

# INSPECTION REPORT

## **CYRIL JACKSON SCHOOL**

Limehouse

LEA area: Tower Hamlets

Unique reference number: 100900

Headteacher: Peter Sawyer

Reporting inspector: David Tytler  
8990

Dates of inspection: 20 – 23 May 2002

Inspection number: 194782

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

School category: Community

Age range of pupils: 3 to 11 years

Gender of pupils: Mixed

School address: Limehouse Causeway  
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London

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Appropriate authority: The governing body

Name of chair of governors: Susan Stollery

Date of previous inspection: May 1997

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| Team members |              |                      | Subject responsibilities   | Aspect responsibilities  |
|--------------|--------------|----------------------|--|--|
| 8990         | David Tytler | Registered inspector |  | What sort of school is it?<br>How high are standards?<br>How well are pupils taught?<br>How well is the school led and managed?                            |
| 9405]        | Jo Philbey   | Lay inspector        |  | Pupils' attitudes and personal development.<br>How well does the school care for its pupils?<br>How well does the school work in partnership with parents? |
| 10214        | Brian Milton | Team inspector       | Special educational needs;<br>Specialist speech and language teaching;<br>Music;<br>Religious education. |  |
| 12764        | Wendy Thomas | Team inspector       | English;<br>English as an additional language.   | How good are the learning opportunities?   |
| 21510        | Lin Phillips | Team Inspector       | Equal Opportunities;<br>Science;<br>Design and technology;<br>Physical education.                        |  |
| 11901        | Pat Lowe     | Team inspector       | Foundation stage;<br>Mathematics;<br>Information and communication technology.                           |  |
| 15023        | Ali Haouas   | Team inspector       | Art;<br>Geography;<br>History.   |  |

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

### **INFORMATION ABOUT THE SCHOOL**

Cyril Jackson School, situated in London's Docklands, caters for pupils from a wide range of ethnic groups and backgrounds. It is larger than the average primary school, with 360 pupils taught in 12 single-age classes. Forty-four children of Nursery age attend the school either in the morning or afternoon, with 32 attending all day, together with 55 children of Reception age. These pupils are taught in two groups consisting of children of Nursery and Reception age. There are more boys than girls in all years except Year 6, with particular imbalances in Years 1 and 2. The percentage of pupils having English as an additional language is very high, with many of them at an early stage of learning. The percentage of pupils known to be eligible for free school meals is well above the national average, whilst the proportion identified as having special educational needs, including statements, is broadly in line with the national average. The percentage having statements of special educational need is above this. Twenty-one children joined the school other than at the normal time of starting, and 27 left before completing their schooling in Year 6. The school also has places for 14 pupils with speech and language difficulties, who are mostly taught in mainstream classes with specialist support. The school is an active partner in the local education action zone, and has already benefited from increased resources and additional staff training. Whilst children enter the school with a wide range of abilities, the overall attainment on entry is well below that expected nationally for children of their age.

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

The school provides a good standard of education for all its pupils and has many very good features. It is very well led and managed by the headteacher, who is well supported by the staff and governors in the drive to raise standards. Teaching throughout the school is often good, and sometimes very good. As a result, pupils make good progress in their learning, achieving well and, with the exception of mathematics, attaining standards that are in line with national expectations. Pupils' personal development is very good. When account is taken of these factors, the school provides good value for money.

### **WHAT THE SCHOOL DOES WELL**

- The cultural development of pupils is outstanding.
- The school is very well led and managed by the headteacher, who is given good support by staff and governors in the drive to raise standards.
- The good quality teaching in all parts of the school enables all pupils, whatever their needs, to make good gains in their learning and personal development.
- Pupils take enthusiastic advantage of the wide range of learning opportunities provided for them.
- Pupils respond well to the school's procedures, and behave well in classrooms and around the school.
- Relationships throughout the school are of high quality and pupils clearly respect the feelings and beliefs of others.
- The school is highly regarded by the community, which in turn makes an important contribution to the curriculum.

## WHAT COULD BE IMPROVED

- Standards in mathematics throughout the school and in English in Years 1 and 2.  
*The areas for improvement will form the basis of the governors' action plan.*

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good progress since it was inspected in May 1997 and has successfully addressed all the key issues in the report. The curriculum now meets all statutory requirements and provides for a daily act of corporate worship, which sensitively meets the needs of all in the school. The quality of teaching has improved significantly and the curriculum is well planned. Co-ordinators in English and mathematics are fully involved in monitoring the quality of teaching and learning, and the role of other subject leaders is being developed. There are good arrangements for gathering information on what pupils know and can do, and the information is used to plan for individual needs, although further work is required. The three-year school development plan is a useful working document, which underpins school improvement.

## STANDARDS

The table below shows, the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

| Performance in: | compared with |      |      |                 |
|-----------------|---------------|------|------|-----------------|
|                 | all schools   |      |      | similar schools |
|                 | 1999          | 2000 | 2001 | 2001            |
| English         | E             | E    | E    | C               |
| Mathematics     | E             | E    | E    | C               |
| Science         | E             | E    | E    | D               |

| Key                       |   |
|---------------------------|---|
| <i>well above average</i> | A |
| <i>above average</i>      | B |
| <i>average</i>            | C |
| <i>below average</i>      | D |
| <i>well below average</i> | E |

As the table shows results in last year's tests for 11 year olds in English, mathematics and science were well below the national averages. In comparison with similar schools, the results matched the average in English and mathematics but were below in science. When judged against the results achieved when they were in Year 2, these pupils made satisfactory progress in English and mathematics and slow progress in science. Inspection evidence shows that standards in English and science in the current Year 6 are in line with national expectations. Whilst they are below in mathematics, this still represents an improvement on last year. Over the three years to 2001, standards in English and science have risen slightly but remain well below national figures. Results in mathematics have fallen below national averages, with the gap widening year-on-year. The school did not meet its targets for the percentage of pupils achieving the national expectations in the English and mathematics tests in 2001. Even more challenging targets have been set for this year.

In the Year 2001 reading tests for seven year olds, results were in the bottom five per cent of schools nationally. Results in writing and mathematics were well below the national averages. When compared with similar schools, results were well below the average in reading, below in writing and above in mathematics. Inspection evidence shows that standards in all three subjects are now below what is expected, but have nevertheless improved on last year. Standards in all other subjects throughout the school, including



information and communication technology, are in line with what is expected nationally for children aged seven eleven. Standards in religious education are in line with the expectations of the locally Agreed Syllabus. The standards achieved indicate that all pupils have made good progress since they entered the school.

## PUPILS' ATTITUDES AND VALUES

| Aspect                                 | Comment  |
|--|--|
| Attitudes to the school                | Pupils co-operate willingly with their teachers and are enthusiastic learners.   |
| Behaviour, in and out of classrooms    | Pupils respond well to their teachers' class management skills. As a result, their behaviour is good in lessons, assemblies and around the school. |
| Personal development and relationships | Very good. There are high quality relationships throughout the school, based on mutual respect and understanding.                                  |
| Attendance                             | Whilst attendance is improving, it remains below the national average. A significant minority of pupils are frequently late.                       |

## TEACHING AND LEARNING

| Teaching of pupils in: | Nursery and Reception | Years 1 – 2 | Years 3 – 6 |
|------------------------|-----------------------|-------------|-------------|
| Quality of teaching    | 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.*

Examples of good, and very good, teaching were seen in all year groups and in nearly all subjects, with the teaching in most lessons good or better. The good teaching in the Nursery and the Reception classes (the Foundation Stage) enables children to achieve well in all areas of learning. In the main school, three lessons were outstanding and no unsatisfactory teaching was seen. The teaching of mathematics and information and communication technology was good throughout the school. Teaching in English was satisfactory in Years 1 and 2, and good in Years 3 to 6. The basic skills of literacy and numeracy are well taught, and pupils use these skills effectively in other subjects. Teaching meets the differing needs of all pupils: the specialist teaching of pupils with English as an additional language, or those having special educational needs, is good. The best lessons were characterised by good subject knowledge, which was used to engage the pupils' interest and build on their enthusiasm to learn. Lessons were brisk and contained a variety of activities, which held the pupils' attention. As a result, all pupils make good progress in their learning and achieve well, with many of them performing well against national expectations. In lessons otherwise judged to be satisfactory, the pace was sometimes slow and pupils become restless, losing interest. In a few others, the teachers' lack of subject knowledge or confidence in managing restless behaviour led to pupils making slower progress.

