skills, which they demonstrated by separating colours of sweets in a jar first by estimating and then by practical activity and comparing the results. Pupils are beginning to display this gathered data using a computer program and the most confident are spotting patterns that they announce to the class with great satisfaction.
- 91 By the age of 11 pupils use brackets in a mathematical statement to indicate parts of their calculations. They do this well and recognise the necessity of making the calculations in brackets before completing the whole sum. They can find square roots of a number. The higher attaining pupils test their statements and draw conclusions from them. In Year 5 pupils multiply numbers by 18 and 19 confidently by using sums relating the numbers to whole tens. They begin to gain in confidence and readily devise alternative strategies from such calculations. When they have done this they explain their reasoning to the class or group making very few mistakes. This increasing confidence is good and the atmosphere for learning is enhanced by the spirit of endeavour and pleasure in success. In Year 4 pupils multiply and divide single digit numbers by 100 in their heads with increasing speed and skill. They devise strategies for doing similar calculations with larger numbers up to 1000 and the higher attaining pupils up to 100,000. In Year 3 pupils count backwards and forwards to 100 using a number square. They do this quickly and accurately although they are more confident with lower numbers. Pupils demonstrate how to measure three-dimensional shapes by volume. They construct pie charts and bar graphs and recognise trends over time. Although this work is new to some they are becoming more sure of their abilities and relate how they used squares to calculate area to using cubes to measure and check volume. They are interested in this work and are working well.
- 92 The quality of teaching and learning throughout the school is satisfactory overall. In the lessons seen in Year 1 and 2 teaching is good. In Years 3 to 6 it is usually satisfactory and sometimes good. In the good lessons in Years 1 and 2 teachers use their knowledge of pupils to set appropriate tasks and set clear realistic expectations.



In the good lessons in Year 4 the structure of the lesson is tightly controlled so that activities change to keep pupils interest. Teachers make effective use of the last session of lessons to assess the success of learning, to identify any shortcomings and set an agenda for future improvement. In most lessons the activities of ability groups are appropriate to the needs of the pupils, although in some the more able pupils are insufficiently challenged. The timing, in of some of the lessons, slips and occasionally pupils do not have sufficient time to evaluate their learning at the end of the lesson. In some lessons the overall length of time spent in one session on the same kind of mathematics is long and pupils lose interest. Regular assessments of pupils' attainment are made and these are used very effectively to set appropriate targets for pupils and the group.

- 93 Teachers are familiar with the National Numeracy Strategy, which they use effectively. The three-part lesson structure is well-established and the methods of class teaching, group teaching, individual or specialist support and a discussion to draw together what has been learned is a good pattern that works well despite the numbers of pupils working with assistants at tables outside the classroom. The long-medium- and short-term planning is never less than satisfactory and the review of past work and evidence of teachers' regular assessment of their work in planning files shows it to be increasingly good. The construction of the classrooms makes the group work difficult to monitor and too often the plenary session is rushed. Teachers use a sufficient range of mathematical vocabulary but in those lessons judged to be only satisfactory this could be enhanced. Mental activities are regularly slow and this reflects the pace at which pupils work because they are now learning work that was not adequately covered during the previous year when the problem of consistent high quality teaching was at its worst. In those classes where teaching has been consistent and the numeracy strategy has been firmly in place for longer the speed of the mental maths session is brisk and the mental calculations of pupils and their ability to untangle problems is good.

