

INSPECTION REPORT

ST JOSEPH'S RC PRIMARY SCHOOL

Kingston-upon-Thames

LEA area: Kingston

Unique reference number: 102596

Headteacher: Marilyn McGowan

Reporting inspector: Paul Bamber
15064

Dates of inspection: 2 - 5 July 2001

Inspection number: 194763
Full inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Voluntary Aided

Age range of pupils: 3 - 11

Gender of pupils: Mixed

School address: The Fairfield
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Appropriate authority: The Governing Body

Name of chair of governors: Michael Seviour

Date of previous inspection: June 1999

INFORMATION ABOUT THE INSPECTION TEAM

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			History	How well are pupils taught? How well is the school led and managed?
			Physical education	
11414	Ann Bennett	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
27895	Margaret Skinner	Team inspector	Science	How good are curricular and other opportunities offered to pupils?
			Information and communication technology	
			Music	
			Equal opportunities	
			Special educational needs	
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			Art and design	
			Design and technology	
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			Foundation Stage	
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Joseph's Roman Catholic Primary School is situated in an urban area of Kingston-upon-Thames. The majority of pupils do not live in the immediate locality of the school. Seventy per cent of pupils are from minority ethnic backgrounds. This is very much higher than average. Thirty-four per cent of pupils have English as an additional language (very high). Around 28 per cent of pupils are registered as having special educational needs (slightly above average) and one pupil has a statement of special educational need.

In 1999, the school was inspected by Her Majesty's Inspectors and judged to no longer require special measures, as recommended by inspectors in 1997. Since that time, the headteacher is the only remaining member of teaching staff. Because the school, like many in the local area, has difficulties recruiting and retaining staff, the turnover of teachers is much higher than found nationally. A high proportion of pupils join and leave the school part-way through their primary education. In some classes, this has been as much as 50 per cent in one year. In the last academic year, the school has had to recruit five new teachers, including new co-ordinators for literacy, numeracy and information and communication technology. Overall, pupils enter the reception class with average attainment.

HOW GOOD THE SCHOOL IS

St Joseph's is an effective school. Pupils have very good attitudes and most behave well. The quality of teaching is good. This results in continued improvements in standards. The school is very effective in promoting racial harmony and positive relationships. It is well led and managed and provides satisfactory value for money.

What the school does well

- Eleven-year-olds attain above average standards in English, mathematics and science.
- The quality of teaching of basic skills is good throughout the school.
- Overall, pupils have very good attitudes to their lessons, behave sensibly and relate very well to each other and their teachers.
- The school's overall provision for pupils with special educational needs, those who use English as an additional language and for children aged under six, is good.
- The school's rigorous evaluation of its own performance contributes significantly to its improving standards.

What could be improved

- Despite their overall good standards in writing, pupils between the ages of five and seven do not spell well enough.
- The curriculum for the oldest pupils is too narrow, especially in the arts.
- There are too few modern computers, and too little large play equipment for children under five.
- Attendance is too low and a few pupils are habitually late.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the inspection in 1999, the school has maintained improvements in its standards and in the quality of education it provides, especially in writing, apart from spelling for pupils aged five to seven. Planning for art and design, music and information and communication

technology has improved. This has resulted in better teaching and higher standards of pupils' work in these subjects. The school's management has continued, under difficult circumstances, to respond successfully to the issues raised by both its 1997 and 1999 inspections.

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	E	B	B	B
mathematics	E	B	B	A
science	E	B	B	A

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

Since 1998, the number of eleven-year-olds taking the tests has been a lot smaller than most schools and the rate of pupil turnover has been high. This makes year on year comparisons unreliable. However, over this period the school's performance has improved. A well-above-average percentage of pupils reached higher levels in last year's national tests in English, mathematics and science. When compared with standards in similar schools, the pupils also achieved very well. Over time, in English and science, girls have not performed as well as girls nationally.

The standards achieved by the oldest pupils, during the inspection, mirrored the test results for 2000 in all three subjects. They attain average standards in all other subjects of the National Curriculum except music, in which they attain below average standards because their curriculum is too narrow. Pupils use literacy and numeracy skills well to support their work in other subjects. The present attainment of eleven-year-olds indicates that the school's challenging targets for improvements in English and mathematics, will be met.

The results of the 2000 National Curriculum tests for seven-year-olds show that pupils attained average standards in mathematics, below average standards in reading and well below average standards in writing when compared with all schools. The proportion of pupils attaining at higher levels in the tests is well below average. However, the proportion of seven-year-old pupils, at the time of the inspection, attaining standards in line with those expected for their age is much higher this year than last, especially in writing. In all other subjects of the National Curriculum, seven-year-olds attain the standards expected of them.

Pupils aged under six make good progress in their learning and achieve the goals set for them. Pupils with special educational needs make good progress and achieve well. Pupils who use English as an additional language also make good progress and often reach above-average standards by the time they leave the school.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy their lessons and most work hard to achieve as well as they can.
Behaviour, in and out of classrooms	Good overall. Most pupils behave sensibly in lessons and play well together.
Personal development and relationships	Very good. Pupils of all backgrounds, faiths and heritages relate very well. The older pupils look after the younger ones very well.
Attendance	Unsatisfactory. The school's rate of attendance is well below average and a few pupils are habitually late.

Racial harmony is a strength of the school. Pupils are cheerful, polite and respect each other's different values and beliefs.

TEACHING AND LEARNING

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

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

The overall quality of teaching and learning is good. Of the 48 lessons observed, 15 per cent were very good, 50 per cent good and 35 per cent satisfactory. Throughout the school, teachers plan lessons carefully and use questions skilfully to challenge pupils' thinking. They praise and encourage hard work and good behaviour. Teachers use assessment well to help pupils improve their work. For pupils aged seven to eleven, the fast pace teachers set in lessons and their high expectations ensure that pupils are fully motivated and produce good quality work. For children aged under six, teachers use play creatively to help them gain experience of the world around them and teach early reading skills well to help pupils read unfamiliar words. Throughout the school, teachers promote pupils' literacy and numeracy skills well. Strengths in pupils' learning are in their ability to work co-operatively, their confidence to work independently and their knowledge of how to improve. The good teaching of pupils with special educational needs and for those who use English as an additional language, ensures that they make good progress throughout the school.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory overall, although the curriculum for eleven-year-olds this year is too narrow. The range of after-school clubs offered by the school is narrower than in most similar schools.
Provision for pupils with special educational needs	Good. Because many classes are small, these pupils are well supported. Provision is well managed and targets in pupils' Individual Education Plans are relevant and challenging.
Provision for pupils with English as an additional language	Good. The school provides good support so that by the time they leave it, many pupils attain high standards.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall. The school promotes a strong sense of spirituality in assemblies and through prayer in the classroom. Pupils know right from wrong and have a strong social awareness. The school celebrates the cultural diversity of pupils well.
How well the school cares for its pupils	Staff care very much for the pupils and know them well. Procedures for first-aid and child protection are secure. There is a weakness in the formal procedure for reporting health and safety issues.

The school's partnership with parents is satisfactory. They receive good written information and are positive in their views of the school. However, few parents are actively involved in the work of the school and the number of parents attending meetings is quite low.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good overall. The headteacher provides calm and purposeful leadership and has successfully guided the school through a very difficult few years. The deputy headteacher has made a significant contribution to the school's rigorous procedures for self-evaluation. Many subject co-ordinators are so newly appointed that there has been insufficient time for them to have influenced standards.
How well the governors fulfil their responsibilities	Governors are aware of the strengths and weaknesses of the school, set challenging targets for improvement, and monitor the school's provision for literacy, numeracy and special educational needs well.
The school's evaluation of its performance	Very good. The school rigorously analyses and evaluates its test results and the quality of teaching and learning. This means that targets set for improvements in national tests and for individual pupils' progress are relevant and challenging.
The strategic use of resources	Financial control is good and the school's spending is closely linked to priorities in the school development plan. Funds available to support pupils with special educational needs and those who use English as an additional language are appropriately spent, especially to maintain classes with small numbers of pupils. Governors seek value for money when purchasing services. The school's administration is very

	efficient.
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The school has maintained adequate staffing levels despite great difficulties in recruiting and retaining teachers and support staff. Most learning resources satisfactorily support teaching and learning. However, computers in classrooms are too old and there is too little equipment for gymnastics. Accommodation is satisfactory overall, but facilities for outdoor games are unsatisfactory. Governors seek the views of parents in an annual questionnaire and compare the school's performance with other schools nationally, locally and of the same denomination.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like school. • Pupils make good progress. • Teaching is good. • They feel comfortable approaching the school with their concerns or problems. • The school is well led and managed. • The children are helped to become mature and responsible. 	<ul style="list-style-type: none"> • Co-operation with parents. • A greater range of activities outside lessons. • Provision of homework.

Inspectors agree with the positive views of the parents. Homework is set according to the school's policy and Inspectors feel that it supports pupils' learning satisfactorily and in some cases promotes their research skills well. The school could work more closely with parents by informing them on the first day of their child's absence. Inspectors do feel that the range and quantity of after-school activities offered at present is limited and is less than that provided in most similar schools.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Eleven-year-olds reached above average standards in English, mathematics and science in the 2000 National Curriculum tests. When compared with similar schools, standards were well above average in mathematics and science and above average in English. The percentage of pupils attaining higher standards than expected was well above average in English, mathematics and science.
2. The number of pupils taking the tests each year is below average. This means that year-on-year fluctuations in the school's performance in the tests are likely to be much greater than is the average nationally. During the period 1998 - 2000, girls in the school have performed less well than girls have nationally in English and science. Boys have not done as well as their peers nationally in mathematics. However, when the performance of pupils in 2000 is compared with their results when they were seven, it shows that they have made very good progress.
3. The school has set challenging targets for improvement in this year's national tests in English and mathematics. Inspection findings and the unvalidated test results for 2001 indicate that the school has met those targets. Standards currently attained by eleven-year-olds are above average in English, mathematics and science. However, in music, because eleven-year-olds have had a restricted curriculum, standards are below those typically expected for their age. In all other subjects of the National Curriculum, eleven-year-olds attain the standards expected for their age.
4. Pupils aged seven to eleven develop their basic skills well. The school has rightly placed much emphasis upon raising standards in English, mathematics and information and communication technology. Due to circumstances beyond the school's control, the present eleven-year-olds' progress slowed considerably in the autumn term of 2000. As a result, the school decided to focus much of its work, upon improving these pupils' attainment in English, mathematics and science. As a result, eleven-year-olds' standards in these subjects have risen considerably since Christmas, but at the expense of other subjects, especially the arts and humanities.
5. Eleven-year-old pupils' standards in speaking and listening are above average. They respond confidently to questions, discuss their ideas and feelings lucidly and listen well in class to their teachers' instructions and to other pupils' contributions. This has a positive effect upon the quality of their learning and their achievements.
6. Pupils aged eleven reach average standards in reading. Although they read accurately, they often lack expression and many read a limited range of books. Most enjoy reading, talk enthusiastically about plots and characters in books and use the index and glossary appropriately. Higher-attaining pupils read a wider range of books and perceptively predict the outcome of stories.
7. Pupils aged eleven reach above-average standards in writing. This represents a good improvement since the school's inspection in 1999. Pupils write well with different audiences in mind; for instance, they distinguish between a formal letter and a note to a friend. They use punctuation and grammar correctly. Their

handwriting is well formed and presented. Pupils are particularly good at writing persuasively.