## OTHER ASPECTS OF THE SCHOOL

| Aspect  | Comment  |
|---|--|
| The quality and range of the curriculum   | Good. The curriculum is rich and meets the needs of all pupils; it is greatly enhanced by a wide range of extra-curricular activities and productive links with the community.                     |
| Provision for pupils with special educational needs   | Good. Pupils, make particularly good progress when supported by speech and language specialists and skilled learning support assistants.   |
| Provision for pupils with English as an additional language                                 | Good. The pupils make good progress when supported by the specialist teachers. Progress is slower when this support is not available.  |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | Very good. Cultural development is outstanding and prepares pupils well for life in a multi-cultural society. Pupils' spiritual, social and moral development is very good.                        |
| How well the school cares for its pupils  | The school provides a high level of care for its pupils. Arrangements for gathering information on what pupils know and can do are good, and the information is used to plan for individual needs. |
| How well the school works in partnership with parents                                       | Parents have a high regard for the work of the school, and are kept well informed of its activities and their children's progress.   |

## HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect   | Comment   |
|--|---|
| Leadership and management by the headteacher and other key staff | The headteacher provides high quality leadership, which underpins the good management. He is well supported by the two deputies, staff and governors.   |
| How well the governors fulfil their responsibilities             | All governors have a good understanding of the quality of education the school provides, and play an important role in planning the next stages of development.   |
| The school's evaluation of its performance                       | Senior staff have monitored the quality of teaching and learning in English and mathematics, and have begun to do so in science and information and communication technology. Monitoring in other subjects is less well developed. Governors and staff regularly review progress towards targets in the education development plan, and make any necessary adjustments. |
| The strategic use of resources                                   | Good use is made of all the resources available to the school, including specialist staff and the skilled learning assistants. The school applies the principles of best value in all aspects of its work.  |

The school is well staffed with suitably trained teachers and support staff to meet the needs of the National Curriculum and of all pupils in the school. The accommodation, particularly in the new building, is good and there are plans to develop the old nursery site. Resources for learning are good in all subjects except religious education, where they are satisfactory. They are of particularly high quality in information and communication technology.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

| <b>What pleases parents most</b>  | <b>What parents would like to see improved</b>  |
|---|---|
| <ul style="list-style-type: none"><li>• Their children like school.</li><li>• The teaching is good.</li><li>• Their children are making good progress.</li><li>• The school is helping their children become mature and responsible.</li><li>• Their children are expected to work hard and achieve their best.</li></ul> | <ul style="list-style-type: none"><li>• The amount of homework.</li><li>• Information on their children's progress.</li><li>• The range of extra-curricular activities.</li></ul> |

The inspection team agreed with the positive views of the majority of parents. Inspectors also concluded that homework was not set consistently across the school.

They also decided that the information provided to parents was of good quality, and that there was a wide range of extra-curricular activities.

## **PART B: COMMENTARY**

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

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

1. The attainment of Nursery age children when they enter the school is well below what is expected nationally for their age, and is frequently very low. The good teaching provided enables all children, including those with special educational needs (SEN) and the large number for whom English is an additional language (SEN), to make good progress and achieve well. Their attainment, however, is well below what is expected when they reach Reception age. Again, the good teaching enables them to make good progress and achieve well. By the time they enter Year 1 their attainment is below what is expected nationally for children of their age.

2. Whilst pupils make satisfactory progress in Years 1 and 2, their performance in the national tests for seven year olds is affected by their inability to understand and relate to the formal tests. Results in the reading tests were in the bottom five per cent of schools nationally, and well below the national averages in writing and mathematics. In comparison with similar schools, results were well below the average in reading, below in writing and above in mathematics. The school is examining ways of improving pupils' skills, and standards in the current Year 2 are above those who took their national tests last year, but remain below national expectations. Inspection evidence shows that standards in all three subjects are now below what is expected, but have nevertheless improved on last year.

3. Standards throughout the school have been rising over recent years, although there was a dip in last year's tests for both age groups. Results are also adversely affected by the number of pupils who join and leave the school other than at the usual times. Results in last year's tests for 11 year olds in English, mathematics and science were well below the national averages. When compared with schools having a similar intake, based on the proportion entitled to free school meals, the results matched the average in English and mathematics but were below in science. When account is taken of these pupils' performance in Year 2, they made satisfactory progress in English and mathematics but slow progress in science. An analysis of past test results has led to some new approaches and standards in English and science in the current Year 6 now match national expectations. Progress in mathematics has been slower, largely due to inconsistencies in the management of the subject in previous years. Pupils currently in Years 2 and 6 are making good progress, but their attainment is below what is expected nationally.

4. In English, pupils in Year 1 listen well to their teachers but find it difficult to express their ideas in complete sentences. In Year 2, pupils use a wider vocabulary and enjoy discussing their work or talking to the whole class. Nevertheless, standards remain below what is expected nationally. Pupils continue to develop their speaking skills in Years 3 to 6. They achieve well and their attainment matches the national expectations for children of their age.

5. Pupils' attainment in reading is below the national expectations for seven year olds, although they enjoy a range of fiction and can talk about stories they have read. In Years 3 to 6 pupils make steady progress in reading, and by the time they leave school, most are reading at the expected level.

6. At the age of seven, pupils' attainment in writing is below the national expectations. Whilst Year 2 pupils show a good understanding of sounds and use these well in their independent writing, only a small number have a good grasp of grammar and punctuation.
7. Pupils improve their writing skills in Years 3 to 6, with some vivid and imaginative examples seen in Years 4 and 5. They achieve the national expectations by the time they leave school, although there is a tendency to focus on grammatical skills rather than content.
8. In mathematics, pupils in Year 2 can solve simple number problems, but many find it difficult when working with larger numbers and could not explain clearly what they were doing. Many are slow when recalling tables and number bonds. Pupils with special educational needs or having EAL often find difficulty in solving problems because of a lack of communication skills or gaps in their English vocabulary.
9. Pupils make satisfactory progress in Years 3 to 6, largely because teachers set activities that more closely build on what pupils know and can do. They are taught in ability groups in Years 3 and 6. By the age of 11, pupils of average attainment understand triangular and square roots, and lower attaining pupils are able to identify a square number. Higher attaining pupils have learnt the square numbers to 12 x 12 and can break down numbers using decimal places to find a square root, understanding the relationship between a square root and a square number.
10. In science, standards are in line with national expectations for pupils aged seven and eleven. Pupils' achievement is underpinned by the systematic development of their investigative and enquiry skills as they move through the school. Pupils benefit from this strong focus on practical investigations. They acquire good skills in devising questions and in how to plan independent investigations.
11. Pupils in Years 1 and 2 engage in lively discussion, and higher attaining pupils confidently use the correct scientific vocabulary to make carefully considered points based on their experience. In the current Year 6, pupils' attainment matches national expectations in their knowledge of life processes and living things, materials and their properties, and physical processes.
12. The school's success in raising standards across the school, using a broadly based curriculum which is relevant to its pupils is demonstrated by the standards achieved in all other subjects; these meet national expectations for pupils aged seven and eleven. This represents good achievement, given the level at which they entered the school. Progress in information and communication technology (ICT) has been rapid, largely due to the good use made of the high quality facilities, which have only recently become available. Standards in religious education meet the expectations of the locally Agreed Syllabus.
13. Pupils with SEN make good progress. They have individual education programmes (IEPs). Targets have been set which are realistic and are being regularly reviewed by the class teacher, the special educational needs co-ordinator (SENCO) and all adults involved with the pupils. Whilst the majority of pupils make good progress, some who have more severe learning difficulties make very good progress. These pupils are very well supported by learning assistants and specialist teaching in addition to the in-class support they receive. Class teachers do not always plan for the needs of these pupils when additional support is not available.