- 94 Pupils' ability to use mathematics is developed in information technology where they analyse and present data collected in charts. In this work where the work is challenging and interesting and all of the processes are new then attainment is as good as for most pupils of the same age. In science in Years 3 and 4 pupils carefully measure volume using different scales with a good level of success. Other work shows examples of pupils displaying data using bar graphs and pie charts with programs on the computer and by counting and drawing accurately. To achieve the accuracy some pupils needed to repeat some of the work but all of the group eventually achieved an appropriate level of success. Pupils with special educational needs respond to individually set challenges on a success maker program where they endeavour to beat their own personal record each session. This is managed very effectively with regular rewards at each successful step of learning.
- 95 The co-ordination of mathematics is efficient and has devised a programme of curricular review that has resulted in practical modifications to enable teachers to make good identified deficiencies. She leads by example and in just one term has demonstrated how pupils might be helped to make accelerated progress. The early success has inspired others to follow her suggestions. Teachers all now use regular tests to assess pupils' attainment. They use this information to set more challenging work aimed at increasing pupils' progress. Standards of teaching are monitored systematically and thoroughly and teachers are given regular feedback on their teaching to help raise standards. Although the results of the tests are used to recognise pupils' attainment there is insufficient data to identify specific areas of weaknesses in pupils learning. This shortfall has been identified and strategies are now in place to remedy the difficulties of the past. The strategies set in place and those listed in the action plan for improvement by the co-ordinator are good and she has a good idea of the strengths and weaknesses of the provision. She has been in post for just one term and there has not yet been time to evaluate the full impact of the changes that she has instigated and that have been adopted by the school.
- 96 Improvements since the last inspection in 1998 are satisfactory. The school has attempted to maintain steady rates of progress of pupils across Years 1-6 and has begun to improve the facility of the pupils to use mental mathematics. The measures introduced have yet to make a significant impact on standards of pupils' achievement at the end of the key stages. With the full implementation of the plans and strategies now set in place the school is well set to reach its listed goals in the time that has been allocated by the governors and the senior management team.

## SCIENCE

- 97 In 2000, the teachers assessments of standards at the end of Key Stage 1 showed that only half of the pupils achieved the nationally expected Level 2 or above that is very low when compared with the national average. Test results at Key Stage 2 in 2000 showed that the standards were well above the national average overall for pupils attaining Level 4 but that the percentage attaining above this level was below the national average. When compared with similar schools the standard of attainment of the group of pupils tested in 2000 was above average. Work seen during the inspection showed the attainment of pupils at seven and eleven to be similar to that seen at the time of the previous inspection in 1998. The curriculum has been reviewed and inspection evidence indicates that pupils at the end of both key stages are achieving at the expected level. At Key Stage 2 an increasing number of pupils are well challenged and are working towards the higher levels. This is because the school has looked at its methods of teaching and has increased the amount of investigational and experimental work. The new strategies are working

well so far but as yet pupils have not covered all of the areas of work although they are covered in the teachers' plans.

- 98 By the end of Key Stage 1 the great majority of pupils, including those with special educational needs, have made satisfactory progress overall in their knowledge and understanding and good progress in their investigation skills. They are beginning to use appropriate scientific vocabulary. They know that light comes from many sources including the sun and know the difference between living and non-living things. They sort materials by properties using everyday terms such as 'twisty', 'bendy' and 'squashy'. They are learning to listen carefully and to identify familiar and more unusual sounds such as babies crying and the sounds made by animals in the wild. Work is recorded clearly and systematically in a variety of ways, including lists, simple charts and descriptive writing. The descriptions are all interesting and the quality is linked to pupils' attainment in English. However, because all of the vocabulary for science has to be specifically taught and learned for the activity to succeed pupils are confident when writing about their experiments and deductions. Higher-attaining pupils present their work neatly and their written work is more detailed than that of slower learning pupils. The work of almost all pupils is legible and is clearly presented.
- 99 In classes at Key Stage 2 work is well structured and pupils are benefiting from the improved curriculum planning that has been in place since 1998. In Year 3 pupils identify household items that use electricity and know some of the dangers associated with electricity. Through their investigations they construct a simple circuit to make a buzzer sound or light a bulb. In Year 4, pupils know more about the sources of light, light and shadows and day and night. They know from which direction light is travelling and why. Through investigations they find out which materials are transparent or opaque. They learn what is meant by translucent. By the end of the key stage pupils have a clear understanding of the concept of a fair test, for example when investigating the effects of liquids on a range of powders to see which dissolved, which effervesced and which bubbled just because air was displaced. They understand how to change some parts of the test such as changing the temperature or volume of the liquid and maintaining other sections of the experiment so that they could identify why changes happened. Pupils recognise that when some powders effervesce it is because a gas is formed. Their study of animal habitats leads into work on food chains and recorded work shows them to have very good understanding of life cycles. In Year 5 through their study of the human body pupils recognise and name the most important bones in the human skeleton with a high degree of accuracy and have a good understanding how different joints work. They learn how to stay healthy. They learn about different parts of the body and about medicinal drugs and why dangerous substances should be kept out of reach of children. When pupils revisit a topic their early knowledge and satisfactory understanding is deepened by the amount of detail incorporated in their studies. By the time they have completed that stage of work their knowledge and understanding is good. Pupils readily use information and communication technology to present their work in an interesting way and many use facilities at the local library in order to extend their knowledge and understanding. In their notebooks the work of higher attainers is well presented whilst that of average and below average attainers is satisfactory and is becoming increasingly neat and legible. They use diagrams well to illustrate what they did and they record their results and decisions in writing that is clear and informative.
- 100 The learning and progress made by pupils with special educational needs and those learning English as an additional language matches that of their classmates across