8. In mathematics, eleven-year-olds' particular strengths are in their quick recall of number facts and in the range of strategies they use to calculate mentally. Higher-attaining pupils reach standards well above those expected for their age when they plot $y = x^2$ and $y = x^3$ on a graph. Most pupils have a good understanding of symmetry, clearly explaining the difference between reflections, rotations and translations. Analysis of pupils' work showed a relative weakness in pupils' ability to solve more complex mathematics problems which were written in words rather than in figures.
9. A particular strength in the oldest pupils' attainment in science, is their ability to present the findings of their investigations clearly in charts and graphs. Many pupils have a wide knowledge of human and physical science and most carry out experiments using well-organised procedures.
10. In art and design, pupils aged eleven use a range of media to paint and model, showing strengths in creating work in the style of famous artists such as Monet, but do not do so well in three-dimensional work. In their work in design and technology, pupils develop the ability to design products fit for purpose and integrate their work in the subject to support learning in art and design and history (by making models of Viking ships, for instance), science and geography.
11. In geography, they make good use of maps and photographs to increase their knowledge of physical features such as rivers. Pupils gain a good understanding of the similarities and differences between rural and urban life in the United Kingdom and in other countries. In history, a strength is in the pupils' understanding of how unreliable sources of evidence can be.
12. In information and communication technology, the oldest pupils combine graphics and text programs to produce well-illustrated biographies and use spreadsheets to organise data about their height and weight. Whilst pupils use their information and communication technology skills to support some aspects of their learning, this aspect of their work is a relative weakness, because the computers in classrooms are too old to run up-to-date software. Standards have improved well since the 1999 inspection.
13. Because eleven-year-olds have had too narrow a curriculum in music, their understanding and use of musical notation, ability to play instruments and quality of singing are below the standard expected for their age. Higher-attaining pupils interpret a simple score correctly. Standards in the rest of the juniors are better and match those expected for pupils' ages.
14. In games and swimming, eleven-year-olds attain the standards expected for their age. A strength in pupils' games ability is in catching and throwing. Many catch one handed and at good distance. Pupils' attainment in team games is restricted by the lack of suitable outdoor accommodation.
15. Standards in national tests for seven-year-olds in 2000 were average in mathematics, below average in reading and well below average in writing. The proportion of pupils reaching higher standards than those expected for their age was below average in all three subjects. When compared with similar schools,

pupils' standards were average in reading, below average in writing and above average in mathematics. There is evidence that those pupils with English as an additional language, many of whom go on to reach above average standards by the age of eleven, only attain average standards by the age of seven. This is because they are still not proficient enough in English at this age to cope with the more complex language required to reach above average standards.

16. Over the last three years, the school's average performance in reading and writing has been below or well below the national average. In mathematics, standards dipped in 1998 but were average otherwise. This reflects the pupils' attainment on entry to the school.
17. A concern, however, is the poor performance of girls in the national tests for seven-year-olds. Unusually, they have attained lower standards in reading than boys in the school and much lower standards in reading and writing than girls nationally. During the inspection, there was no evident reason for this and indications from inspection evidence and from the school's unvalidated test results for 2001, are that girls currently do as well as boys and that their writing standards are much higher this year.
18. Seven-year-olds during the inspection were reaching above average standards overall in English and average standards in mathematics and science. In all other subjects of the National Curriculum, pupils attain the standards expected for their age.
19. Seven-year-olds are confident when talking about what they like or dislike and they listen attentively for the most part. A particularly strength is in their ability to talk informatively about their work. Many enjoy coming to the front of the class to explain to other pupils how they use particular strategies to calculate problems in mathematics.
20. Most pupils read competently, using the links between sounds and letters to help them read unfamiliar words. They retell the stories they have read enthusiastically in their own words and describe their favourite characters. However, the range of books they read is fairly limited, and higher-attaining pupils sometimes read books which are too easy for them. This limits their progress.
21. The standards pupils reach in writing are much improved since the 1999 inspection. At present, all seven-year-olds attain the standard expected nationally for their age. This is because the school has invested much time and effort in raising standards in writing, in response to the key issue identified by Her Majesty's Inspectors. Pupils write in well-formed, legible script and describe their experiences in interesting language. They write for different purposes, for example instructions, and use rhythm well when writing poems. However, their standards in spelling do not match other aspects of their writing and too many pupils aged five to seven do not spell accurately.
22. In mathematics, pupils' strengths are in their understanding of place value to 100, with higher-attaining pupils using four-place value, and in their ability to count on and back, in numbers to 10. They use graphs well to illustrate data they collect about their preferences for flavours of crisps and ice creams. A relative weakness is in their ability to 'bridge tens' when adding.

23. In science, seven-year-olds develop clear knowledge and understanding of life processes, particularly how plants grow and survive. They label diagrams clearly, for instance to illustrate simple electrical circuits. However, they do not use specific scientific language and do not understand what represents a fair test. Compared with their attainment last year, pupils' investigative skills have improved considerably.
24. In art and design, pupils model clay faces well and represent the work of Van Gogh colourfully. In design and technology, pupils draft designs carefully and test whether their products are fit for purpose.
25. Seven-year-olds, in geography, competently draw maps of their immediate locality and beyond, using imaginative keys and symbols to denote routes and waterways. They describe the differences in peoples' lifestyles caused by contrasting climates. In history, pupils have a good understanding of chronology because they study sources such as family photographs, accounts from grandparents and school-books from a generation ago. This enables them to trace their own development over time and to relate changes which have occurred to people they know.
26. The standards seven-year-olds attain in information and communication technology reflect improvements made in the subject throughout the school. They access the Internet to find information about a local school, which has a website. Higher-attaining pupils create their own files and save information in them. Most pupils use art and design programs creatively.
27. In music, pupils compose and perform their own simple pieces using untuned percussion instruments. They have a particularly good knowledge of musical instruments and sing tunefully with good control of pitch and rhythm.
28. Seven-year-olds roll a ball in the direction they intend and stop it with good control. Higher-attaining pupils use forehand and backhand shots in tennis but have insufficient technique to achieve accurate direction.
29. Children begin the nursery with broadly average skills for their age. At the time of the inspection, their skills were a little above average in mathematical development, but below average in communication, language and literacy, especially among children with English as an additional language. Children in the nursery and in the reception class make overall good progress in all areas of their learning. Most are likely to attain the Early Learning Goals set for them.
30. Children aged under six enter the school with below average personal and social skills. On entering the nursery, they soon learn through interactions and acting out roles, to trust each other, share attention and play harmoniously. In the reception class, children's social development is promoted well through care for the environment and understanding of how people are different. In their communication, language and literacy skills, children progress well in writing as a result of good teaching. They make satisfactory progress in mathematics from simple counting and early recognition of shape to naming two-dimensional shapes and counting to as many as 20.
31. Children's knowledge and understanding of the world is good. They use aspects of information and communication technology well, manipulating the mouse and using the keyboard to locate functions. Children make recognisable models and use

simple tools to construct and tend flowers and plants. In their physical development, children make good progress in pouring accurately and shading within set limits, but their progress in balancing and climbing and manipulating large wheeled toys is restricted by the lack of suitable outdoor equipment. Children make good progress in their creative development. They paint, cut, stick and crayon well and create colourful collages. They use 'playdo' to make interesting models of animals.

32. Throughout the school, pupils with special educational needs make good progress and attain standards either in line with their prior attainment or above. Seven-year-olds attain the standards in writing which are expected for their age. This is a notable achievement for those pupils with specific learning difficulties.
33. The school's determination to include all pupils fully in its work and activities is a major factor in helping pupils with special educational needs and those who use English as an additional language, achieve well.
34. Higher-attaining seven to eleven-year-olds achieve well. The higher-attaining five to seven-year-olds achieve satisfactorily. Apart from factors already mentioned, the difference can also be attributed to some lack of challenge for the highest-attaining seven-year-old pupils.

Pupils' attitudes, values and personal development

35. Pupils come happily into school in the mornings, expecting to learn. Throughout the school, pupils show very good attitudes to their learning. Even those who find their work difficult, persevere and make progress.
36. In class, the vast majority of pupils behave well, listen carefully, and try really hard to do what their teacher has asked. Nine-year-olds concentrate very well on their persuasive writing, stimulated by the teacher's own example. On a very few occasions, older boys do not behave as well as they should, and this disrupts the pace of lessons because the teacher has to repeatedly remind them to settle to their work. Pupils behave well around the school, are polite and open doors for the class to pass through without being directed to do so. Such is their enthusiasm that the computer club, held after school, is over-subscribed. They behave well at playtimes, although their playgrounds give little scope for imaginative play. There was no evidence of any kind of antisocial behaviour, although there have been four fixed term exclusions this year. These have been for poor behaviour or for using unacceptable language. In the previous school year, there were no exclusions.
37. There is no cooked meal service, but pupils sit down formally at lunch to eat their sandwiches. The oldest pupils volunteer to help the younger ones with their packaging at lunchtime. Because there are separate playgrounds, this is the only time these pupils meet socially. The younger ones appreciate this help, which the older ones undertake in a caring manner. Two small girls were seen taking a third with a grazed knee into the office for medical treatment: they coped well with speaking into the security system, asking for attention. In classrooms, pupils perform small duties willingly and in turn. Pupils get on very well together regardless of ethnic, cultural or other differences. This is a strength of the school's determination to fully include all pupils.

38. Most pupils with special educational needs take a positive attitude to their work. For example, two nine-year-olds proudly showed their poems displayed on the corridor walls. They are eager to contribute to all aspects of school life. These pupils work well with specialist staff and teachers' assistants.
39. Pupils work well together in class. The system of 'thinking partners' for English and for mathematics, organised by the teachers, works well, encouraging pupils to learn to work in pairs. They go on to help each other with their written work, for example with spelling, and show good support for each other's efforts. In a history lesson, eight-year-old pupils were confident about expressing their knowledge of the Vikings in front of the rest of the class because they had researched the topic so well. In a science lesson, seven-year-olds listened very attentively and responsively whilst a higher-attaining pupil explained his findings about magnetism. Pupils relate very well to all the adults in the school because adults are calm in the way they deal with them, and know the children well.
40. Pupils frequently lead the twice-daily prayers in classrooms. Pupils, including non-Catholics, are respectful and the prayers allow a time for reflection and contribute well to the pupils' spiritual development.
41. Attendance at the school is unsatisfactory and too many pupils are habitually late. At the time of the 1997 inspection, both punctuality and attendance were satisfactory. Since that time the school roll has reduced and the attendance rate has dropped; in the last school year it was very low compared with other primary schools nationally, at 91 per cent. The figure for this school year is better, at 92 per cent. Part of the reason for the low figures is that pupils who move to other schools remain on the school's roll for a time after they have left. However, the school does not immediately follow up absences nor does it have any specific strategies for encouraging pupils to attend regularly or arrive at school on time.

HOW WELL ARE PUPILS TAUGHT?

42. Overall, the quality of teaching and learning is good. Of the 48 lessons observed during the inspection, 15 per cent were very good, 50 per cent good and 35 per cent satisfactory. No unsatisfactory teaching was observed. This is a good improvement since the last inspection.
43. Throughout the school, teachers plan lessons carefully, using accurate assessments of pupils' progress in previous lessons to set work at an attainable but challenging level. Because teachers share clear learning objectives for each lesson with pupils, pupils know what they will do and what they should learn.
44. The best lessons in the juniors are exemplified by very good use of time, lively activities and challenging questioning. These qualities were used most effectively in very good literacy lessons for ten-year-olds and a numeracy lesson for eleven-year-olds. As a result, pupils learn very well. In the literacy lesson for ten-year-olds, because of the teacher's enthusiasm and high expectations, pupils with average attainment made particularly good progress in appreciating the rhythm and rhyming pattern of W H Auden's poem 'Railway Rhythms'. In the very good numeracy lesson, the teacher's choice of relevant resources and use of time targets motivated pupils' interest and sense of urgency. Her probing questions helped pupils to plan a strategy for solving a complex money problem involving discounts.