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

14. Pupils' attitudes and personal development are very good, and their behaviour is good throughout the school. Pupils and teachers show respect for one another, share in the achievement of individuals and groups and enjoy working together. There are very good relationships between the staff and the pupils, who see their class teachers as friends. Pupils are polite, and never miss an opportunity to smile warmly and greet visitors in the corridors and classrooms. Parents are pleased with the school's family atmosphere and the values that their children acquire.

15. Pupils' attitudes in all year groups are positive. They like school, and most of them are keen to participate in activities; they try hard with their work and answer questions willingly. In a Year 1 science lesson, for example, pupils were anxious to tell their teacher which plants could be eaten safely. Most pupils are attentive and listen to their teachers. In a Year 5/6 assembly, pupils were enthralled as the headteacher told the story of Captain Oats in the Antarctic.

16. Standards of behaviour are generally good in all classes throughout the school day. Pupils know that good behaviour is expected, and follow the 'Golden Rules'. They enjoy working in pairs and groups. In a Year 5 English lesson, pupils sensibly discussed their plan for the main body of a persuasive letter. Whilst there are occasional instances of unacceptable behaviour, this tends to be silliness on the part of a small number of pupils as opposed to more serious misbehaviour. It is also noticeable that some younger pupils find it difficult to settle down to their lessons after the lengthy lunchtime break.

17. All pupils behave well in assemblies, entering the hall quietly and waiting respectfully for the assembly to begin. They also behave well in the dining rooms as they eat lunch. They tidy up after lessons and move around the school and between the buildings in an orderly manner. Pupils play happily together in the playground, and no oppressive behaviour or bullying was observed during the inspection. The school had four fixed exclusions in the past year, involving two pupils.

18. Relationships throughout the school are very good, and there is a high degree of friendship and harmony between pupils from a wide range of ethnic and cultural backgrounds. All adults in the school provide very good role models, as they work well together in a calm, purposeful and well ordered community. Pupils develop good relationships, and positive views and opinions, in an understanding and supportive environment where all wish to work hard and achieve. These harmonious relationships underpin the work of the school, and give pupils the confidence to extend their thinking and further raise their self-esteem, which in turn positively affects progress made in lessons. The use of first names throughout the school has a positive and unifying effect on the whole school community.

19. Pupils display personal initiative in many ways and enjoy helping around the school. Younger pupils willingly help their teachers in the classrooms. Year 4 pupils act as playground friends should any pupil appear to be isolated. As pupils move up the school so their responsibilities progress. Years 5 and 6 have individual cards to record their targets. Pupils in Years 2 to 6 also evaluate their own work at the end of each term by completing personal achievement books. The school council meets regularly to discuss ways in which the school could be improved. Pupils, helped by their teachers, are responsible for running the school fete, providing hand-made crafts for stalls and organising fairground games.

20. Attendance throughout the school is well below the national average but is slowly improving. Many parents are still withdrawing their children from school during term time for extended holidays to their country of origin. Unauthorised absence is broadly in line with the national average. A number of pupils are late for school on a regular basis.

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

21. The quality of teaching has improved significantly since the last inspection and is the major contributory factor to the rising standards throughout the school. Children respond well to the good teaching seen in the Foundation Stage, and as a result achieve well from a low, and sometimes very low, starting point.

22. Examples of good, and very good, teaching were seen in all year groups and in nearly all subjects, enabling pupils to make good progress and achieve well. The teaching in most lessons was good or better, and three outstanding lessons were seen. The teaching of mathematics and information and communication technology (ICT) was good throughout the school. In English, teaching was satisfactory in Years 1 and 2, and good in Years 3-6. The basic skills of literacy and numeracy are well taught and pupils make good use of these skills in other subjects.

23. Teachers have detailed knowledge of groups in their classes, and they provide challenging work in the majority of lessons for all pupils, including those with specific needs. Well-deployed, experienced and trained learning support assistants work as effective members of a teaching team in classes throughout the school. Specialist teaching of pupils with English as an additional language (EAL), or having special educational needs (SEN), is good.

24. Teachers' knowledge and understanding were better in Years 3 to 6 than in Years 1 and 2, where they were satisfactory. There were a few examples in classes for the younger children where explanations were not always clear. In a very good mathematics lesson for older pupils, the teacher's strong subject knowledge enabled her to teach mathematical skills well, and to make good use of ICT to reinforce teaching points.

25. Expectations of what pupils can do are satisfactory in Years 1 and 2, and good in Years 3 to 6. In an otherwise satisfactory science lesson, the teacher pitched her questioning to the less able children, so that the more able were not encouraged to think for themselves. In an excellent English lesson, the teacher made his very high expectations clear, challenging and inspiring pupils. Pupils rose to the challenge and produced poems that were lively, thoughtful and expressive to a level above that expected for their age.

26. Teachers use a good variety of teaching methods designed to keep pupils engaged. Setting groups by ability in mathematics, and the successful use of bilingual support staff, are key factors in improving learning for all pupils. One of the main strengths is the very good attention paid to the development of language for pupils who learn EAL. Staff modify and adapt tasks for pupils with SEN to maximise learning. These pupils receive constructive feedback during lessons. Teachers are skilled at drawing on pupils' experiences from different cultures, and effective questioning helps deepen pupils' understanding further.

27. In the best lessons, teachers use a range of questioning skills. In a very good science lesson, for example, the teacher carefully included the posing of short questions for pupils who needed time to learn and understand, rephrased when required and used more open questions for pupils whose knowledge needed to be further extended.

28. Teachers manage pupils well throughout the school, particularly in Years 3 to 6. They make it clear when actions are inappropriate, but do so without subjecting pupils to loss of dignity. They avoid giving negative feedback, but make appropriate and judicious use of rewards, and foster mutual respect. This enables teachers and pupils to spend the majority of their time on teaching and learning.

29. Teachers promote a classroom atmosphere that encourages a conscientious work ethos and enjoyment of learning. Pupils are not nervous of making mistakes. They listen attentively to the advice given so that constructive criticism leads to improvement in thinking and writing.

30. Teachers have a consistent approach to learning. They always begin lessons with a clear introduction and they check that learning is secure at the end in a plenary that focuses on the original learning objective. This supportive approach enables pupils to share their learning experiences and draw conclusions.

31. Resources are well used and most lessons are taken at a brisk pace. However, on a few occasions, in lessons otherwise judged to be satisfactory, the pace slackened in group work and progress slowed. In the very best lessons, particularly in mathematics and English, the rapid pace of the lesson added to the pupils' determination to do well.

32. Teachers throughout the school are careful to check pupils' learning during the lesson, and in final review sessions to check what it is that they have learnt and whether or not they have made sufficient progress. Many examples were seen, particularly in mathematics, of teachers adjusting their planning to ensure that pupils were ready to move on to the next stages of learning.

33. Few examples of homework being either set or marked were seen during the inspection. The school, however, accepts the parents' views that the use of homework is inconsistent and in need of review. The learning of pupils with SEN is good. In all lessons the work is suitable and challenging. Tasks are planned to meet the needs of all pupils with SEN. Specialist teachers and learning support assistants play a big part in supporting pupils' learning in lessons, particularly in numeracy and literacy.

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

34. The school provides pupils with a rich range of learning experiences. All subjects of the National Curriculum and religious education are taught and the national strategies for literacy and numeracy are being successfully implemented.

35. Teachers make good links across the curriculum. In Years 3 to 6, for example, children write for a range of purposes in religious education and in history. Year 6 pupils had written letters imagining they were Alexander Fleming telling a friend about the discovery of penicillin. Pupils in Year 6 visited a local printing works and produced a 'front page' for a newspaper.

36. There are many opportunities for pupils to write for real purposes. The school has good links with schools on the Isle of Wight and in Dorset, which offer good opportunities to study different localities and to exchange letters and e-mails with other schools.



37. Pupils with special educational needs (SEN), and those for whom English is an additional language (EAL), are well supported and have full access to the curriculum, largely as a result of the school's high staffing levels. Pupils' personal development is well catered for, although the policies for sex education and for drugs awareness are currently being reviewed. Sex education is currently taught in Year 6. Parents are fully informed about the school's approach to sex education and are invited to view the learning resource materials used if they wish.