the school. This is because teachers provide work that is carefully matched to their needs and because of the additional help provided by teachers and the skills of a range of well organised classroom assistants. Work to develop all pupils' experimental and investigation skills has been a main focus of the school and it is now good.

- 101 All pupils, including those with special educational needs, listen very well to each other and value each other's opinions. There is a very high level of collaboration and co-operation in investigative work. Behaviour is managed well and is therefore generally good despite the cramped conditions for work especially in the classes for older pupils. Equipment and materials are handled very sensibly. The atmosphere for learning through investigation and experimentation in science, throughout the school, is good.
- 102 Teaching was predominantly good and was never less than satisfactory at both key stages and in one lesson was judged to be very good. This is a marked improvement since the time of the previous inspection. The foundations for the improved standard of teaching lie in the good subject knowledge and understanding of the teachers. Planning, in which clear objectives are set, is good. The work planned leads to outcomes that can be measured after each lesson as well as at the end of the set of planned lessons. The improved quality of the new assessment procedures influences subsequent teaching so that in all classes, pupils build on earlier learning and increase their knowledge and understanding systematically. Teachers use praise and encouragement to support pupils and guide their thinking to make discoveries for themselves. Questioning is used well to promote and consolidate pupils' learning. The best teaching makes the aims of the lesson very clear to the pupils. Teachers use an imaginative approach to stimulate the interest of pupils. All resources, particularly members of the support staff are used very effectively. The use of these additional staff members enable purposeful learning to take place despite the very difficult classroom difficulties. The management of pupils is good. Teachers have appropriate expectations of their pupils and set increasingly challenging tasks based on their prior attainment. In some lessons however, the most able would benefit from having the same focus as those pupils who find learning difficult. Teachers take the opportunity in science to consolidate pupils' learning in areas of the curriculum such as literacy, numeracy and personal and social education. In all classes pupils worked in mixed gender groups. All work is marked, some beside pupils and some with very detailed comments, which helps to promote thought and move on pupils' learning.
- 103 The co-ordinator is knowledgeable and leads the development of the subject very conscientiously. She has been allocated sufficient time for sharing her expertise and skill with other teachers and has shared in the systematic evaluation of work in classrooms and completed work. The regular review of planning has already contributed to the improved standards. There is a revised science policy based on the recommendations of the Qualifications and Curriculum Authority (QCA) matched to the previous commercial scheme that includes effective and manageable strategies for whole-school assessment. The work provided for in the scheme ensures continuity and progression across both key stages. The previous inspection indicated that there was a need to develop a detailed scheme of work and to develop assessment and recording procedures. This has now been addressed successfully. Teacher assessment combined with non-statutory standard attainment tests is helping teachers to track the progress of all pupils and to set appropriate and challenging targets for them as individuals and in groups. This is very time consuming but teachers feel that until all of the work is on course it is time that is well spent if it helps them to make practical decisions that move the work on. Resources, including books, are satisfactory for the delivery of the National Curriculum and more

materials to support practical experiments and investigations have been ordered to enhance the work in classes.