45. The quality of teaching and learning for pupils aged five to eleven-years-old in literacy, numeracy, science and information and communication technology is good. For all other subjects of the National Curriculum, the quality of teaching and learning is satisfactory. It is good for pupils aged five to seven-years-old in music.
46. Strengths in the quality of teaching for pupils aged five to seven-years-old are in the warmth of relationships established between teachers and pupils and in the care with which teachers plan lessons. Both classes contain pupils who have difficulty concentrating and behaving well. Because teachers treat them firmly but kindly, and constantly praise their best efforts, these pupils are usually motivated to achieve well. All pupils in these classes look forward to their lessons as a result of their teachers' enthusiasm and positive attitudes.
47. The quality of teaching and learning in the nursery and in the reception class is good overall. In the nursery, the teacher and support staff ensure that children are taught early basic skills in reading, writing and mathematics. They use big books, songs and action rhymes well to introduce children to print and new words. By using play creatively, staff enable children to work independently and co-operatively at a variety of tasks which encourage their knowledge and understanding of the wider world. The teaching of personal skills is particularly good. Children are encouraged to act out roles, which require them to work together, such as in an airport, and to tolerate the needs of others. This encourages them to share resources and attention.
48. In the reception class, the teacher's good use of literacy lessons ensures good progress, particularly in writing. As in the nursery, children's personal and social development is promoted well. By encouraging them to talk about their different backgrounds and experience, the teacher helps the children to develop self-esteem and tolerance. In this class, the good teaching of basic number work and provision of many opportunities for pupils to work practically to measure length, weigh and count, contribute well to the good progress they make. In the nursery and reception class, children's physical development is restricted by the lack of outdoor equipment. This particularly affects their climbing and balancing skills and control of large wheeled toys.
49. Pupils with special educational needs are well taught and make good progress. They receive good support from class teachers and benefit from the small numbers of pupils in most classes. The recent appointment of new teaching assistants in the largest classes enhances the support for those pupils with the greatest need. Individual Education Plans have clear, measurable targets which teachers regularly review. The progress of pupils with special educational needs is carefully monitored and evaluated each term. Many pupils with special educational needs reach the standards expected for their age.
50. The quality of teaching and support for pupils who use English as an additional language is good. The specialist teacher works closely with the class teachers to plan for their provision in lessons. More support is provided for younger pupils because their command of English is often much less secure than those who are older. Where pupils enter the school with very little English language, the specialist teacher spends time with them, out of class, helping them to acquire enough understanding to cope with lessons. Teachers use many opportunities to celebrate the language and culture of pupils, giving them high self-esteem and encouraging them to participate fully in lessons. Because the quality of teaching is good, many

pupils with English as an additional language, who remain in the school until they are eleven years old, attain high standards in national tests.

51. Throughout the school, the quality of pupils' learning is consistently good in basic skills. They settle to their literacy and numeracy lessons well, particularly enjoying mental mathematics sessions. Because teachers give them many opportunities to participate in lessons and encourage them to work in pairs and in groups, pupils develop good co-operative skills and listen well to their classmates. They are prepared to use their independence and creative skills to extend their learning. For example, in mathematics or physical education, pupils invent even more complex problems or activities for themselves.
52. All teachers work well with pupils to negotiate and set targets for improvements in their work. Because teachers carefully assess pupils' attainment according to National Curriculum criteria, the targets set accurately reflect the standards expected for their age. Teachers' marking of pupils' work, especially in literacy, numeracy and science, also contributes very well to the pupils' knowledge of their own learning and what they need to do to improve. The quality of teachers' marking throughout the school is a strength. Teachers use summaries well at the ends of lessons to help pupils reflect upon what they have learnt.
53. Any relative weaknesses in the quality of teaching are mostly linked to teachers' inexperience or a lack of expertise or confidence in teaching some subjects. In physical education, for instance, the highest-attaining pupils do not always make as much progress in lessons as they might because teachers lack the expertise to extend their technique. For pupils aged five to seven years, teachers do not always use challenging enough language to enable pupils to attain higher levels in mathematics and science.

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

54. For most pupils the curriculum is balanced, broad and relevant to their present and future lives. It meets the requirements of the Foundation Stage and the National Curriculum for pupils age six to ten. The curriculum provides a good programme of learning, planned to meet the needs of the pupils to age eleven. This has considerably improved since the previous inspection. Before Christmas, due to circumstances beyond the school's control, eleven-year-olds fell behind in the standards they were achieving in English, mathematics, science and information and communication technology. As a result, since Christmas, up to the time pupils sat the 2001 National Curriculum tests, the school decided that their curriculum should be almost exclusively focused upon these four subjects. Whilst this enabled the pupils to attain above average standards in mathematics, English and science, it meant that they experienced too narrow a curriculum and failed to reach the standard expected of them in music.

55. The broad and balanced curriculum for children in the Foundation Stage (aged three to five) includes all the nationally recommended areas of learning. It places appropriate emphasis upon helping children acquire basic skills in literacy and numeracy.
56. The curriculum for pupils aged six to ten has improved since the last inspection. It benefits from recent improvements in subject plans, which closely follow national guidance. This enables a teaching team, with many new members, to successfully teach the curriculum, including art and music. The training of teachers in the use of information and communication technology has improved their skills and helped to increase pupils' knowledge in the subject.
57. The staff changes have limited the opportunity for some subject co-ordinators to monitor and support teaching and learning in the classroom. The National Strategies for teaching literacy and numeracy have been successfully implemented. However, the allocation of time to specific numeracy teaching is rather too long for five to seven-year-olds and limits the effectiveness of the teaching and learning. Apart from the present implementation of the curriculum for eleven-year-olds, the school meets statutory requirements.
58. Provision for pupils with special educational needs is good. All pupils are taught within the year groups, some of which are very small. Pupils with special educational needs are provided with work matched to their learning needs and linked to Individual Education Plans. For example, for ten-year-olds, where there is a high number of pupils with special educational needs, science lessons include investigations designed to encourage equal access to curriculum for the subject. Some pupils receive very effective support when they are withdrawn from classrooms to help them to improve their spelling and reading.
59. The school has a comprehensive Equal Opportunities Policy to ensure educational inclusion. Although classes vary greatly in size, pupils have equal opportunities to experience all that the school offers. This successfully provides all pupils with full access to the National Curriculum. Pupils from ethnic minority backgrounds are made welcome, their achievements and successes are celebrated and they integrate happily into all aspects of school life. Pupils with special educational needs and English as an additional language and younger and older pupils are encouraged to mix well in the playground and at lunchtime. A strength of the school is the good provision made for pupils with English as an additional language, which results in them making good progress. They are set specific targets and their progress, as individuals and as a group, is carefully monitored and evaluated.
60. The pupils benefit from a curriculum that meets their personal and social needs well. The school's behaviour policy provides good strategies for teachers to use in class to control and motivate pupils. In lessons, teachers and children celebrate success and achievement. As a result, the school has a very positive atmosphere and pupils have a safe and happy environment in which to learn. For example, a pupil who came to the school after physical bullying at another school reported that the school was, 'calm and kind'. Drug awareness is taught in science. Eleven-year-olds participate in the Junior Citizenship Scheme. The personal development of pupils is considered very important and a specific programme is delivered in religious education lessons.

61. Currently, there are few extra-curricular activities. In the summer term, a computer club and cricket are offered to ten and eleven-year-olds pupils and in the winter they can attend clubs for football and netball. There is a privately run 'Trojans' after-school club, which has won the Education Extra Certificate of Distinction and is housed in the school building. This is well supported by pupils whose parents pay for them to attend. Ten and eleven-year-olds take part in a good residential journey to the Isle of Wight.
62. The school has a good and constructive relationship with partner institutions. There is a satisfactory contribution to pupils' learning from the community, especially in the local parish. Mass is held in school every three weeks. The school has constructive links with Kingston Museum that support pupils' learning in a range of subjects including history. There is good liaison with the two Roman Catholic single-sex secondary schools to which some of the pupils transfer when they leave the school at eleven-years-old. Examples of this are the visit by ten-year-olds to the technology days at these schools. As pupils go to a wide variety of secondary schools, the teacher for eleven-year-olds devotes much effort to developing pupils' self-esteem and valuing of their achievements at St Joseph's to prepare them for a smooth transition. The school has strong links with two local secondary schools which offer curriculum support and development, particularly in information and communication technology. Other positive links exist with local teacher training colleges, which offer training to the school's staff and use the school for their students to gain experience.
63. Provision for spiritual and cultural development is good and that for moral and social development is very good. Provision has improved since the last inspection. The spiritual dimension permeates the life and work of the school community. Each class has a very attractive 'special place' where pupils often place special prayers. Prayer time in each class at the end of the morning and afternoon is marked by quiet reflection. Assemblies are sensitively organised and bear calm witness to the quality of the school community and the commitment to teaching pupils to value thoughtfulness and reflection.
64. Provision for pupils' moral development is very good. They are taught the difference between right and wrong and to take responsibility for their actions. When a pupil produced very poor work, the teacher wrote, 'I look forward to noting the improvement. Remember actions speak louder than words!'. After responding with a piece of good work, the pupil was congratulated. Eleven-year-olds discuss current affairs, noting the morality of different standpoints. There is a clear code of behaviour in classes and throughout the school. Pupils know how these rules are applied consistently in the classroom and playground. The importance of the truth is constantly reinforced by actions. Pupils, teachers and all members of the school community show respect for each other. They value the work that the caretaker and his staff do to maintain the building in excellent condition.
65. In all classes, pupils work co-operatively. The staff provide valuable role models for pupils and there is a warm rapport between pupils and teachers. Year 6 pupils take their responsibility seriously as lunch, playground and class monitors, conscientiously helping younger pupils, especially when looking after lunch tables. All pupils hold doors open, walk quietly around the school and talk politely to visitors. Pupils are involved in their school and are eager to share their positive views of this community. The pupils raise good amounts of money for charity.