38. The school has recently carried out an audit as part of the healthy schools initiative, and this has resulted in a review of provision. Staff training days at the beginning of the autumn term 2002 are planned to work on implementing the new policy. All classes have circle time when they can discuss important issues. Pupils in Year 6 have a residential visit each year. In Year 5, pupils visit their partner schools in Dorset and the Isle of Wight, which involves an overnight stay.

39. The curriculum is enriched by a wide range of visits by the pupils, and by visitors to the school. The school takes full advantage of the rich range of cultural opportunities in the local area. Pupils in Years 4 and 5 have taken part in a competition, providing art and poetry for a new museum, and Year 4 pupils are also involved in making a tapestry with the Tower of London. Most classes have taken part in an educational visit linked with history. The Year 5 classes are taking part in a three-year project with the Royal National Theatre. They have worked with writers and producers to create short pieces to perform in the theatre. The work has made a major contribution to pupils' attainment in speaking and listening, writing, drama, art and music. The school receives a grant from a local charitable trust to fund an artist in residence every four years. The last of these projects resulted in the story circle in the playground in the north building.

40. The school has very good links with the Education Business Partnership. Staff from a local business link visit regularly to work as reading and number partners. The partnership also funds an after school maths club run by former pupils who are now A Level students. As pupils transfer to a number of secondary schools, formal links are difficult. Learning mentors help children prepare for the move to secondary school and overall arrangements for the transfer are satisfactory. Pupils are well prepared for the next stage of education. The school has made good progress in curriculum provision since the last inspection.

41. The provision for pupils with EAL, and for pupils with SEN, is good and ensures that these pupils have full access to the curriculum. The school provides a diversity of books that reflect as many cultures as possible, and which ensures equality of opportunity for all pupils, reflecting the diverse community that the school serves. Boys and girls are encouraged to work together in all classes. All SEN support is within the classroom. Occasionally, groups or individuals are withdrawn for specialist support. This support always relates to their class work, and pupils are well prepared for the work they will be expected to undertake, particularly in English, mathematics and science.

### **Personal, including spiritual, moral, social and cultural development**

42. The provision for pupils' personal development, including spiritual, moral, social and cultural development, continues to be a strength of the school. Cultural development is outstanding. Spiritual, moral and social development are very good.

43. Assemblies and acts of collective worship, together with regular religious education lessons, provide a very good basis on which to support pupils' spiritual development. Periods of reflection are provided at each act of worship, whether in school, year or class assemblies. During circle time, pupils are actively encouraged to reflect on their own lives and the impact their actions have on others. Pupils in Year 4 use poetry to explore their hopes and dreams. Year 5 pupils enact feelings relating to exclusion and segregation. Music is used at the beginning and end of assemblies to create a calm feeling, and some teachers use it at the start of afternoon sessions to settle pupils after the lunch break. In science, Year 2 pupils have observed the emergence of a butterfly, and consider the beauty of nature.

44. The good relationships that exist, and the good example set by all adults in the school, support pupils' moral development, which is underpinned by the school's aims. Pupils' sense of citizenship is developed during circle time when they have opportunities to discuss and reflect on a range of issues. The school council is playing its part in allowing the views of all the pupils to be expressed in a wider forum. The moral code of the school is expressed through its Golden Rules.

45. The school actively encourages the development of good social skills. Assemblies are well used to promote a feeling of community. Classes take assemblies on a regular basis, sharing their ideas and work with others. Despite the size of the school, pupils all come together on Friday to share an assembly to celebrate the successes of the week. Opportunities are provided for pupils to appreciate and to contribute to the community in which they live. They help to organise and run the Summer Fair. The richness of the local environment is well used in geography and history and religious education.

46. Cultural development of pupils is outstanding. Every opportunity is used to explore the rich range of cultural opportunities available in the area. Pupils in Year 5 are able to work with the National Theatre and the London Symphony Orchestra. Through visits, artwork and drama, pupils explore the issues of immigration. All cultural and religious festivals are celebrated, and the racial harmony that exists within the school provides positive reinforcement of cultural identity. The colourful displays in all parts of the school celebrate pupils' work and reflect the variety of cultures represented in the school and in the local area.

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

47. The school works hard to create an environment in which pupils feel safe, happy and secure. Pupils are appreciative of the warm and friendly atmosphere that pervades the school, making them feel confident and emotionally secure. The headteacher and his staff know the pupils very well and are alert to their individual needs and sensitivities. Learning Mentors help pupils who lack confidence or need emotional support. Relationships between pupils and adults are very good. When difficulties arise, pupils have no fear in turning to a member of staff of their choice for help and guidance.

48. Arrangements for ensuring pupils' welfare, health and safety and child protection are good. The headteacher is responsible for child protection and is well supported by the School/Home Support worker. Both are fully trained. Clear policies support health and safety, and a number of qualified first-aiders are readily available. Care, comfort and support are given to any child who feels ill or distressed. All accidents are methodically recorded, and parents advised where necessary. Lunchtime supervisors are patient and kind, keeping a watchful eye on pupils at lunchtime to ensure their safety in the playground.

49. The school's procedures for monitoring and promoting high standards of behaviour are good. Each class has its own reward system for particularly well behaved pupils. The Friday assembly is used to recognise pupil's achievement, and inclusion in the Golden Book is much prized by the pupils. On the occasions when a pupil's behaviour is unacceptable, systems are in place to deal with the problem and parents are involved where necessary. Pupils and parents agree that the headteacher and his staff will not tolerate bullying. Any incidents are dealt with quickly and effectively.

50. The school has effective procedures for inducting new pupils. The time of teachers and support staff for English as an additional language and that of the Learning Mentor is used flexibly. They form part of the action plan for the future induction of pupils. The school has developed good relationships with community groups and cultural associations to support pupils. Pastoral Support Programmes are carefully devised to enable all pupils to reach their potential. Staff are well informed about pupil's language, cultures, values and customs.

51. There are very good procedures in place to monitor attendance, absence and punctuality and, as a result, attendance rates are improving significantly, entirely due to the rigorous monitoring by the school, the home support worker and the education social worker. Parents are constantly being made aware of their responsibilities in newsletter articles. Latecomers are recorded, but despite the school's efforts there are many parents who refuse to recognise the importance of good punctuality. The support for pupils' personal development is good. Class teachers monitor pupils carefully and keep records where necessary. The school offers many opportunities for pupils to take responsibility.

52. The school has worked hard since the last inspection to develop strategies for assessing pupils' progress. Pupils with English as an additional language are assessed by the teachers, with support from the specialist staff. If concerns are raised about the progress of these children, arrangements are made for assessments in their home language to identify any additional learning needs. The school identifies how well pupils are progressing in English and mathematics, but procedures for assessing pupils' progress in science and in the foundation subjects are still developing. Targets in English and mathematics are set for individuals and for groups.

53. The school has begun to analyse data from national tests, and is now tracking pupils' progress through the school in English and mathematics. There is evidence to show that those pupils for whom the school has the results of national tests for seven-year olds make good progress in Years 3 to 6. This data is not available for all pupils, as there is a high level of pupil mobility.

54. In the best lessons, teachers make good use of the information gained from assessments to plan activities that are closely matched to pupils' learning needs. This good practice needs to be developed throughout the school. There has been good progress in this aspect of the school's work since the last inspection.

55. The monitoring of pupils having special educational needs (SEN) is good. Individual education plans (IEPs) are reviewed every term and new targets are set. The co-ordinator is aware that the monitoring of progress needs to be reviewed in the light of the new Code of Practice. Pupils with statements of SEN receive the daily or weekly provision as set out on their statements. This includes working closely with a range of agencies.

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

56. Parents value the work of the school. They confirm that their children enjoy coming to school and are satisfied with the progress they make. Parents feel that children's behaviour is generally good. They also recognise that the school expects their children to achieve their best and helps them to mature. Most parents consider that the school is well led and that it provides an interesting range of activities outside lessons. These positive views are confirmed by the inspection.

57. A significant minority are concerned that their children are not getting the right amount of homework. The inspection looked closely at this issue and found that whilst most pupils are receiving suitable homework tasks, some class teachers do not set homework consistently. In this respect parent's concerns are justified.