## ART AND DESIGN

- 104 Opportunities to observe art being taught during the inspection were limited due to timetabling arrangements. It was not possible to observe any lessons at Key Stage 1. Only one lesson was observed at Key Stage 2. Additional evidence was obtained from an examination of pupils' work, teachers' long and short-term planning, current displays and discussions with staff. This evidence shows that standards of work are satisfactory at both key stages and that all pupils, including those with special educational needs, those from ethnic minority groups and those for whom English is an additional language, make satisfactory progress.
- 105 In the lesson observed in Year 4, pupils produced a good piece of art work in a given style and medium, based on the work of Paul Klee. Links were made with the geography lesson from the previous day, when pupils identified physical and human features in the local environment, during a walk. In their art lesson, they completed drawings of their journey, based on the work of Paul Klee. Some pupils chose to use pencil; others preferred to use chalks. Good quality and imaginative work is attractively displayed throughout the school includes collage, print making, portraits, landscapes, close observations of fruit, landscape paintings, weaving and Rangoli patterns at Key Stage 1. At Key Stage 2, there are attractive examples of printing, landscapes, collage, patterns, close observational drawings, and work inspired by the Australian artist, Ken Done. The standard of these is not the same but all are well executed and have been carefully completed. Pupils in year 5 have produced some interesting work, in connection with their river studies in geography, based on Joseph Turner's paintings and sketches of the River Thames and the River Seine, showing his enjoyment of the bustle and activity of life on the water. Pupils in Year 6 have produced interesting good quality work based on the work of Henri Matisse. They learnt about silhouettes and the meaning of the term 'abstract'. They made a good attempt to create images like Matisse by cutting bold, abstract shapes from paper, mainly in primary colours and generally containing a human figure, which is represented by an abstract silhouette. They identify differences between paintings and sculptures, with reference to the work of Anne Fink, Pablo Picasso and Andy Goldsworthy. All pupils have experience of a variety of media and styles. They also produce good quality imaginative artefacts using clay and other malleable materials.
- 106 It is not possible to comment on all of the teaching and learning, in detail, since only one lesson was observed, but in that lesson the teaching was good and it is clear that teachers ensure that all pupils are provided with a broad experience of art. Displays and children's work show that teachers provide many rich opportunities for creative and imaginative work, ensuring that skills are refined and developed. Pupils enjoy their art lessons and strive to achieve good quality work. They concentrate well, when working independently and collaboratively and share resources sensibly. Their good attitudes, behaviour and relationships contribute to effective learning.
- 107 The curriculum is broad, balanced and relevant. It is based on the guidance sent to schools by the Qualifications and Curriculum Authority. It is enriched by regular visits to the National Portrait Gallery. Pupils participate in a workshop at the gallery. After a visit to the exhibition 'Painting the Century', pupils have worked in the studio at the gallery to produce large self-portraits which tell the viewer about themselves. Pupils in Years 3 and 4 plan to visit the gallery in June to attend a pinhole photography workshop. In previous sessions they have used a large walk-in pinhole camera to

create large group photographs, leading to developing black and white photographs in the studio darkroom. The day also includes studies of art in the nineteenth century galleries. The range of learning opportunities is good. Resources are adequate and are used well. The management of art is satisfactory. It is currently undertaken by the senior management team, as there are, as yet, no separate co-ordinators for foundation subjects because so many teachers are new to the school. The monitoring of standards of teaching and learning and the role of the co-ordinator are underdeveloped.