66. There is good cultural provision. Pupils are aware of different cultures, past and present. Attractive displays, including artefacts such as masks from South East Asia, develop pupils' awareness of cultural diversity through geography, art, music, history and literature. Texts studied, as part of the literacy hour, include material from a range of cultures. Pupils record their thoughts and experiences of living in a multicultural Kingston and being 'Citizens of the World'. On one occasion, the register for seven-year-olds was taken in Finnish, the mother tongue of a pupil. Ten-year-old pupils assembled individual displays representing our present time; some were included in a time capsule buried under the enlarged Kingston Bridge. When eleven-year-old pupils leave, they are presented with either a Bible or the Koran.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

67. Teachers know their pupils well and make good efforts to make their classrooms places where all can learn. They praise sensible and mature behaviour, and exercise skill and patience in encouraging others to attain good standards of conduct.
68. Pupils who are injured or become unwell during the school day receive good care from staff trained in first-aid. The headteacher takes responsibility for child protection procedures, which comply with those agreed locally. The school receives good support from the welfare services. There is no formal mechanism for governors to monitor health and safety matters, as their policy requires. This issue, reported in the 1997 inspection, remains. At present, no whole-school system exists for recording accidents which occur during the school day.
69. Provision for pupils with special educational needs is satisfactory. The attainment and progress of pupils with special educational needs are well monitored and the register for special educational needs is reviewed regularly. Class teachers ensure that pupils receive effective and positive support, which is sometimes provided by a specialist teacher. The progress of the higher-attaining children and under-achievers is reviewed regularly.
70. The school is not doing enough to promote full attendance nor does it contact parents early enough when pupils are absent. It does not use the full scope of its computerised attendance system to reward full attendance or good punctuality. Partly as a result, attendance rates are below average and some pupils do not make enough effort to arrive at school on time.
71. The behaviour and anti-bullying policies are consistently applied and this makes a significant contribution to the good standards of behaviour. Midday supervisors also monitor behaviour effectively at lunchtime. The system that teachers and pupils use to record the behaviour of their class, together with appropriate rewards for good behaviour and sanctions for unacceptable behaviour, motivates pupils to observe rules and behave sensibly.
72. The school effectively assesses pupils' attainment and progress. The recently introduced system for termly assessment of pupils' attainment in reading, writing and mathematics, set against National Curriculum criteria, is an example of good practice. From the age of five to eleven-years-old, termly assessments are made of pupils' attainment in reading, writing and mathematics to help teachers set challenging and relevant targets for pupils' improvement. Separate data about the

progress of pupils with special educational needs or those who use English as an additional language is also produced. This data informs teachers about whether either of these groups is making different progress from the whole class. Helpfully, the targets set for pupils whose English is still poor are written in their own language in the front of their books.

73. Assessments for children in the nursery are made through observations of children whilst they work and play. These are recorded carefully and used to inform the teacher's plans. Soon after children enter the reception class, their abilities in literacy, numeracy and in their personal, social and physical development are assessed using locally agreed criteria. These assessments inform teachers about the level of activity they need to provide for each child, to enable them to attain the Early Learning Goals set for them. The same assessments are used, by the school, to set targets for children's performance in the national tests for seven-year-olds.
74. In subjects such as art and design and literacy, examples of pupils' work are compiled in portfolios. This work is assessed against national criteria. This is particularly useful to teachers, who are newly qualified or from countries where different systems are in place, making clear the standards pupils are typically expected to achieve at a particularly age.
75. The school does not monitor the attainment of boys and girls. This is significant because of the differences in the results that boys and girls achieve in national tests, especially those for seven-year-olds. Procedures for assessing pupils' attainment and progress are not as secure for subjects other than English, mathematics, science and information and communication technology. As a result higher-attaining pupils do not reach the same high standards in subjects such as music and physical education.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

76. Very few parents attended the pre-inspection meeting, and just over a quarter replied to the questionnaire. Those who expressed their opinions are satisfied with the work and achievements of the school. All said that their children like school, and most feel that teaching is good, that the school helps their child to mature and that they would feel confident about approaching the school with questions or a problem.
77. Almost a third of parents responding to the questionnaire are unhappy with the work their children are given to do at home and a fifth do not think the school works closely with parents. The school's homework policy is quite clear and, in particular, states that family involvement is essential to support learning. The inspection found little evidence of a close partnership between parents and the school in this area. A fifth of parents are unhappy with the range of activities provided outside the school day and inspectors concur with this. The present provision, the computer club, is over-subscribed.
78. Parents are given good written information. The termly curriculum letter for each year group contains useful information to help parents understand what their children are learning. This is a good improvement since the time of the last inspection. Annual reports are informative; they clearly say what the pupil knows, understands and can do, although those for younger pupils sometimes use rather technical language. Those for older pupils are better in this respect, and they also

identify a pupil's weaknesses and targets for improvement. Newsletters about general matters are somewhat repetitive and unimaginatively presented, though they do give parents advance warning of dates of school activities.

79. Parents discuss their child's progress with teachers each term. They are invited to termly class assemblies. However, very few work in school on a voluntary basis, and the Friends Association has been disbanded. The active support of parents is therefore missing in two vital areas, both to support the school and to encourage it to thrive.
80. The school keeps parents of children with special educational needs fully informed and they are provided with opportunities to discuss any issues at parents' evenings or review meetings. A parent remarked that when concerned she met the special educational needs co-ordinator even more regularly. However, there is no space on the Individual Educational Plans for them to record their views officially.

HOW WELL IS THE SCHOOL LED AND MANAGED?

81. **Overall, the quality of the school's leadership and management is good. The school's aims and values are well promoted by senior staff and reflect the school's denominational nature. This has a particularly positive effect on the racial harmony within the school and upon the way in which pupils who join the school later than the majority settle so well.**
82. The headteacher provides calm and purposeful leadership and, together with the very effective support of the deputy headteacher and solid backing from the governors, she has steered the school through a difficult period over the last four years. The school has worked very well in partnership with the local education authority and this has resulted in many improvements, particularly in the quality of education pupils receive and in the standards they achieve.
83. The management of the provision for pupils with special educational needs is co-ordinated by the headteacher, who monitors all planning to ensure that pupils are given appropriate work. She closely reviews the results of termly class targets and Individual Education Plans to ensure that pupils make appropriate progress.
84. The school has managed its problems with recruiting and retaining staff (which is a feature of the local education authority as a whole), and with the high rate of pupil mobility, very effectively. Despite a much higher turnover of teachers and pupils than is the norm, the headteacher and deputy headteacher have maintained high morale and promote a strong sense of purpose and commitment to improve throughout the school. As a result, teachers and pupils work positively together to achieve well.
85. Because so many of the subject co-ordinators have recently assumed their responsibilities, they have little influence in promoting higher standards within their subjects. Many are recently qualified and still establishing themselves as class teachers. However, they take their responsibilities seriously and monitor teachers' plans in order to ensure that the curriculum is taught as planned. This has been effective in all aspects apart from weaknesses already mentioned earlier in this report. The school is currently training co-ordinators, and provides some specific time for management duties, in order to enhance their role.

86. The schools' evaluation of its own performance is very good. Class teachers assess pupils' attainment, using national criteria, at the end of each term and evaluate the progress they have made. The progress of pupils with special educational needs and that of pupils who use English as an additional language is separately evaluated to ensure that no specific groups of pupils are falling behind. This information is used to set class, group and individual targets for improvement. This recently introduced initiative is already proving effective in promoting higher standards. The school analyses its National Curriculum test results rigorously in order to identify strengths and weaknesses in pupils' performance. As a result, this year, teachers placed more emphasis upon teaching seven and eleven-year-olds particular skills in English and mathematics. This has improved pupils' attainment in those areas that were identified as a relative weakness. The headteacher and deputy headteacher observe lessons frequently, in order to evaluate the quality of teaching and learning and to set targets for teachers' further development.
87. Governors fulfil their duties satisfactorily overall. They are well organised into committees which oversee aspects of the school's work. Governors responsible for monitoring the school's provision for literacy and numeracy and special educational needs spend time in the school working with pupils and teachers in order to gain more information about the school's provision in these areas, and to support staff in their efforts to improve standards. As a result, the governing body is well aware of the strengths and weaknesses of the school. Governors have successfully managed the introduction of performance management in the school. They have set the headteacher appropriate and challenging targets.
88. There are sufficient teachers for each class, all trained for this age group, but several have overseas qualifications and lack experience of teaching the National Curriculum. Induction, which was criticised at the time of the 1997 report, is now effective, and focuses particularly on the needs of teachers to deliver the English and mathematics curriculum. The school has made good use of local support to induct the new teachers, particularly that from schools with leading teachers for numeracy and literacy and from personnel attached to the local education authority. The criticism of the level of supervision at lunchtime, at the time of the previous inspection, has been resolved.
89. The accommodation is bright and is enhanced by good quality displays of pupils' work. It has been repainted and is kept to a very high standard of cleanliness by the caretaker and cleaners. This is a considerable improvement on the situation reported upon in 1997. Classrooms are well organised and allow the curriculum to be taught effectively. The improved use that has been made of some rooms and the addition of a computer suite means that accommodation is satisfactory overall. The provision of play areas remains sparse, with entirely hard surfaces, insufficient seating or shade. The provision of facilities to support teaching of physical education both indoors and outdoors is unsatisfactory. Pupils do have small items of play equipment to use, and in the playground for younger pupils it is marked out with interesting games and routes, which motivates pupils' interest and encourages them to play well together.
90. Overall, the range and quality of the school's resources are satisfactory. This is an improvement since the last report when they were judged to be unsatisfactory overall. Some of the weaknesses have been addressed, but others remain. The computers in classrooms are too old to support the software now in use. A very limited range of modelling materials is provided for art and design. There is a

shortage of gymnastic equipment and there are no wall bars for climbing. There is only a limited range of old outdoor play equipment for pupils in the Foundation Stage.

91. The school's development plan is a very useful tool for improvement. It identifies clear and relevant priorities, which are underpinned by careful financial planning. Spending is focused very much on supporting the school's efforts to raise standards, for instance the funding of a new information and communication technology suite. The school's budget is monitored rigorously and frequently to ensure that spending is in line with forecasts. The school pursues the principle of best value satisfactorily. It compares its performance with other schools nationally, locally and of similar type in order to measure its performance in national tests. Parents' views of the school are canvassed through an annual questionnaire. The school has sound procedures for obtaining value for money when buying services and the specific funds available to it are generally appropriately used, for instance to support pupils with special educational needs or those who use English as an additional language. The school's administration is very effective and supports the work of the school unobtrusively and very efficiently.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

92. In order to improve standards further the headteacher, governors and staff should:
- (1) Improve the quality of spelling of pupils aged five to seven.
(paragraphs 21, 118, 122)
 - (2) Ensure that the oldest pupils always have a suitably broad and balanced curriculum, especially in the arts.
(paragraphs 4, 10, 13, 54, 57, 182, 187)
 - (3) Endeavour to provide up-to-date computers in classrooms in order to support pupils' learning across the curriculum.
(paragraphs 12, 89, 137, 147, 152, 154, 174- 181)
 - (4) Improve the rate of attendance and encourage those pupils who are habitually late to arrive at school on time.
(paragraphs 41, 70)

As well as the main areas for improvement the following issues should be considered by the school:

- Improve the timing of numeracy lessons for pupils aged five to seven.
(paragraph 137)
- The lack of large wheeled and climbing equipment limits the progress children under six make in their physical development.
(paragraph 106)

- Establish formal procedures for reporting health and safety issues.
(paragraph 68)
- Improve the range of learning activities outside lessons.
(paragraph 61)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	48
Number of discussions with staff, governors, other adults and pupils	57

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	15	50	35	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)	26	165
Number of full-time pupils known to be eligible for free school meals	na	32

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	0	46

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	40
Pupils who left the school other than at the usual time of leaving	39

Attendance

Authorised absence

	%
School data	8.5
National comparative data	5.2

Unauthorised absence

	%
School data	0.5
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	15	17	32

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	13	12	15
	Girls	12	12	17
	Total	25	24	32
Percentage of pupils at NC level 2 or above	School	78 (70)	75 (63)	100 (77)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	14	14	14
	Girls	14	15	14
	Total	28	29	28
Percentage of pupils at NC level 2 or above	School	88 (63)	91 (73)	88 (63)
	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	8	10	18

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	-	-	-
	Girls	-	-	-
	Total	15	15	17
Percentage of pupils at NC level 4 or above	School	81 (81)	83 (90)	94 (90)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	-	-	-
	Girls	-	-	-
	Total	15	15	17
Percentage of pupils at NC level 4 or above	School	75 (83)	75 (83)	85 (94)
	National	70 (68)	72 (69)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	4
Black – African heritage	8
Black – other	3
Indian	4
Pakistani	4
Bangladeshi	0
Chinese	1
White	98
Any other minority ethnic group	12

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	10
Number of pupils per qualified teacher	21
Average class size	26

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	61

Qualified teachers and support staff: nursery

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

Total number of education support staff	2
Total aggregate hours worked per week	33

Number of pupils per FTE adult	6
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FTE means full-time equivalent.