58. The school recognises the importance of a good partnership between home and school, and has worked hard to improve the positive relationships and communications with parents outlined in the previous report. The building of good relationships starts well before children enter the school. The head teacher or deputy head meet all new parents and this is followed up with a home visit by the early years' team. Parents at the pre-inspection meeting said that they felt comfortable when approaching the school with suggestions or raising a concern. Parents know that they will be welcomed into school at any time to see a member of staff of their choice should they have a concern regarding their child. Class teachers are also in the playground at the beginning and the end of the day so that parents can consult them quickly.

59. The quality of information for parents is good. The school prospectus and annual governors' report are clearly written for all to understand. The regular newsletters are both friendly and informative, keeping parents advised of school activities and news and giving advance warning of future events. Newsletters are written in English and Bengali. With the exception of the Foundation Stage, the school does not supply parents with regular written information on what their children are learning and how they can help them at home. The headteacher intends to review procedures in the near future. Whilst there are currently no curriculum workshops for parents, the recent computer class for parents was so successful that the school hopes to repeat this workshop in the near future.

60. Information on pupils' progress is good. Parents have the opportunity to make appointments each term to see their children's class teacher, discuss progress and share targets. The summer consultation evening is planned so that parents can discuss any concerns regarding their child's annual report. These reports have improved significantly since the last inspection. They are now clear and informative; they set out what the class has studied, tell parents what their children know, can do and understand and evaluate performance clearly in all the core subjects and, to a lesser extent, in other subjects. Parents or carers are invited to the termly review of pupils on Stage 3 and above, and are expected to play their part in supporting the pupils in the delivery of targets.

61. All parents are actively encouraged to be involved in the life of the school, and are asked to sign a home/school agreement. They are asked, where possible, to help their children with reading and spellings and to sign the reading diary. Very few parents help in classrooms but some offer help with outside trips. Parents give their full support to school concerts and productions. The school is particularly appreciative of the fact that all religious festivals and special assemblies held in the school are well supported by parents of all faiths.

## HOW WELL IS THE SCHOOL LED AND MANAGED?

62. The headteacher provides thoughtful, convincing and purposeful leadership, which results in a reflective, well-managed school with a clear focus on raising standards. He is well supported by the governors and all staff. Under his leadership the staff work together and are committed to the welfare of all pupils. They consistently promote equality of opportunity for all by making good use of additional resources, such as expertise in the community. The school has a clear set of specific aims to cover all aspects of its work, and is very largely successful in meeting them.

63. The headteacher has developed the role of all managers since the last inspection, and has been particularly successful in expanding the role of the two deputy headteachers, who have clear responsibilities and make an important contribution to the management of the school.

64. Governors have a wide range of skills, and use them for the benefit of the school. They fulfil all statutory duties, and play an important role in planning the next stages of development. Through visits, links with subjects and reports from the senior staff, all governors have a good understanding of the school's strengths and weaknesses. However, whilst very effective, the ethnic composition of the governing body does not currently reflect the school population.

65. The leadership team has thoroughly monitored the quality of teaching and learning in English and mathematics. The role of subject co-ordinators in classroom observations is, however, less well developed, although some monitoring has taken place in science and in information and communication technology (ICT). Co-ordinators are given time to monitor planning and samples of work. They have personal action plans, which are reviewed by the headteacher. Many of the co-ordinators are new and are still developing their roles.

66. Newly qualified teachers are well supported by colleagues acting as mentors, and are given non-contact time for further training. All staff new to the school are properly briefed and supported. The handbook provides new staff with information on school routines and procedures, but its length may hamper understanding. The school is committed to the professional development of all staff, including teaching assistants. All class teachers have attended courses to update their skills in line with current developments in the curriculum, as well as attending courses relevant to their individual needs. The school's strategy for appraisal and teacher performance management is well in place and this, together with the priorities of the school development plan, is used as a basis for planning future training.

67. The school has clear priorities for development, as set out in the education development plan. This is a useful working document, containing information on responsibilities, time-scales, costings and measurable success criteria, which are aimed at improving the quality of education provided. The special educational needs co-ordinator (SENCO) and specialist English as an additional language (EAL) team are involved in curriculum planning in order to sustain and improve the school's inclusive practice. The school makes a clear distinction between those pupils who are second language learners and those who have difficulties learning for other reasons, and deploys its resources carefully.

68. Whilst the school did not meet its targets for last year's tests in English and mathematics for 11 year olds, it regularly reviews its strategies in order to improve its performance. The development plan is reviewed regularly by the leadership team and governors and any required adjustments are made. All members of the school community are determined to see further improvement in the school, and are well placed to succeed, building on what they have already achieved.

69. The budget is well planned and monitored, and is carefully set to meet the clearly identified priorities in the development plan. There have been relatively high balances in the past, largely due to some unexpected national and local grants which came late in the school year, and due to fluctuations in the allowances made for pupils with special educational needs. The aim is to keep a modest contingency fund and use all available monies for the benefit of pupils. The school receives a wide range of grants from a number of sources, which are now well used to meet specific needs and priorities. The school makes good use of modern technology in its administration, and very good use of it in the curriculum.

70. There is a good number of teachers who are well qualified to teach the National Curriculum to pupils of all ages and backgrounds. The school places a high priority on the additional support given to pupils, and the number of support staff employed is good. They are well deployed and make a significant contribution to the learning of all pupils in the school. The diligent clerical staff are helpful to the parents who approach them.

71. The accommodation is in two main school buildings some distance apart. Half the children in the Foundation Stage are taught in the old Nursery on one of the sites. Despite the difficulties this causes, the headteacher and staff have very successfully created a unified community. The new building, which is spacious and airy, provides high quality accommodation in which to teach the curriculum effectively. Whilst the old building is adequate to teach the National Curriculum, it is in constant need of re-decoration. Storage facilities are also limited. Teachers throughout the school have brightened their classrooms and hallways with attractive and informative displays to celebrate the pupils' achievements. The outside areas have also been particularly well developed to provide a suitable and imaginative play area for the number on roll. There are plans to redevelop the old nursery, which is currently rather cramped. With the exception of religious education, resources for learning are good. They are particularly good in ICT.

## **ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)**

72. A high proportion of pupils speak EAL. About 20 per cent are at the early stages of learning English and supported through the Ethnic Minorities Achievement Grant. Most of the funding is spent on extra staff who work closely with class teachers to ensure that pupils are fully involved in lessons and have access to the curriculum.

73. The teachers and support staff for EAL work closely with class teachers to plan their work. In most cases they work in classrooms alongside the class teachers. Some of the younger pupils, and older pupils who have newly arrived at the school, are withdrawn to work in small groups. When this happens, the work is closely linked to the work in the classroom and is adapted to meet pupils' individual needs.

74. In the Foundation Stage classes, children are not withdrawn, but the high number of skilled support staff ensures that they are fully involved in the curriculum. In Years 1 and 2, specialist staff teachers work in small groups with children for whom EAL. They work closely with class teachers to plan the lessons, and follow the same plan as for the rest of the class. Working with small groups allows them to provide intensive support for pupils and focus

closely on their language development. In a Year 2 withdrawal group, the teacher was comparing the theme, setting and illustrations of two books familiar to the pupils. The remainder of the class was working on this with the class teacher. In the small group, the teacher was able to adapt the task and focus closely on specific vocabulary. This group was also supported by a bilingual assistant, who translated some passages for the pupils and checked their understanding.

75. In two of the lessons observed the EAL teacher worked very effectively in partnership with the class teachers. They shared the introduction of the lessons and their good relationships served as a good role model for pupils. In a Year 5 science lesson, the EAL teacher worked closely with a group targeted for support. He ensured that the pupils understood the specific scientific vocabulary and knew what was expected of them.

76. In the best lessons, teachers and support staff take care to identify key vocabulary and to ensure that pupils understand it. This practice, however, is not consistent, and in lessons where pupils do not receive specialist support, their learning opportunities are limited.

77. The EAL team work with class teachers to assess pupils' levels of fluency in English. They set targets each term for pupils with EAL. Most of these targets are directed at improving pupils' competence and confidence in spoken English. However, whilst the targets are used well by specialist staff, they are not consistently used by class teachers.

78. Pupils aged seven attain very low standards in reading, and standards in writing and mathematics are well below those attained by pupils nationally. Their attainment in mathematics, however, is good when compared with results attained by similar schools. By the time they are 11, pupils' results in the three core subjects are well below average, but when compared with the results attained by pupils in similar schools, they attain satisfactory standards in English and mathematics but below average standards in science.