## **DESIGN AND TECHNOLOGY**

- 108 During the inspection, due to timetabling arrangements, it was only possible to observe one lesson at Key Stage 1 and three lessons at Key Stage 2. Judgements are based on lesson observations, an examination of pupils' work, teachers' long and short-term planning, current displays and discussions with staff. This evidence shows that standards of work are satisfactory at both key stages and that all pupils, including those with special educational needs, those from ethnic minority groups and those for whom English is an additional language, make satisfactory progress.
- 109 In a lesson observed in Year 2, pupils studied a variety of puppets. They extended their design and technological capability through a focused, practical task. They developed and communicated their design ideas by making freehand drawings, in preparation for making a puppet. They made links with literacy through speaking and listening and labelling their drawings. Pupils in Year 3 extended their knowledge of products and their applications. They looked at the design aspect of a number of torches and identified the features that made them suitable for specific purposes and users. They know that torches are designed with the particular needs of the user in mind and that these needs can vary widely. They know that lights can be turned on and off, using a control device. They made links with science, as they demonstrated their knowledge of safety issues with regard to electricity in general. In Year 4, pupils investigated and evaluated a range of musical instruments in order to learn how they function. They recognised that sounds can be created in many ways. They drew annotated diagrams of a musical instrument that they intend to make and use to compose a sound track to a particular section of the story, 'The Vampire Teacher'. They showed their ideas competently on paper and identified the best materials to use, drawing on previous work on sound in science, packaging in design and technology and musical instruments in music. Pupils in Year 5 designed a photograph frame, which they will make in the next lesson. They demonstrated their understanding of the need to ensure that structures are stable. They discovered various ways in which structures can be strengthened. They found that triangulation was particularly effective.
- 110 The quality of teaching is good, overall. In the lesson observed at Key Stage 1 and in two lessons observed at Key Stage 2, teaching was very good. In the other lesson observed at Key Stage 2, teaching was satisfactory; pupils were slow to settle and the pace lacked rigour. In lessons where teaching is very good, teachers show very good subject knowledge and understanding. They are technically competent to teach the basic skills of design and technology. They plan effectively, setting clear objectives that pupils understand. They make very good use of time and resources, including the deployment of support assistants. The pace is rigorous and very high standards of work and behaviour are expected and received. Teachers and support staff assess pupils' progress throughout the lesson, recognise mistakes and misconceptions and use them constructively to facilitate learning.

- 111 As a result of good teaching, all pupils including pupils with special educational needs, those from ethnic minority groups and those for whom English is an additional language, acquire new knowledge and skills, develop their ideas and increase their understanding. Pupils' creative effort and productivity, supported by good attitudes and behaviour, leads to good achievement and learning.
- 112 The curriculum is broad, balanced and relevant. It is based on the guidance sent to schools by the Qualifications and Curriculum Authority. The range of learning opportunities is good. Resources are adequate and are used well. The management of design and technology is satisfactory. It is undertaken by the senior management team, as there are, as yet, no co-ordinators for foundation subjects. The monitoring of standards of teaching and learning and the role of the co-ordinator are underdeveloped.