Financial information

Financial year	2000-2001
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	£
Total income	427644
Total expenditure	462724
Expenditure per pupil	2502
Balance brought forward from previous year	33463
Balance carried forward to next year	-1617

RESULTS OF THE SURVEY OF PARENTS AND CARERS

Questionnaire return rate

Number of questionnaires sent out	220
Number of questionnaires returned	63

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	59	41	0	0	0
My child is making good progress in school.	53	42	5	0	0
Behaviour in the school is good.	37	44	16	0	3
My child gets the right amount of work to do at home.	19	50	26	5	0
The teaching is good.	52	43	5	0	0
I am kept well informed about how my child is getting on.	31	55	13	0	2
I would feel comfortable about approaching the school with questions or a problem.	58	37	3	2	0
The school expects my child to work hard and achieve his or her best.	49	31	10	0	10
The school works closely with parents.	27	50	18	2	3
The school is well led and managed.	41	38	11	3	6
The school is helping my child become mature and responsible.	45	45	10	0	0
The school provides an interesting range of activities outside lessons.	34	44	13	6	3

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

93. The Foundation Stage provides children in the early years with a secure framework for their future learning. The importance of play as a tool for learning is emphasised to reflect the new curriculum guidance for the teaching of children from three to five years of age. At the time of this inspection, there are two nursery classes. Twenty-five children attend the morning session and a further 25 attend in the afternoon. Children are encouraged to enjoy learning within a secure environment, which builds their confidence and self esteem. Through the wide range of experiences offered, they learn to play together constructively, taking turns and sharing play materials. They learn to count and to recognise the significance of numbers. They develop language skills as they speak to each other and to adults. Through play, children find out about the wider world and the many different people in it. They become aware of their own bodies and the need to look after them by brushing teeth, washing hands and putting toys away to avoid accidents.
94. By the time they enter the reception class, children have a positive attitude towards school and they are eager to learn. At the time of the inspection, there were 29 children in the reception class, 26 of whom had reached their fifth birthday. All children stay at school for the whole day. Pupils enter the school either in September or January. The two-term intake skews the baseline assessment results, which show the overall attainment of children entering school as average. Reception teachers find that most children achieve slightly above average expectations in numeracy. However, the attainment of many children falls below the local education authority average in literacy and in their personal and social development. A significant proportion of children are from minority-ethnic backgrounds and have English as an additional language.
95. The curriculum in both the nursery and the reception classes is planned effectively to cover the six areas of learning in the national Early Learning Goals. Teachers work within the framework of the Foundation Stage, but older children are challenged to meet the demands of the National Curriculum. The overall quality of learning for children in the Foundation Stage is good.

Personal, social and emotional development

96. Good teaching ensures that pupils make good progress and that most achieve the Early Learning Goals set for them. The nursery staff provide a good environment to support children's independent learning through a range of activities which the children choose themselves. They are actively involved in role play, which at present is focused on Travel and Holidays, and have set up an airport with a check-out desk, where they issue tickets. They decide upon a role for themselves and interact with other children who fulfil their chosen roles. In these activities, children develop self-awareness and an awareness of others. Their learning is carefully nurtured by the nursery staff, who understand that children new to the nursery need to be allowed to play by themselves. As their confidence builds, children begin to play with others, at first by copying, later by negotiating and collaborating with each other. Staff intervene when necessary to encourage children to learn at their own pace. They are given time to use their initiative by exploring materials and

experimenting with different ways of using objects. For example, one keen traveller in the role play kept his suitcase with him for the entire session, ready to travel to Sri Lanka as soon as his flight was called!

97. In the reception class, the teacher develops children's social awareness by combining a sense of caring for the environment with an awareness of the community to which they belong by using the various backgrounds of the children to good advantage in a geography lesson. She revolved the globe, inviting children to name the countries to which they had travelled visiting relatives. The class 'visited' Africa, South America, the Ukraine, Thailand, China, Slovenia, and many other places. The teacher helped the children's basic understanding that there are many different places and races in the world, and by sharing their experiences children begin to understand their diversities.

Communication, language and literacy

98. Children make good progress, are well taught and most achieve the Early Learning Goals set for them. A rich resource for language development is provided by songs and action rhymes. Children understand that print carries meaning and words tell the story as well as pictures. For example, children develop their speaking and listening skills when they take and receive phone messages, issue and stamp tickets. In the writing corner, children 'write' tickets and luggage labels and make marks on paper with felt pens. Some hold the pen confidently and write some letters. Other children select their own names from flash cards and sound out the initial letter. Children learn to use phonic clues to read and to spell.
99. In the reception class, literacy lessons closely follow the structure of the National Literacy Strategy. The children were totally involved in writing a class story about a very hungry caterpillar. Together they read the story aloud from the Big Book and then sequenced the adventures of the caterpillars. The teacher wrote the story on the white board, helped by the children eagerly sounding the spelling out correctly. Children progress well in writing. Recently, as a result of the use of a nationally recommended scheme, pupils have started to read more confidently and spell more accurately.

Mathematical development

100. The children make good progress as a result of well-structured teaching and attain the Early Learning Goals set for them by the age of six. They learn through play as they measure sand or water, make patterns with plastic shapes, count Lego pieces, and manipulate play dough shapes. Children use mathematical language when building models, or playing games. Older children play board games to extend their understanding of number and shape.
101. By the end of the reception year, children name properties of two-dimensional shapes and begin to explore three-dimensional shapes. They enjoy predicting shapes discovered in the 'feely bag' and identify square, rectangle, triangle and circle, noting the similarities and the differences in shapes. The teacher changes activities frequently to keep them motivated. She encourages the children to think for themselves and 'try out' the mathematical accuracy of the information they are offering.

Knowledge and understanding of the world

102. Children make satisfactory progress using information and communication technology and in designing and making. They make good progress in their awareness of the environment and of the natural world. Teachers use open-ended questions to encourage children to solve problems for themselves. For example, two children settled to a computer program where repeated clicks of the forward arrow caused 'Teddy' to undress item by item and then redress in the correct order. Finally the picture of a fully clothed Teddy was printed out. However, the development of information technology skills is limited because the computers available are too old.
103. Children enjoy constructing 'machines' with Lego and using larger building blocks in the outdoor play area. Metal nails are hammered into blocks of wood without mishap. A family member comes into the nursery on a weekly basis to teach the children to prepare food using traditional recipes from other countries; for example, Kurdish, Spanish, African and Sri Lankan dishes have been tried. In this way, parents are involved in their children's learning and the rich cultural diversity of the children is celebrated. At the time of the inspection, sunflowers were blooming in the garden and the children were watering them very carefully and learnt that plants need light, water and soil in which to grow.
104. Teachers and learning support assistants deal sensitively with children with special educational needs and with the many who have English as an additional language, particularly those who have problems communicating. Children develop knowledge and understanding of the world because they are given sufficient time to think, try out and experiment. Children's learning is based on investigating skills and experiments to encourage independent thinking.
105. In the reception class, children enjoy a variety of experiences that form a basis for National Curriculum work in science, geography and technology. For example, in a geography lesson children learn about environments different from their own. They begin to explore the wider world around them, by thinking of people, places, and food in other countries. The topic is 'What shall we have for tea?'. The task is to find out where different foods come from. The teacher uses, profitably, the many cultural backgrounds from which the children come to explore the differences in climate and the main occupations of the people. Children share their knowledge and experiences with each other and build on their prior knowledge to promote their learning.

Physical development

106. Provision for children's physical development is satisfactory overall, but less good than in the other areas of their learning. As a result they attain only average standards overall. Opportunities for children to improve their skills of co-ordination and control of movement by using a range of large outdoor equipment are limited. The equipment available is old, unattractive to use, and some is in need of repair. Children are insufficiently challenged to take risks by experimenting with the limited balancing and climbing equipment. Opportunities to promote confidence and independence in physical movement by using big apparatus in a safe environment are scarce. There are some large wheeled toys, which the children enjoy using, but the circuit they travel provides few challenges. Provision in the other areas of learning is good. There is a small covered area for outside play on wet days but this

is not large enough to allow activities that would help children to develop awareness of physical movement and confidence in themselves. Teachers make the best possible use of the outdoor space and the materials provided. Children learn control and precision when pouring water from one container to another, measuring carefully to avoid an overflow.

107. Children enjoy communal activities during outside play. For example, all join in holding on to a large, circular brightly coloured 'parachute'. They learn language associated with physical movement as they shake the parachute up and down, go under it, with squeals of excitement, and then come outside again. This teacher-led activity provides very good opportunities for sharing physical experiences with others in a controlled environment. Children learn to join in and respond to action stories and rhymes by moving and dancing as the teacher plays the guitar. All these opportunities for energetic exercise develop children's awareness of what happens to their bodies when they are active. There is a good range of 'small world' toys that children share.
108. In the reception class, children learn through more formal physical education lessons. For example, they control a large ball with their feet and 'walk' the ball between two lines satisfactorily. Children learn to control their bodies within set limits, follow instructions and sustain physical effort. Children establish their own safe personal space and respect the space of others, working individually, in pairs, in small groups or as a whole class.

Creative development

109. Children are taught well and make good progress. Most attain the Early Learning Goals set for them by the age of six. Teachers set up activities that give children scope to respond imaginatively by trying out ideas. They design and make tickets, luggage labels, prepare brochures and communicate their ideas about making journeys. Every day there is an adult-led creative activity such as painting, collage, cutting, sticking, using 'playdo' and colouring. In the reception class, children are offered a rich diet of experiences planned to arouse their curiosity and excite their interest. A range of creative activities using malleable materials is available. Children are encouraged to use initiative and make connections between ideas to find solutions. Children are encouraged to explore their own ideas, to discard and start again, experimenting in different ways.

ENGLISH

110. Standards in national tests for eleven-year-olds in 2000 were above the national average and the average for similar schools. The results of these tests in 2001 show an increase in the proportion of pupils reaching and exceeding the standard expected for their age. These results represent good improvement since the last inspection and reflect the improved quality of teaching.
111. Eleven-year-olds, during the inspection, reached above average standards overall. They answer questions confidently, listening carefully to their teachers and to each other. Higher-attaining pupils give clear explanations. For example, an eleven-year-old pupil succinctly described the form and structure of a Haiku poem. However, because they are given few formal opportunities for speaking, their skills in making formal presentations are less well developed.