79. Management of the provision for pupils with EAL is very effective. The subject leader has monitored the work of learning support assistants by working alongside them. However, his timetable at present does not allow regular monitoring of all staff, and this needs to be reviewed. He is a member of the school's working party for the development of English, and works closely with the subject leaders to ensure that the needs of pupils with EAL are addressed. He is currently revising the subject action plan. The school has recently appointed a senior assistant post for EAL, and this is proving very effective.

80. When pupils receive specific support for EAL, they make good progress, as they did at the time of the last report. However, there are still times when they do not receive specific support and, often in these lessons, their progress is not as good. The school has provided a higher level of support for these pupils, and progress in this area has been satisfactory.

## **SPECIALIST TEACHING FOR LANGUAGE AND COMMUNICATION**

81. This specialist provision has been available at the school for the past two years. It is good, and currently provides support for 14 pupils, a number of whom travel from other parts of the local education authority (LEA) area. The number of places is to be increased

to 20 in September 2002. Pupils are well supported by a full time teacher, learning support assistants and two speech therapists who work half a week each. The provision is planned on an inclusive basis and pupils spend nearly all their time with their class groups. Planned specialist individual work takes place as required.

82. Pupils make good progress towards the targets set in their individual education plans (IEPs), and benefit from the specialist support they receive. Group work within the structure of the school curriculum allows for regular practice and a range of opportunities for developing speech. In mathematics lessons, for example, the specialist teacher and support assistants work with pupils using a programme to develop the pupils' numeracy and communication skills.

83. The inclusive nature of the provision means that pupils are fully integrated in the school and are never identified as a separate group. They develop good personal and social skills, working and playing alongside other pupils. The very good school ethos means that they are fully accepted within the school community.

84. The quality of teaching is consistently good. All specialist staff work as a team, and relationships are very good. When they work together, all have a valuable part to play and all specialist skills are recognised; this is especially evident when use is made of signing. They have a good knowledge of the needs of the pupils. The quality of the support given to the specific speech needs of the pupils is good.



## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

85. In order to raise standards, particularly in mathematics throughout the school and in English in Years 1 and 2, the headteacher, governors and staff should:

- In mathematics:  
(Paragraphs 3, 126, 129, 168)
  - \* provide a programme of staff training\*\*;
  - \* ensure that work challenges the higher attaining pupils\*\*;
  - \* increase the use of information and communication technology (ICT)\*\*.
  
- In English in Years 1 and 2:  
(Paragraphs 6, 8, 76, 108, 120, 121)
  - \* place a higher emphasis on key vocabulary in all lessons to develop the understanding and language competence of all pupils\*\*;
  - \* ensure regular formal opportunities for pupils to develop their speaking and listening skills\*\*;
  - \* use available assessment information more precisely to provide a closer match of activities to what pupils already know and can do.
  
- The governors should also consider ways of:
  - \* enabling all co-ordinators to monitor the quality of teaching and learning in their subjects\*\*;
  - \* expanding the good practice that exists within the school to ensure that class teachers plan specifically for the needs of children with special educational needs (SEN), or those with English as an additional language (EAL), when there is no specialist help in the classroom;
  - \* reducing the length of the lunch time for pupils aged five to seven so that afternoon sessions get off to a calm and orderly start\*\*;
  - \* ensuring that homework is set consistently in all classes;
  - \* providing regular written information to parents on what is to be taught\*\*.

(Paragraphs 13, 16, 33, 57, 59, 65, 76, 77, 80)

*\*\*These issues have already been identified as priorities of the school.*

## PART C: SCHOOL DATA AND INDICATORS

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

|  |    |
|--|----|
| Number of lessons observed   | 89 |
| Number of discussions with staff, governors, other adults and pupils | 68 |

### Summary of teaching observed during the inspection

|                   | Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|-------------------|-----------|-----------|------|--------------|----------------|------|-----------|
| <b>Number</b>     | 3         | 19        | 40   | 27           | 0              | 0    | 0         |
| <b>Percentage</b> | 3         | 21        | 45   | 30           | 0              | 0    | 0         |

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than one percentage point.

### 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)      | 44      | 365     |
| Number of full-time pupils known to be eligible for free school meals | N/A     | 223     |

FTE means full-time equivalent.

| Special educational needs   | Nursery | YR – Y6 |
|---|---------|---------|
| Number of pupils with statements of special educational needs       | 1       | 13      |
| Number of pupils on the school's special educational needs register | 7       | 104     |

| English as an additional language                       | No of pupils |
|---|--------------|
| Number of pupils with English as an additional language | 213          |

| Pupil mobility in the last school year                                       | No of pupils |
|--|--------------|
| Pupils who joined the school other than at the usual time of first admission | 21           |
| Pupils who left the school other than at the usual time of leaving           | 27           |

### Attendance

#### Authorised absence

|                           | %   |
|---------------------------|-----|
| School data               | 7.8 |
| National comparative data | 5.6 |

#### Unauthorised absence

|                           | %   |
|---------------------------|-----|
| School data               | 0.7 |
| 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 (Year 2)

|   |             |             |              |              |
|---|-------------|-------------|--------------|--------------|
| Number of registered pupils in final year of Key Stage 1 for the latest reporting year: | <b>Year</b> | <b>Boys</b> | <b>Girls</b> | <b>Total</b> |
|   | 2001        | 27          | 31           | 58           |

| <b>National Curriculum Test/Task Results</b> |                 | <b>Reading</b> | <b>Writing</b> | <b>Mathematics</b> |
|--|-----------------|----------------|----------------|--------------------|
| Numbers of pupils at NC Level 2 and above    | <b>Boys</b>     | 18             | 19             | 22                 |
|  | <b>Girls</b>    | 22             | 21             | 23                 |
|  | <b>Total</b>    | 40             | 40             | 45                 |
| Percentage of pupils at NC Level 2 or above  | <b>School</b>   | 69 (88)        | 69 (88)        | 78 (88)            |
|  | <b>National</b> | 84 (83)        | 86 (84)        | 91 (90)            |

| <b>Teachers' Assessments</b>                |                 | <b>English</b> | <b>Mathematics</b> | <b>Science</b> |
|---|-----------------|----------------|--------------------|----------------|
| Numbers of pupils at NC Level 2 and above   | <b>Boys</b>     | 17             | 18                 | 16             |
|   | <b>Girls</b>    | 22             | 18                 | 21             |
|   | <b>Total</b>    | 39             | 36                 | 37             |
| Percentage of pupils at NC Level 2 or above | <b>School</b>   | 67 (84)        | 62 (78)            | 64 (84)        |
|   | <b>National</b> | 85 (84)        | 89 (88)            | 89 (88)        |

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

### Attainment at the end of Key Stage 2 (Year 6)

|   |             |             |              |              |
|---|-------------|-------------|--------------|--------------|
| Number of registered pupils in final year of Key Stage 2 for the latest reporting year: | <b>Year</b> | <b>Boys</b> | <b>Girls</b> | <b>Total</b> |
|   | 2001        | 25          | 21           | 46           |

| <b>National Curriculum Test/Task Results</b> |                 | <b>English</b> | <b>Mathematics</b> | <b>Science</b> |
|--|-----------------|----------------|--------------------|----------------|
| Numbers of pupils at NC Level 4 and above    | <b>Boys</b>     | 10             | 13                 | 18             |
|  | <b>Girls</b>    | 14             | 11                 | 16             |
|  | <b>Total</b>    | 24             | 24                 | 34             |
| Percentage of pupils at NC Level 4 or above  | <b>School</b>   | 52 (60)        | 52 (64)            | 74 (81)        |
|  | <b>National</b> | 75 (75)        | 71 (72)            | 87 (85)        |

| <b>Teachers' Assessments</b>                |                 | <b>English</b> | <b>Mathematics</b> | <b>Science</b> |
|---|-----------------|----------------|--------------------|----------------|
| Numbers of pupils at NC Level 4 and above   | <b>Boys</b>     | 9              | 14                 | 17             |
|   | <b>Girls</b>    | 14             | 16                 | 18             |
|   | <b>Total</b>    | 23             | 30                 | 35             |
| Percentage of pupils at NC Level 4 or above | <b>School</b>   | 50 (66)        | 65 (73)            | 76 (83)        |
|   | <b>National</b> | 72 (70)        | 74 (72)            | 82 (79)        |