## **GEOGRAPHY**

- 113 Attainment levels are satisfactory and are close to those expected for pupils at seven and eleven. Geography was not being taught during the inspection and judgements were made by talking to pupils and teachers and by reviewing completed work and teachers' planning files.
- 114 In Year 1 pupils to explore the area around the school, by mapping the local area and their journeys to school. They have a good knowledge of the route they take and of the shops that they pass on their journey. In Year 2 they begin to account for differences in the weather and can explain well how they would dress for instance in Jamaica or Nigeria as opposed to where they live in England. The Year 3 they continue their studies of the local area and explain fully why they dislike the flats and the dismal streets and suggest very explicitly the type of house they would prefer and why. In Year 4 they investigate Brighton, as a contrasting locality, again they have a good understanding of where Brighton is and how they might get there by road or by train. Pupils begin to identify features of their locality, through fieldwork, and given explanations for the human and physical features seen. They know well how man has spoiled the environment and speak of places that they have visited that they consider to be unspoiled. Some give very good reasons that shows their understanding of how parts of the world have been spoiled in the name of progress. In Years 5 and Years 6 pupils have a good understanding of how rivers change from their start in the mountains to the sea and recognise and explain some features of a mountain environment.
- 115 Whilst it is not possible to form a judgement about the quality of teaching, the information provided by the school shows that the policy and schemes of work are satisfactory. There is sufficient guidance to support teachers' planning and sufficient planning to ensure the coverage of the requirement of the National Curriculum. Evidence from teachers' assessment records shows how work is evaluated and where changes are planned to increase pupils' opportunities to undertake more practical experiences even if only in the gardening section of the playground. Resources are adequate and are readily available to teachers and pupils.
- 116 The subject is led satisfactorily. The overall management lies with the senior management team, including the deputy headteacher who was the previous co-ordinator. The subject guidance assists in providing consistency and the development of skills in the pupils, but there is insufficient guidance as to the standards to be expected of pupils of different ages and abilities.

## **HISTORY**

- 117 Standards are below those normally seen for pupils at the age of eleven. They are similar to those seen of pupils at the age of seven. By the age of seven pupils are beginning to develop their knowledge and understanding of the lives and events of people in the past. They know very well that some things happened a long time ago and some just a few days ago and they remember the names of people in their own families that they have heard about who lived in the past. They understand that some things change and others stay the same. Pupils are keen to explain what they know about the Great Fire of London and most know that it happened in 1666 and although it destroyed much of the City the death toll was small. They have a good feeling that they are historians because they can tell others about characters such as Samuel Pepys and describe in detail the kind of clothes he wore. They can make comparisons between Stuart and modern dress and are very sure that they prefer modern clothes.
- 118 By the age of eleven pupils can recognise some of the characteristics and times of Henry VIII. From their study of a collection of paintings they know that images of him changed during his reign. They know that although he was sometimes a popular king many people were afraid of his power. They know that he had six wives and readily explain what happened to them and what their children's names were. When writing about Henry pupils tried to extend their vocabulary by finding as many words as they could to describe Henry VIII. Pupils know some details of life and dress of more ordinary people in Tudor times. Pupils have painted and drawn the Tudor fashions and have tried to calculate the size of horse that would have been needed to carry Henry when he was wearing a suit of armour. For many pupils their memory of other historical events is vague because the necessary emphasis on literacy and numeracy has limited their experiences. However, when prompted, some have an understanding of what questions to ask when looking at historical pictures and have some understanding of the difference between first hand evidence such as handling artefacts and secondary evidence from books or videos. A very small number with a personal interest actually did some very interesting research at the library using the Internet and brought in both text and pictures to share with the class.
- 119 Only two lessons were observed during the inspection. One in Year 2 and the other in Year 6. Teaching in these lessons was satisfactory overall and the methods of presenting work to pupils in an interesting way were appropriate to the differing needs of the classes. Teachers plan effectively and link their work to reflect the aims of the school as shown in its policies. The work planned for different ability groups was linked to a common theme but was matched to pupils' abilities in the pattern that ability groups were arranged in literacy lessons. The guidance documents from the Qualifications and Curriculum Authority have been adopted as the core of the scheme of work.
- 120 History has not been a priority since the previous inspection but is listed in the school development plan for the next term with an appropriate allocation of funding for resources including computer programs, videotapes and artefacts.
- 121 The leadership of the subject is satisfactory. At present, because of the turn over of staff in recent years it lies with the senior management team. The newly devised scheme of work provides a structure for teachers' planning but it contains too little guidance to ensure the systematic development of historical skills. Structures to ensure the school's expectations for the pupils' attainment targets are not sufficiently detailed at this stage. Resources are adequate but because library facilities are so cramped and there is little available library time allocated, there are insufficient opportunities for pupils to carry out personal study or to develop independent



research. Some pupils carry out such work at the local library using access to the Internet. Whilst some pupils use the Internet facilities in school for this purpose the lack of space inhibits such work and they prefer the more up-to-date and spacious learning environment provided elsewhere.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