112. By the time they leave the school, most pupils read aloud accurately but with limited expression. Higher-attaining eleven-year-olds made good progress when reading poetry, sustaining a sense of rhyme and rhythm. Pupils aged eight to eleven enthusiastically discuss books they enjoy most but they read a limited range of texts.
113. Standards in writing have improved significantly since the last inspection. Pupils write for a variety of purposes, showing awareness of a range of different audiences. They understand the need to match the form of writing to the circumstances. For example, pupils understand the difference between writing a letter to the headteacher, requesting permission for a 'Mufti Day', and writing a newsletter to a friend. Most pupils are aware of grammatical functions and how to use them correctly.
114. Seven-year-olds' results in the National Curriculum tests for 2000 were below average in reading and well below in writing. The percentage reaching higher standards than expected for their age was well below the national average in reading and writing. In comparison with similar schools, pupils' standards were average in reading and below average in writing.
115. Trends over time indicate that over the three years 1998 - 2000 standards have been below or well below average in reading and writing. However, over this same period girls achieved lower test scores than boys, particularly in reading and writing. Nationally, girls outperform boys.
116. The findings of the inspection and the unvalidated 2001 national tests indicate that all seven-year-olds reached the nationally expected level in writing but that very few reached more than this. Nearly all pupils reach the expected standard in reading, but a below average proportion reach higher levels. Many pupils talk confidently about their work, explain what they are doing and why they like doing it – or not! They express their ideas and opinions and for the most part listen carefully to others.
117. Pupils read accurately using links between letters and sound to decode new or less familiar words. Inspectors heard pupils from every class read aloud. They found that although most children are competent readers, the books chosen were simple and easy to read. This is one factor in the below average proportion of pupils reaching high standards for their age. Another is that the high proportion of pupils with English as an additional language in the school have not developed their English skills sufficiently by the age of seven to reach higher levels.
118. Most pupils write legibly in joined script and letters are formed well. Pupils at all levels of ability write enthusiastically about experiences they have had and about people they know. For example, a lower-attaining seven-year-old wrote 'My mum is so fantastic she can see throo walls'. Pupils aged five to seven write on a variety of topics based on class projects that encompass all subjects. For example, six-year-olds created their own Garden Centre in their classroom, made seed packets and wrote instructions for planting. Pupils show a good understanding of links from letters and words to sounds as they write poems. One pupil wrote 'Pitter Pat/went the rain/Go away/and don't come bak/spit sprot here'. A weakness in pupils' otherwise good standards in writing is in their spelling, which is often inaccurate. Recent changes to the school's teaching programme for spelling are beginning to raise standards in this aspect.

119. Throughout the school, the achievements of pupils with special educational needs and those for whom English is an additional language are good in relation to their prior attainment. This is a direct result of the support given by specialist teachers working with the class teachers. Some bilingual children make very good progress. For example, an eight-year-old pupil who speaks Tamil at home, read fluently from complicated texts in English. He also gave detailed instructions of how to find fiction or non-fiction books in the library.
120. Overall, the quality of teaching and learning is good throughout the school. Some very good teaching was observed in some classes and satisfactory teaching in others. There were no unsatisfactory lessons. The teachers inspire their pupils with a love of learning and a sense of pride in their work. For example, in a good lesson for eleven-year-olds, the teacher used humour well to encourage pupils to write imaginative Haiku poems. All teachers follow the framework of the National Literacy Strategy well, structuring lessons to meet the objectives suggested for each term. Effective planning results in a range of activities designed to challenge pupils at all levels of attainment. Most pupils respond enthusiastically, make good progress in the basic skills of speaking coherently, reading fluently and writing clearly. The planned schemes for extended writing in all classes have been instrumental in raising writing standards throughout the school. However, teachers, especially for pupils aged five to seven, do not encourage them to read a sufficiently wide range of books. This limits their ability to attain standards above those typically expected for their age.
121. In the best lessons, teachers set a brisk pace, fuelling their pupils' lively response by skilful questions that elicit a creative use of language. For example, in a lesson for ten-year-olds, pupils preparing for a poetry performance explain that an engine 'snorts', empty coaches become 'blank faces' and furnaces are 'giant chessmen'. Younger pupils have opportunities for independent writing from their own viewpoint. For example, eight-year-olds wrote their personal accounts of the problems in Hamelin Town before the Pied Piper arrived. One pupil complained, 'I didn't sleep for a whole week, the rats in our town got up to such mischief'.
122. The quality of teaching results in the consistently good progress made by pupils with special educational needs and the many pupils for whom English is an additional language. The support that teachers and classroom assistants provide for the development of literacy skills encourages pupils to make good efforts in their learning and to keep trying to improve their work. On occasions, there is less challenge for higher-attaining pupils who tend to mark time instead of moving forward, especially for pupils aged five to seven.
123. Teachers' assessments of pupils' progress are rigorous and thorough. Teachers know their pupils well and mark their writing carefully, suggesting ways in which pupils may improve the quality of their work through setting relevant targets. Well-presented displays in classrooms and corridors provide a constant encouragement for pupils to produce their very best work. As a direct result of rigorous and regular assessments, standards throughout the school have improved steadily year-on-year.
124. Overall, the curriculum for English is broad and balanced and supports learning of literacy skills well. Good use is made of the new information and communication technology suite, where pupils develop computer skills to enhance the quality of

their work. However, the out-of-date computers in classrooms limit the opportunities pupils have to use information and communication technology to support their work in English.

125. The leadership and management of the subject are satisfactory. Literacy lessons have been regularly observed and teachers provided with evaluative feedback and areas for development. Pupils' work is regularly analysed. As a result, teachers have improved their practice, especially in providing pupils with clear learning objectives for literacy lessons, and strengths and weaknesses in pupil's attainment are identified and acted upon.
126. Every term, the progress pupils make in reading and writing is measured, using National Curriculum criteria. This provides teachers with valuable information about how well pupils in their class are doing and what they need to focus upon to improve their attainment. There is, however, too little clear guidance for teachers about promoting literacy in all subjects. This means that some opportunities are lost to promote pupils' literacy skills in lessons in other subjects.

MATHEMATICS

127. In the 2000 National Curriculum tests for eleven-year-olds, pupils reached above average standards when compared with all schools. When compared with similar schools, standards were well above average. The percentage of pupils reaching higher levels was well above the national average. The results achieved were in excess of the target set by the school. This is a satisfactory improvement since the time of the last inspection. Over time, the school's results have fluctuated from well below average in 1997 and 1998 to above average in 1999. The standards pupils reached in the 2000 tests represent very good progress when compared with those they reached at age seven. Boys and girls achieve similar standards, but over the last three years boys have not achieved as well as boys nationally.
128. Evidence from the inspection and from the unvalidated 2001 National Curriculum test results, indicate that eleven-year-olds reach above average standards. Particular strengths in their mathematical knowledge and understanding are in their correct choice of the operation to use in their calculations, the wide variety of strategies they use to work out problems in their heads, and graph work. They work at well-above-average standards when they accurately plot $y = x^3$ having calculated the co-ordinates to use given values for x . Pupils use correct mathematical language to clearly explain the difference between reflections, rotations and translations in their work about symmetry. A relative weakness is in their difficulties in solving complex problems.
129. Results in the 2000 National Curriculum tests for seven-year-olds were average when compared with all schools, and above average when compared with similar schools. All pupils attained at least the standard expected for their age, but a well-below-average percentage achieved above that standard. Apart from 1998, when standards were below the national average, seven-year-olds have attained at least average standards. Over the period 1998 - 2000 boys have attained better than their peers nationally, but girls have performed much less well than girls nationally. During the inspection there was no evident reason for this difference.
130. Inspection evidence indicates that pupils aged seven-years-old reach broadly average standards. The vast majority of them reached the level expected for their

age. However, as with last year, the proportion attaining higher standards is much less than that found nationally. One reason for this is the large number of pupils with English as an additional language. Whilst these pupils perform well to the level expected of them, many have not yet developed their English sufficiently to be able to interpret more complex written questions.

131. Seven-year-olds develop good understanding of place value to 100 and count on and back in numbers to 10. Higher-attaining pupils explain what characterises multiples of 10 and 100 and estimate length accurately, using standard units of length. Most pupils collect and organise data well and illustrate this information using pictograms, bar charts, Carroll and Venn diagrams.
132. Relative weaknesses in some pupils' attainment are in their inability to match the correct operation with its related symbol. Thus, pupils add when they should subtract, or subtract when they should divide. Because they are not often required to speak or write whole mathematical sentences, their ability to solve word problems is limited.
133. The quality of teaching and learning is good for pupils aged seven to eleven. In the best lessons, the quality of learning is very good because teachers have very high expectations of the quality and quantity of pupils' work and the accuracy of their use of mathematical language. This was well illustrated in a lesson for eleven-year-olds in which pupils worked out discounts in their heads. Because the teacher set high standards for them, pupils responded quickly to her questions; they explained, in precise mathematical language, the different strategies they used for calculating, for example, 20 per cent of £63. Teachers have good subject knowledge, which they use well to explain the different ways in which pupils may tackle more complex problems. This gives confidence to those pupils who find the subject difficult and this means that they persevere and make good progress in lessons.
134. The quality of teaching and learning is good for pupils aged five to seven. In the good lessons observed, teachers' positive management of pupils' behaviour and the patient way in which they explain concepts, helps those pupils with difficulties concentrating or with developing English language skills to understand basic number work and key mathematical vocabulary.
135. Throughout the school, teachers mark pupils' work well. Pupils act upon teachers' detailed and challenging comments to improve their work and to correct mistakes. Teachers set relevant targets for pupils to help them improve their work, and as a result pupils are aware of their strengths and weaknesses and motivated to improve. It was clear in the class for seven-year-olds that several pupils improved their ability to set out their work more logically as a result of their targets. In the eleven-year-olds' class, pupils who had previously made careless mistakes because they rushed their work became more accurate as a result of heeding their teacher's comments.
136. Overall, pupils with special educational needs and those for whom English is an additional language make good progress. All pupils with English as an additional language are well supported. Apart from factors already referred to in this section of the report, they achieve at least as well as other pupils.
137. The curriculum is well planned and provides pupils with full access to the National Curriculum through the school's successful implementation of the National Numeracy Strategy. Teachers encourage pupils to use their numeracy skills in a

number of subjects, notably science, design and technology and information and communication technology. However, the school has a limited range of computer programs to support teaching and learning in the subject. Because the computers located in classrooms are too old, pupils have too few opportunities to use suitable programs. The subject makes a good contribution to pupil's social and cultural development. Pupils learn to co-operate and negotiate in groups and learn about the ideas and theorems of mathematicians from different cultures and eras. A relative weakness in the organisation of the subject is in the length of numeracy lessons. Lessons last 75 minutes, and younger pupils often flag in the last 20 minutes so that the quality of their learning diminishes.

138. The quality of leadership and management of the subject is very good. The co-ordinator has monitored and evaluated the quality of teaching and of pupils' work extensively. As a result, many of the recently qualified staff in the school have been very well supported. Because the school's test results are rigorously analysed and teachers assess pupils' attainment against national criteria, each class teacher is aware of the termly progress their class makes, and sets relevant targets for improvement. In each class, the progress of pupils with special educational needs and those who use English as an additional language is tracked separately each term. The co-ordinator has a clear understanding of the relative strengths and weaknesses of pupils' attainment, and the subject action plan sets out how weaknesses will be overcome. Overall, the resources available to support teaching and learning are adequate.

SCIENCE

139. In the 2000 national tests, the proportion of eleven-year-olds reaching the standard expected for their age was above the national average. When compared with similar schools, standards were well above average. The proportion exceeding the expected standard was above average. Over the period 1998 - 2000, the school's results improved at an above average rate, with particularly good improvement amongst the girls.
140. During the inspection two-fifths of the oldest pupils in the school were reaching above average standards. Most, including the majority of those with special educational needs and those who use English as an additional language, were reaching nationally expected standards. This is a good improvement on the findings of the last inspection. These above average standards are reflected in the unvalidated results for the 2001 national tests.
141. Eleven-year-old pupils have good knowledge and understanding across all aspects of science. For example, they investigate how to make dirty water clean, using sieves and filters, and learn about the process of evaporation. Higher-attaining pupils achieve a very high standard in the scientific presentation of their work, assemble data about micro-organisms, their beneficial and harmful effects using a variety of charts, graphs and well-labelled diagrams. Lower-attaining pupils identify helpful and harmful bacteria, recording their evidence in complete sentences. Over the year, pupils have investigated forces, the three states of matter (liquid, solid and gas), circulation of blood around the body, and the effects of exercise. They know that when an upthrust is equal to the force of gravity an object will float in water because the forces are balanced. Higher-attaining pupils explain why organisms like cacti are adapted to desert conditions because of their long taproot and thick stem to store water. Higher and average-attaining pupils conduct their experiments

in well-organised ways, using scientific language to classify the properties of a variety of materials.