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

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

|                                 | <b>No of pupils</b> |
|---------------------------------|---------------------|
| Black – Caribbean heritage      | 9                   |
| Black – African heritage        | 0                   |
| Black – other                   | 7                   |
| Indian                          | 4                   |
| Pakistani                       | 4                   |
| Bangladeshi                     | 177                 |
| Chinese                         | 7                   |
| White                           | 91                  |
| Any other minority ethnic group | 13                  |

*This table refers to pupils of compulsory school age only. These figures do not add up to the total number as not all parents have supplied the necessary information.*

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

#### **Qualified teachers and classes:**

##### **YR – Y6**

|  |      |
|--|------|
| Total number of qualified teachers (FTE) | 18   |
| Number of pupils per qualified teacher   | 21.9 |
| Average class size                       | 26.1 |

#### **Education support staff:**

##### **YR – Y6**

|   |     |
|---|-----|
| Total number of education support staff | 35  |
| Total aggregate hours worked per week   | 833 |

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

##### **Nursery**

|  |       |
|--|-------|
| Total number of qualified teachers (FTE) | 4     |
| Number of pupils per qualified teacher   | 22:1  |
| Total number of education support staff  | 14    |
| Total aggregate hours worked per week    | 130   |
| Number of pupils per FTE adult           | 2.8:1 |

*FTE means full-time equivalent.*

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

|                              | <b>Fixed period</b> | <b>Permanent</b> |
|------------------------------|---------------------|------------------|
| Black – Caribbean heritage   | 1                   | 0                |
| Black – African heritage     | 0                   | 0                |
| Black – other                | 0                   | 0                |
| Indian                       | 0                   | 0                |
| Pakistani                    | 0                   | 0                |
| Bangladeshi                  | 0                   | 0                |
| Chinese                      | 0                   | 0                |
| White                        | 3                   | 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.*

### ***Financial information***

| <b>Financial year</b> | <b>2000-2001</b> |
|-----------------------|------------------|
|-----------------------|------------------|

|  | <b>£</b>   |
|--|------------|
| Total income                               | 1658207.00 |
| Total expenditure                          | 1684112.00 |
| Expenditure per pupil                      | 4078.00    |
| Balance brought forward from previous year | 61256.00   |
| Balance carried forward to next year       | 35351.00   |

**Recruitment of teachers**

|  |     |
|--|-----|
| Number of teachers who left the school during the last two years   | 7   |
| Number of teachers appointed to the school during the last two years   | 10  |
|  |     |
| Total number of vacant teaching posts (FTE)  | 2.8 |
| Number of vacancies filled by teachers on temporary contract of a term or more (FTE)                           | 2.8 |
| Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE) | 0   |

*FTE means full-time equivalent.*

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out  
Number of questionnaires returned

|     |
|-----|
| 425 |
| 153 |

### Percentage of responses in each category

|  | <b>Strongly agree</b> | <b>Tend to agree</b> | <b>Tend to disagree</b> | <b>Strongly disagree</b> | <b>Don't know</b> |
|--|-----------------------|----------------------|-------------------------|--------------------------|-------------------|
| My child likes school.   | 70                    | 24                   | 2                       | 2                        | 2                 |
| My child is making good progress in school.  | 51                    | 41                   | 3                       | 1                        | 5                 |
| Behaviour in the school is good.   | 55                    | 34                   | 4                       | 2                        | 6                 |
| My child gets the right amount of work to do at home.                              | 38                    | 34                   | 15                      | 9                        | 4                 |
| The teaching is good.  | 60                    | 33                   | 3                       | 0                        | 4                 |
| I am kept well informed about how my child is getting on.                          | 55                    | 34                   | 6                       | 5                        | 1                 |
| I would feel comfortable about approaching the school with questions or a problem. | 54                    | 27                   | 4                       | 9                        | 6                 |
| The school expects my child to work hard and achieve his or her best.              | 64                    | 26                   | 3                       | 1                        | 5                 |
| The school works closely with parents.   | 43                    | 42                   | 4                       | 3                        | 9                 |
| The school is well led and managed.  | 51                    | 36                   | 3                       | 2                        | 8                 |
| The school is helping my child become mature and responsible.                      | 55                    | 38                   | 4                       | 0                        | 4                 |
| The school provides an interesting range of activities outside lessons.            | 49                    | 34                   | 10                      | 1                        | 6                 |

## **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**

86. Provision in the Foundation Stage is good, due to the very good leadership of the experienced co-ordinator. This represents an overall improvement since the last inspection. The staff work closely together to ensure that learning is continuous and progressive, enabling children to make a good start to their education in an enriched learning environment. The quality and range of learning opportunities are good. The Foundation Stage curriculum has been fully implemented and all six areas are enriched through an extensive range of visits to places of interest. Children learn through a combination of structured play and more formal learning activities. Reception children are introduced to the national literacy and numeracy strategies.

87. Children of Nursery age enter the Foundation Classes with standards that are well below those expected for their age, and are often very low. A large number of children do not speak English, or are in the very early stages of learning English. Their social skills and speaking and listening skills are low. All children, including those with special educational needs or having English as an additional language (EAL), make good progress and achieve well as a result of teaching which is good and often very good. Of the 12 lessons seen, four were very good, six were good and two were satisfactory. Children receive good support from all the staff, including dual language support.

88. The attainment of children of Reception age is much improved because of their time in the Nursery. Nevertheless, it is well below that expected for their age, particularly in personal and social skills and in language and communication skills. As a result of good teaching, they continue to achieve well. However, with the exception of creative and physical development, most children entering Year 1 have not reached the standards expected for children of their age. Many are still restricted in their learning in communication, language and literacy, mathematical development and knowledge and understanding of the world by their inability to speak and write fluently in English, although good progress has been made. The school runs a Family Literacy Group and has plans to introduce a Family Numeracy Group.

89. Children are encouraged to become independent learners through first-hand experience in all areas of learning. They have a sound knowledge of their own learning as, for example, when groups of children of Reception age describe the life cycles of butterflies, frogs and beans and sequence them correctly on the computer. Planning is detailed and linked to the Early Learning Goals. It centres on specific topics for each half-term and all activities have a clear focus.

90. Parents are helped to prepare their children for school through home visits from staff and visits to the school, together with written guidance, translated where necessary. Informal assessment takes place for children of Nursery age, whilst there is formal assessment for children of Reception age. Equality of access to the curriculum is good. Adults ensure that girls and boys of all abilities, including children with special educational needs and those for whom EAL, are given equal attention and encouragement, and additional support where necessary. Good records of children's personal development and academic progress are used well to plan work. These records are discussed with parents and the teachers of the classes to which the children progress. The management of

children is very good, and time, support staff and resources are used well, with all adults making a valuable contribution to children's learning. Teachers' expectations are high, and most children apply intellectual and creative effort to their work. Pupils' enthusiasm for school, together with their interest and involvement in activities, good behaviour and very good relationships, lead to good learning.

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

91. Personal, social and emotional development are central to all areas of the Foundation Stage curriculum. Children gain first-hand experience through carefully planned indoor and outdoor activities. Any child exhibiting signs of special educational need is carefully monitored and given good support. Children for whom EAL are equally well supported. Nursery children are helped to feel secure and to become familiar with the daily routine. They are encouraged to take responsibility for themselves, each other, the environment and resources. Very good relationships are gradually built up between them and adults, and with other children. All children learn to listen to what others have to say. Eventually, they take part confidently in small group activities, and accept the need to take turns. They know that they and their families are valued. Children begin to understand that people belong to a variety of faith groups and have different ways of expressing and celebrating their beliefs. They learn the difference between right and wrong and what is fair and unfair.

92. Children of Reception age become aware of the needs of younger children and begin to understand the need for agreed values and a common code of behaviour. Adults encourage them to take responsibility for daily tasks. They learn to choose and sustain interest in activities, and develop a positive approach to new experiences. All children show respect for the environment and living things, as they plant seeds and look after hamsters and guinea pigs in the classroom. Resources are always readily accessible and adults insist that children put them away after use.