- 122 Pupils' attainments in information and communication technology are broadly average overall. Opportunities for pupils to develop good skills using computers, calculators and listening centres are encouraged in lessons across the curriculum. Most pupils are confident using satisfactory skills learned in this subject across the curriculum. All pupils, including those with special educational needs, and those learning English as an additional language, readily access to computers in the classroom and in the computer room in order to support their work in literacy and numeracy. Pupils of all ages use their considerable skills to enhance the presentation of their work and their learning in other subjects.
- 123 In classes at Key Stage 1 attainment levels match those expected. Pupils do well when they use computers for word processing and for numeracy and mathematics reinforcement activities. Many have produced exciting and very individual work using a range of painting programs that enable them to produce attractive work. They know that information and communication technology is useful in many areas of every-day life. Pupils explain very clearly about bar-code readers, video recorders and facsimile machines as well as the need for computer chips in remote controls for toys and household and leisure equipment. Many become very animated as they explain how robot toys work and how well they can write using the keyboard.
- 124 The attainment of pupils at the end of Key Stage 2 matches that expected for pupils of their age. The great majority show confidence and skill when using the Internet to find out about weather conditions in other countries or about parts of their studies in history. Pupils gaining experience using e-mail but very few are regular users and have not made links with pupils in other schools. Pupils' are confident using keyboard skills and change fonts, style and colour as they enhance their written work. Pupils' use of programs for modelling and control technology is developing very well. Pupils are beginning to use their skills in drafting and editing work to improve the content and the presentation and are good at changing fonts and adding pattern and colour. Pupils use computers and calculators readily when working with data and display their results using bar graphs and pie charts they know what they are doing and produce good quality work.
- 125 The teaching seen was always satisfactory and in one lesson when pupils were using their personal success-maker programs it was very good. The work was linked to identified needs mostly in literacy and numeracy but sections are available for other areas of the curriculum. Teachers at both key stages are confident in teaching and using the subject in lessons across the school. Additional training has been planned for 2001, through the new opportunities for learning programme, to extend the knowledge and understanding of all teachers in the use of the Internet and in communication with other schools using e-mail facilities.
- 126 The subject co-ordinator is well informed and has prepared an effective scheme of work to support all teachers. The scheme enables all pupils to have full access to the entire range of activities in the National Curriculum Programmes of Study. Until this year the evaluation of skills learned and records of how pupils used their knowledge and understanding in the classroom, depended on the understanding of individual

teachers. Assessment procedures are now structured effectively and the overview of pupils' increased attainments is beginning to be used to plan future stages for development. Resources are satisfactory overall. The fact that the school was amongst the first on the programme to develop the National Grid for Learning has meant that much of the hardware is no-longer new although new software is regularly added to the available stock. The school has plans to buy additional computers to increase the opportunities for all pupils.

- 127 The school has made good progress in the development of the subject and the skills of pupils and teachers are developing at a satisfactory rate.

## **MUSIC**

- 128 Attainment levels in music are similar to those expected for seven and 11-year old pupils nationally. Although few lessons were observed during the inspection, evidence is taken from listening to pupils sing during assembly, scrutiny of video and audiocassettes, discussions with pupils and headteacher, and a careful analysis of teachers' plans.