142. Achievement is at least satisfactory for all pupils aged seven to eleven and good for the ten and eleven-year-olds. Higher-attaining pupils are challenged by their work, and the large number of pupils aged eight, with special educational needs, benefit from the practical approach with many investigations and tasks carefully adapted for their ability.
143. In the 2000 teachers' assessments for seven-year-olds, the proportion of pupils attaining the expected standard was below average but the number exceeding that standard was above average. Standards at seven, during the inspection showed that most pupils, including most of those with special educational needs and those who use English as an additional language, reached the expected standard. However, no pupils exceeded this standard. This finding is supported by the unvalidated results of the 2001 assessments made by teachers.
144. Almost all seven year-olds achieve the standards expected for their age and their work shows a sound knowledge and understanding of all aspects of science. This is an improvement from the previous year, when many did not reach nationally expected levels in investigational skills. Pupils investigate the friction created by different materials when they measure how far a toy car travels along various surfaces after rolling down an incline. Higher-attaining pupils construct a chart of their results and suggest explanations. They know what electricity is used for in the home. Pupils carefully construct diagrams of simple electrical circuits, with a battery and a light bulb, which the higher-attaining pupils carefully label. They have a clear knowledge and understanding of life processes and what living things require to grow. Higher and average-attaining pupils identify parts of plants, such as petal, stem and roots. Higher-attaining pupils classify materials by their properties while the lower-attaining pupils understand that clay may be twisted and squashed.
145. In view of the standards attained when they entered the school, standards at seven represent satisfactory achievement for all and good progress from those pupils with special educational needs and those who use English as an additional language, who have benefited from small classes. However, the exposure of pupils to scientific language and concepts, such as fair tests, is limited and does not allow the most able to achieve standards above those expected nationally.
146. The quality of teaching and learning throughout the school is good. Most teachers plan carefully, to challenge pupils of all abilities, and set clear and appropriate targets that are shared with pupils. Teachers have good subject knowledge, use questions effectively, pace their lessons well and have high expectations of pupils in terms of behaviour, quantity of learning and presentation. This enables pupils to work for sustained periods of time, carry out tests and achieve well. In a lesson for eight-year-olds, pupils worked collaboratively in pairs to investigate the force of a magnet's attraction to iron filings through cardboard. They used their initiative to widen their experiment, testing through plastic, and used different shaped magnets.
147. The school's procedures for assessing and recording pupils' attainment and progress, with termly targets for every pupil, contribute well to teachers' knowledge of what pupils need to learn next. As well as highlighting the progress the whole class makes, pupils with special educational needs and English as an additional language are separately assessed. This recently introduced procedure is beginning

to play a key role in raising standards. The quality of marking is good, informing pupils of their next targets. For eleven-year-olds exceptionally informative marking results in pupils consistently improving their work. An audit of the science national test papers for eleven-year-olds identifies areas of weakness to be targeted in science in the coming year. Science is used to promote learning across the curriculum. Ten-year-olds learn about the danger of harmful drugs. Six-year-olds' work is linked to the very attractive garden-centre pupils created in their classroom. However, the computers housed in classrooms are too old to run many of the recent science-based programs.

148. The leadership and management of the subject are satisfactory. The present co-ordinator closely monitors teachers' coverage of the science curriculum and the progress pupils make. This has contributed well to improvements in pupils' investigative skills. However, there are gaps in the range of resources to support teaching and learning.

ART AND DESIGN

149. Standards are in line with those expected for age for both eleven and seven-year-olds. This represents good improvement since the last inspection. The quality and quantity of pupils' work in lessons, display and portfolios throughout the school provides evidence of further improvement in provision.
150. In lessons, pupils investigate a range of materials. For example, seven-year-olds used clay to make masks of faces. They moulded shapes for noses, eyes, mouth and eyebrows and stuck these on to make a sculpture in bas-relief. Pupils experienced the difficulties in making the features stay on the face. The technique of using moistened clay (called slip) to secure the clay was explored by pupils, who secured better results as a consequence. All pupils had the opportunity to try out tools for modelling and to express their own ideas imaginatively through their work. They gathered as a group to evaluate what they and others had done, identifying ways to improve, and planned what they would do the following week.
151. In a lesson for eight-year-olds in which pupils also used clay to model faces, they used the flat masks of faces as an inspiration for modelling a three-dimensional head in clay. This experience provided them with opportunities to investigate the properties of materials, and to adapt and mould their designs to communicate the effect they wish to create (fierce, funny, sad).
152. The quality of teaching and learning is satisfactory for pupils aged five to eleven. Pupils learn best if teachers provide materials, tools to explore the properties of these materials and clear explanations of a variety of ways to work. If pupils are given time to explore, to experiment and to discover, then creative outcomes result from their efforts. Good examples of pupils' creative responses to a variety of stimuli are to be seen in the displays in the classroom for six-year-olds. For example, pupils looked at and discussed paintings by Van Gogh, focusing on 'Sunflowers'. They were inspired to create their own imaginative paintings, which were vivid, vibrant with colour and lively. There are many other examples around the school of pupils' invention and creativity. However, the use of information and communication technology to support pupils' learning in the subject is unsatisfactory.

153. Resources for art and design are adequate. The school subscribes to a local 'Scrap' Scheme, which provides scrap materials prepared and ready for use. The local museum provides artefacts for resources. Resources are used profitably to support pupils' creative development.
154. The quality of leadership and management is satisfactory. The role of the co-ordinator is shared between two part-time teachers. One of the recently appointed co-ordinators is a specialist in sculpture and pottery, and so is well qualified to raise standards in art and design in the school. The co-ordinator plans to do this by monitoring teaching, assessing learning outcomes from different groups of pupils and advising future planning. At present, assessment of pupils' work is insufficient to promote effective learning. Overall, provision for art and design is judged to be satisfactory.

DESIGN AND TECHNOLOGY

155. Overall, standards are satisfactory throughout the school. This is a satisfactory improvement on the judgement made at the time of the last inspection. Pupils with special educational needs and those who use English as an additional language make good progress.
156. Teaching of design and technology is built into science, art and design, and geography lessons to provide an integrated approach. Pupils generate ideas and plans in response to problems set for them to solve. For example, as part of a project, six-year-olds work focused on 'Our Garden Centre'. Pupils used large brown envelopes to make giant seed packets using computer generated designs for the frontispiece. On the back of the 'seed packet' they wrote clear instructions for planting. Finally, they made seeds from clay, moulding them carefully into shape. Two pupils explained every stage of the process coherently and comprehensively, describing how to use the computer to make the design for 'Flying Flowers' on the cover.
157. The quality of teaching and learning in the subject is satisfactory. Teachers set challenging tasks and pupils respond by planning, making, and 'trying out' to solve problems. For example, seven-year-olds discussed the jumping 'Jack in the Box' they had made. They described every step, starting with a soap powder box that they covered with strips of newspaper, painted to get a smooth surface and then decorated with scraps of coloured sticky paper, stars or paper shapes. Pupils measured and planned how to leave one side open for Jack to pop out. They explained the timescales and the process which must be observed if the object of the exercise is to be achieved successfully. Finally, pupils explained how they made the 'springy ladder' and attached Jack's head to it. Pupils' confidence flourishes and they are proud of their achievements because of the high quality finished product. Their learning is enhanced because they develop their thinking and manipulative skills, and understand that they must think, plan, make, and try out, until they solve the problem of how to make their product work.
158. Pupils respond by planning and discussing their ideas, working with tools and materials to create objects, artefacts or products. They explain coherently how to make and evaluate their products. For example, eight-year-olds work on a project about the Vikings to support their history studies and there is a colourful display of this work in their classroom. These ships provide a good example of pupils working co-operatively together on a common theme but developing their ideas

independently through the variation in designs. Ten-year-old pupils visited a local secondary school recently for a technology day and gained experience using a range different tools and materials. Pupils discussed the many activities on offer and explained the process of two activities in detail. This same class successfully took part in a local competition to fill a time capsule on Kingston Bridge.

159. The quality of leadership and management of the subject is satisfactory. However, there is insufficient monitoring or evaluation of teaching and learning and too few procedures for assessing pupils' attainment and progress. Pupils' behaviour and attitudes to their work are good. There are adequate resources to support learning in the subject.

GEOGRAPHY

160. Standards in geography throughout the school are satisfactory. Wall displays in classrooms and corridors indicate that field trips and surveys have been carried out as part of class projects. Standards have been maintained since the time of the last inspection. Pupils with English as an additional language and special educational needs attain good standards in relation to their prior attainment.
161. Overall, the quality of teaching and learning is satisfactory throughout the school. Teachers follow nationally approved guidelines when planning their schemes of work. Pupils aged six have a good display outside their classroom recording their findings when studying their local area. Pupils accurately draw simple maps of their route to and from school. They confidently use the correct geographical vocabulary to indicate motorways, rivers and identify local buildings. Pupils carefully study their own environment and contrast this with physical features in very hot countries. All teachers invite pupils from minority-ethnic backgrounds to talk about any visits they have made to relatives in other countries, talking about their grandparents, aunts, uncles or cousins. This provides pupils with a rich store of shared experiences, colourful images and a glimpse into fashions, cultures, and ways of life very different from their own. Pupils with English as an additional language and special educational needs make good progress.
162. Pupils keep careful records of the weather and any seasonal changes that have occurred over the years in their own locality. They visit shopping centres and analyse the reasons for change. They study the influence that physical changes in the environment have on the way people live, what they eat and what they wear. In these studies, skills of geographical enquiry are linked well with skills for historical enquiry. Older pupils gather relevant information from both primary and secondary sources. Good use is made of the new information and communication technology suite to research information about people and places.
163. Pupils study transport systems and methods of travel, noting that increasingly greater distances can be covered in less time using new technology in transport systems. Pupils are eager to share their knowledge when they identify different countries on a world map.
164. Nine-year-olds study how land is used differently by rich people and poor people of the Adivasi tribe, in Chembakoli Village. They use photographs as a source to deduce information and make predictions, identify differences in the jobs people do and the clothes they wear. The teacher's probing questions elicited perceptive responses from pupils about outward appearances indicating peoples' backgrounds.

The teacher encouraged pupils to use their literacy skills to record geographical findings.

165. Adequate resources are kept in the classrooms. These include a range of atlases, topic boxes containing a range of secondary source materials to support studies of the environment, volcanoes, rivers and water. Written records in pupils' notebooks indicate that these resources have been used profitably to support and enhance pupils' learning.
166. The subject co-ordinator is newly appointed and, therefore, the procedures for monitoring and assessing pupils' progress and attainment are not as good as they should be. This means that some of the key skills that pupils need are lacking. However, there is a clear topic-based curriculum plan for each year group and detailed medium-term plans with learning objectives included in them. Assessment procedures are limited to marking work and an annual report to parents.
167. An important boost for the subject is the success gained by ten-year-old pupils in a competition organised by the local museum, in which they had to choose items to be included in a time capsule installed on Kingston Bridge. The school won £1000 and pupils enjoyed a riverboat trip to Hampton Court Palace as their prize.

HISTORY

168. Eleven-year-olds reach standards in line with those expected for their age. This is a similar judgement to that made at the time of the previous inspection. In their study of the Ancient Greeks, eleven-year-olds effectively research the names and functions of Greek gods. They clearly understand that the customs and life styles of rich and poor people in those times were very different. In their study of more recent history, for instance the Victorians, pupils use their knowledge of the influence of propaganda and patronage to question the validity of sources of evidence. Nine-year-old pupils are alert to the fact that paintings of Tudor Royal family members might not be a true likeness because of the requirement on the artists to represent such people in a flattering way.
169. Pupils develop their historical skills satisfactorily. Eight-year-olds incorporate aspects of design and technology when they design and make Viking long boats based upon original drawings. In a good lesson for this age group, pupils used the information they had gathered as part of a homework task to explain to their classmates about the names and characteristics of Viking gods. The teacher's open questions encouraged pupils to identify differences and similarities with their own faiths and life styles. As a result, pupils made good progress in their understanding of how people in the past lived. The attainment and progress of pupils with special educational needs and for those who use English as an additional language is satisfactory.
170. Seven-year-olds broadly reach average standards for their age. They develop a sense of chronology through writing about the differences in their appearance, physical abilities and between the toys with which they played when they were babies and toddlers. By studying toys that their grandparents played with and their teachers' school-books when she was seven, pupils understand that, over time, changes occur.

171. The quality of teaching and learning is at least satisfactory for all pupils. Teachers encourage pupils to take an interest in the past by providing them with interesting tasks and stimulating resources. The work in pupils' books indicates that they take their work seriously, work independently and are willing to search out facts beyond the classroom. Teachers of five to seven-year-olds use stories well to increase pupils' knowledge of famous people such as Guy Fawkes and Florence Nightingale. Teachers require seven to eleven-year-olds to think hard about the conclusions they draw from studying historical sources and help them to appreciate that evidence is not always reliable.
172. Plans indicate that the history curriculum is broad and balanced. Teachers integrate other areas of learning, such as design and technology, science, art and design and, to a limited degree, information and communication technology, into history lessons. Pupils' cultural development is well promoted, for instance when they use letters of the Greek alphabet, listen to Tudor music or study contemporary paintings of the Stuarts. Writing is well promoted in the subject by pupils using different styles to describe, persuade and record information succinctly.
173. The co-ordinator has only been in post for a short time and needs to ensure that teachers assess pupils' historical skills more rigorously and against common criteria, so that they better match tasks to pupils' needs. As yet, the co-ordinator has had little time to analyse the quality of pupils' work. The school makes good use of local loan facilities to provide artefacts relevant to the topics pupils study. Personnel from a nearby museum also visit the school to talk to pupils and show them exhibits of local history, for instance the Tudors at Hampton Court.

INFORMATION AND COMMUNICATION TECHNOLOGY

174. The last inspection report stated that standards in information and communication technology were below the nationally expected level for eleven-year-olds. Since then the school has made good progress in the development of resources and in teachers' expertise. The backlog of under-achievement is being addressed in information and communication technology lessons held in the school's new information and communication technology suite.
175. Most eleven-year-olds reach standards broadly in line with those expected for their age. All pupils, including those with special educational needs and English as an additional language, make good progress in their skills across those areas of the subject that are adequately resourced. They use a variety of information sources and tools to select information about food chains and then organise the information for display. They use programs to make reproductions of Monet's lily pictures. Pupils word-process documents using a range of font styles and sizes effectively to add emphasis to their biography as they leave St Joseph's school. They compile spreadsheets of relevant data about their average height or weight to support their work in mathematics
176. Seven year-olds attain standards in line with those expected for their age. This is the result of good teaching. The teachers have good knowledge and ensure that an appropriate range of work is provided for pupils in the information and communication technology suite. They show appropriate expectations of the pupils and teach the basic skills of information and communication technology. Seven-year-olds access the Internet and use hyperlinks to find specific information about another local school from the Kingsnet website. Higher attaining pupils saved

information in their own files and retrieved it and created patterns and used the flood fill tool bars to paint pictures.

177. All pupils, including those with special educational needs and English as an additional language, make good progress in their skills across those areas that are adequately resourced.
178. The quality of teaching and learning in the information and communication technology suite is good and it is very good for eight-year-olds. This is a good improvement since the last report. This reflects the improvement in resources, knowledge, planning, training and support given to the staff. Effective links with a local Beacon school and the efforts of the co-ordinator have contributed to improvements in standards. Pupils are given a clear understanding of computer skills through direct class teaching. The management of pupils is good. Explanations and instructions are clear and explicit. Pupils understand what is expected of them and what they have to do.
179. The use of information and communication technology to enhance the curriculum is limited because the computers in most classrooms are too old to adequately support learning and there is too little suitable software. During the inspection, classroom computers were rarely used.
180. Throughout the school, pupils have good attitudes to their work, are well motivated and confident. They freely help each other. For instance, ten-year-old, lower-attaining pupils were helped by higher-attaining pupils who sat with them and gave support to enable them to construct a graph, recognise the incorrect information and to then amend it.
181. The information and communication technology co-ordinator has worked very hard to support her colleagues to raise attainment in the subject and she has identified relevant and appropriate targets for development. The after-school Computer Club for ten and eleven-year-olds provides pupils with additional opportunities to improve their skills including developing their own websites. Teachers' plans are monitored by the co-ordinator to ensure appropriate coverage. A consistent approach to assessing pupils' attainment is not yet in place but is included in the subject development plan.

MUSIC

182. Standards at eleven are below average because the narrowly focused curriculum that pupils followed prior to the 2001 national test did not include music. Pupils at age seven attain the standards expected for their age. This is an improvement on the position at the time of the last inspection. Pupils with special educational needs and English as an additional language attain similar standards to other pupils.
183. Seven-year-olds compose and perform simple pieces, selecting suitable unpitched percussion, when improvising sounds to accompany the story, 'The Enormous Crocodile'. They change the sounds produced by varying the tempo and dynamics. Their knowledge of a range of various musical instruments is good, they play some with correct technique and enjoy evaluating Prokofiev's music. In assemblies, they sing tunefully, showing a good control of pitch and rhythm.

184. During the inspection it was only possible to see one lesson for eleven-year-olds and no singing was observed. Pupils explained how the lyrics of 'The Mikado' used language that was common in Victorian times. Most used appropriate language to compare the tempo and mood of the Gilbert and Sullivan operetta with a Russian romantic composition of the same period. Higher-attaining pupils understand and interpret the computer printout of some bars of music when the computer graphically scores an orchestral composition.
185. The quality of teaching and learning is good for five to seven-year-olds and is satisfactory for pupils aged eight to eleven. In a good well-planned lesson for six-year-olds, their previous knowledge was extended and they were actively involved. The teacher used her good subject knowledge to accurately and continuously assess pupils' progress and to challenge the higher-attainers to clap their own compositions using one, two and three beat rhythms. Pupils' progress was good because of the self-discipline they displayed and their sustained concentration in developing the musical skills taught. A teaching assistant ensured that pupils with special educational needs made good progress. During a well-planned and resourced lesson for eleven-year-olds, pupils only made satisfactory progress because a very small minority of boys listened poorly to a classical piece and disrupted the pace of learning.
186. The quality of teachers' subject knowledge, planning and provision of resources is satisfactory. This is an improvement on the judgement made at the time of the last inspection. There is no music software compatible with the aged computers in most classrooms, which restricts opportunities to consolidate and enhance pupils' knowledge and understanding. Teachers use music well to develop pupils' cultural awareness. For instance, nine-year-olds study Indian dance music and instruments as part of their geography topic. A good example of the use of music to support work in science is when ten-year-olds investigate how the pitches of a drum, a violin and a guitar may be changed.
187. Pupils have limited opportunities to sing in public or to perform to a wider audience, sing in a choir or to play a pitched instrument. There have been no opportunities recently for pupils to listen to professional musicians.
188. Overall, the quality of the leadership and management of the subject is satisfactory. Although the recently appointed music co-ordinator rigorously monitors planning, the school has not provided opportunities to evaluate the quality of teaching throughout the school.

PHYSICAL EDUCATION

189. Only games lessons were observed during the inspection. Eleven-year-olds reach standards expected for their age in games, for example in throwing, catching and jumping. Pupils throw accurately using over-arm and under-arm techniques, and catch a ball thrown from as far as 10 metres. Higher-attaining boys and girls catch a ball one-handed, with a few managing to catch and throw with their less dominant hand. A large majority of the pupils safely swim 25 metres unaided by the time they leave the school. Standards have been maintained since the time of the last inspection.
190. By the age of seven, pupils attain the standards expected of them in ball skills. Most roll a ball accurately to a partner and hit a ball with satisfactory control. They use a racquet to stop the ball and higher-attaining seven-year-olds make good attempts at forehand and backhand strokes. Throughout the school, standards remain similar to those reported at the time of the school's inspection in 1997.
191. Pupils with special educational needs and those for whom English is an additional language, make satisfactory progress. One good feature of the teaching is the way in which teachers demonstrate what they want pupils to do, so that those who find English difficult to understand are not disadvantaged.
192. Throughout the school, teaching and learning are satisfactory overall. Teachers exert good control so that most lessons proceed in an orderly fashion. They pay good attention to the safety of pupils and appropriately prepare them for the exercise to follow. The weather during the inspection was extremely hot, and teachers ensured that pupils took regular drinks of water to prevent dehydration. In a good lesson for ten-year-olds, the teacher motivated pupils' interest with a stimulating warm up and made it clear which muscles needed to be prepared for the jumping activities to follow. This meant that pupils performed at their best. A relative weakness in the quality of teaching is in the variation in teachers' subject expertise. Where teachers have good subject knowledge they demonstrate techniques well and this has a positive effect upon pupils' skills. Because the teacher emphasised, through his own demonstration, the extra power generated in jumping by using arm and leg movements, many pupils attained above average standards. However, in a lesson in the infants, the teachers' lack of expertise meant that pupils adopted incorrect body positions to send a ball in the direction they intended.
193. Pupils' attitudes to the subject are very positive and most behave well in lessons. They want to improve and many independently progress beyond the limits their teachers set. This was evident when higher-attaining eleven-year-olds threw a ball in the air and pirouetted before catching it again. Several pairs of pupils invented their own ways of increasing the challenge of the task. The subject makes a good contribution to pupils' social and moral development. Pupils learn to work co-operatively in pairs, small groups and teams, both in lessons and when they compete against other schools, in matches or at local school competitions. Pupils learn to accept victory or defeat with good grace and to play to the rules of games. Older pupils play football, cricket and netball against other schools. The range of after school clubs is quite limited and currently few are offered.

194. Some limitations in the school's resources and accommodation restrict pupils' full development in aspects of games and gymnastics. The school has no grassed area in which to play outdoor games. This means that those games traditionally played on grass have to be played on the school's hard standing playground. The hall is an adequate size but lacks any climbing apparatus, which limits pupils' attainment in this aspect of gymnastics. Overall, the curriculum meets National Curriculum requirements.
195. The leadership and management of the subject are satisfactory. The co-ordinator has identified development priorities, which are relevant to achieving improvement. The most pressing is to provide training and support for teachers who lack confidence and expertise. The school is also considering introducing some specialist teaching so that good expertise that does exist in the school may be used more widely to improve pupils' attainment. Training has been provided but because of the high turnover of staff its impact on raising standards has been negligible.