- 129 Pupils' skills are exemplified by their ability to maintain an accurate rhythmic beat using a wide range of untuned percussion instruments. Because they listen attentively, pupils sing with accurate pitch and varying dynamics following the lead of the teachers very well. These skills were developed very well in some classes where pupils sang a range of songs and nursery rhymes with accurate pitch and played percussion instruments at levels higher than those expected for pupils of this age. A further strength of pupils' work in this lesson was their ability to maintain the steady beat in groups and know the precise moment when they should participate and also when to stop. By the time they are 11 years old, pupils' skills in singing are well developed. This was reflected during hymn practice when pupils sang a wide variety of hymns with different styles from the celebratory to reflective, the spiritual songs. They demonstrate a well-developed sense of performance, listen attentively to one another and sing with accurate pitch, a good dynamic range and a sensitive awareness of the type of hymn. Breath control and articulation are good and pupils are prepared to persevere in order to improve their performance.

- 130 Singing is a particular strength of many of the pupils. Pupils in Year 4 listened intently to music composed by Don Maclean, Starry Starry Night as a result of a study of Van Gogh's, Etoile Nuit, and used their computer skills to identify and study the repeating patterns and the imagery of the works.

- 131 Pupils delight in making their own music. They are well behaved and keen to succeed, especially in singing. Groups of pupils interviewed were very enthusiastic about the African and Caribbean music they use in collective worship and often spontaneously throughout the day. There is a mini gospel choir that often leads worship in morning assemblies and for special events where pupils sing tunefully with evident enjoyment. Music at the start and end of assembly and collective worship is an important feature and is regularly incorporated into the worship or within spiritual elements of every day. There are performances at Christmas and pupils know many hymns associated with festivals and special occasions, music appreciation linked to art and information technology making has an increasingly high profile within the school. However, during the inspection there were few opportunities observed of pupils to composing their own music. Although some were experimenting with composition using the computer.

- 132 Insufficient lessons were observed during the inspection in order to make a

judgement about teaching, but from the evidence of assemblies and hymn practice, teachers have good personal skills and manage pupils well. Because of this, the quality of learning throughout the school is good in singing, and pupils with special educational needs and those learning English as an additional language also make good progress. The use of tuned percussion instruments and listening to and appraising music are being developed gradually and effectively.

- 133 There is a clear policy for music and a comprehensive scheme of work, which gives structured guidance for all teachers in the progression of skills. There are sufficient instruments including some from the home countries of the pupils and a suitable range of music from many cultures for pupils to listen to and for appraising.

## **PHYSICAL EDUCATION**

- 134 Standards are above those expected of pupils at the age of seven and in line with those expected at eleven. By the age of seven, pupils balance and move effectively introducing more complex actions in their sequences. They listen to music and interpret it well bending and stretching in time with the beat and responding sinuously to the smooth flow of woodwind instruments. They perform well individually and in pairs and enjoy demonstrating their skills to the class. By the age of eleven, pupils practise their ball skills, by catching and throwing balls vertically and then horizontally in pairs. They do this skilfully but the space limits truly strenuous activity by the bigger pupils unless half of the class watches and the others work changing over after each activity. This is far from ideal as pupils cool down and risk damaging muscles. The design of the building presents difficulties for teachers and during the inspection the weather was such that outdoor activities were restricted because of the extreme cold and frost. At other times pupils enjoy activities in the playground where members of the local professional football team sometimes train them.
- 135 Only three lessons were observed during the inspection. Teaching is satisfactory overall and is good at Key Stage 1. Effective and challenging activities are provided for pupils and, where teachers are alert to good performance, pupils demonstrate good control to their classmates during ever increasingly complex actions. Planning for activities is good and pupils are constantly reminded of the importance of safety. In some instances the lesson time is too long to keep the pupils fully engaged and some activities are inappropriate for the space in the hall.
- 136 A suitable scheme of work is in place and leadership is satisfactory. The oversight is with the senior management team who monitor plans to ensure that all pupils have their entitlement. This entitlement of lesson time is supplemented by good opportunities for extra-curricular sport. Resources are satisfactory; they are stored carefully, are readily accessible and are checked regularly for safety.