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

93. There are planned formal and informal opportunities to develop language skills in every area of the curriculum. Children of Nursery age are encouraged to communicate, and enjoy conversations. Most children comment on their activities, initially in their first language, and explain what is happening and what will happen next. They learn that books are enjoyable and informative. Children explore the making of marks (early attempts to write) and express themselves through drawing and painting. Gradually, they explain the meaning of the marks and engage in activities using tools and equipment. They learn to express ideas and recount significant events, to talk about stories and to relate them to their own experience. They are given opportunities to express their feelings, and talk about the things they can do. Initially, a large number of children, who have no understanding of English, do not contribute at all and are given specific support in their mother tongue. A significant minority do not express themselves clearly.

94. There is a good balance between direct teaching and practical activities to introduce and consolidate phonic knowledge and early reading and writing skills. When listening to the story of *The Three Little Pigs*, children in the Nursery demonstrate their understanding of the book, and begin to identify the characters and the sequence of events. They enjoy looking at books they have chosen for themselves. Writing is attempted for various purposes.



95. Children of Reception age ask simple questions, initiate conversation, express ideas and recount significant events in sequence. They plan activities with others, taking turns in conversation and using language in role-play. Most recognise and know letter sounds and names. They hear and say initial and final sounds, and sounds within words, and use their knowledge of phonics to write simple words in recognisable letters, most of which are correctly formed. After listening to the story of *The Hungry Caterpillar*, Reception age children can sequence the story. Every opportunity is taken to make cross-curricular links, for example, to the number and days of the week, and the life cycle of a butterfly. Most children make good progress in reading from a low starting point. They take their reading books home and most are given support in their reading. Through the recitation of rhymes and simple songs, children learn the days of the week and the months of the year. The literacy strategy has been beneficial in developing speaking and listening skills and writing for specific purposes.

### **Mathematical development**

96. Children in the Nursery gain confidence in counting as they join in number rhymes and songs. Most children are able to say and use number names to five in familiar contexts and are learning to count beyond five. A variety of activities help them to develop skills in counting, matching and writing numbers 1-5. They use words such as 'big' and 'little' and begin to order items such as teddy bears, by length or height. Comparisons of length, capacity and weight are made, and children order two or three items by length. They show an interest in shape and space, and begin to talk about everyday shapes. Most children know the names of two and three dimensional shapes.

97. The numeracy strategy has been introduced well for Reception age children. They know which number comes before or after another up to nine. They recognise zero and are beginning to count beyond ten. The majority of children say and use number names in order, in familiar contexts, and are able to order a given set of numbers. Through programmable toys, computer software and symmetrical patterns, they learn about position and movement. They gradually learn to recognise coins and participate in shopping activities, which include giving change.

98. Most children of Reception age are able to subtract numbers up to 10. They are beginning to understand shape, space and measures through activities such as measuring ingredients for pancakes. The majority have some understanding of time in relation to everyday routines, and many are beginning to use mathematical ideas and methods to solve practical problems. There are planned opportunities to explore pattern, shape and space. Children use mathematical language such as 'full', 'empty', 'same as', 'less than' and 'half full' when comparing quantities as they fill and empty containers. Mathematical concepts are reinforced through the good use of a wide range of resources including computer programs. Work is matched well to children's prior learning and adults help children to explain what they have learned.

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

99. Children of Nursery age become familiar with the layout of the school, and explore the grounds during different seasons. They observe living things by planting and observing the growth of beans and sunflowers. Each day they note the weather and discuss the changing seasons. Through a topic on colour and light, they are able to name, identify, classify and mix colours. They know that darkness is an absence of light. There are opportunities to explore a wide range of natural and man-made materials and discuss their properties.

Children sort objects and investigate construction materials to design, plan and make. The majority of children are able to work confidently with computers. Programmable toys are used to explore direction and complete a set route. An interest in the lives of themselves and their families develops, and they begin to differentiate between past and present.

100. Reception children find out about their environment and talk about the features that they like and dislike. They know that the sun gives light and that light forms shadows and reflections. Adults help them to understand how sound travels. As they make simple biscuits, cakes and pancakes, pupils learn about changes in materials. They know that plants need water to grow and they observe their growing seeds daily. They make regular visits to the park and the school's environmental garden. Children assemble and join materials when making a beanstalk collage and a collage to show the life cycle of a frog. Computer skills are progressively developed and children use a range of software to support different aspects of their learning. Children develop their writing through their names, simple words and sentences.

101. Children construct with a purpose in mind, using a range of materials and trying out a range of tools and techniques safely. They know that machines and equipment can be used for different purposes and are made up of component parts to fulfil particular functions. Children are taught to respect the ideas and contributions of others. Through the celebration of festivals, such as Christmas, Diwali and Eid, they show a developing understanding of different faiths and beliefs.

### **Physical development**

102. Children of Nursery age understand basic personal hygiene and know that to be healthy they need sleep, relaxation, exercise and healthy food. They make regular daily use of the safe, well-equipped outdoor area, gradually developing an awareness of space, of themselves and others as they use the wheeled vehicles. They work together in pairs and groups to develop throwing and catching skills and confidently climb and balance on the fixed apparatus. Their co-ordination develops as they move in a range of ways, jump off an object and land appropriately, and adjust speed or change direction to avoid obstacles. A sense of rhythm develops as they move to music. They develop their manipulative skills and learn to cut, roll, squeeze, hammer and saw.

103. Children of Reception age move to music in a caterpillar and butterfly dance. They progressively develop their ability to move with confidence, imagination, control and co-ordination in safety. As they practise rolling, throwing and catching, they develop social skills through working together. They climb on to apparatus and jump off safely, using large apparatus to improve their performance. Most apply a good level of physical and creative effort to their work.

104. They learn about the importance of exercise and a healthy diet. They recognise changes that happen to their bodies as a result of physical exercise. Physical skills in the classroom are taught well, with adults ensuring that equipment and tools are used safely. Children demonstrate increasing skill and control in handling tools, objects and malleable materials safely. They engage in activities requiring hand-eye co-ordination. They use a pencil to form recognisable letters, most of which are correctly formed.

## Creative development

105. Children's creativity is developed within a stimulating, well-resourced and organised learning environment. High quality displays focus on the topics children are exploring as well as celebrating the children's work. Nursery children explore what happens when they mix primary colours, look at the effects of different drawing media and experiment to create different textures. Gradually, they are able to cut, tear and glue a variety of materials to create collage patterns. They develop a sense of spatial awareness and make three-dimensional constructions. They join in favourite songs, show an interest in the way that musical instruments sound and enjoy listening to music and making it.

106. Reception children gain experience in working collaboratively, negotiating plans and ideas and selecting appropriate resources for a purpose. Their confidence develops as they try out new ideas. As adults work alongside children, they talk to them about their work and introduce appropriate vocabulary. Children explore colour and texture through a range of resources and sensory experiences, and talk about their observations. They enjoy experimenting with different media and exploring form and shape in two and three dimensions. Children are encouraged to experience a range of hands-on experiences, to choose their own resources and try out their own ideas. They explore tone and texture and all children enjoy music. They sing with increasing control, tap out repeated rhythms and make up their own. They recognise specific tunes and rhythmic patterns. Adults encourage them to use their imaginations and communicate their ideas through music. Children identify a number of musical instruments, explore their different sounds and describe how they are played. Their imagination develops as they dramatise stories and participate in role play.

***The work of the specialist teachers for language and communication, which is reported on separately has an impact on the standards achieved in all subjects. This is because the teachers provide good support in lessons and prepare pupils well for what is to be taught, particularly in English, mathematics and science.***

## ENGLISH

107. In the 2001 national tests for seven year olds, pupils' attainment in reading was in the bottom five per cent of schools nationally. It was well below average when compared with results in schools with similar numbers of pupils eligible for free school meals. Pupils' attainment in writing at age seven was well below average, and below average when compared with similar schools. The proportion of pupils attaining the higher Level 3 in both reading and writing was well below the national average. In the 2001 national tests for 11 year olds, pupils' attainment in English was well below average. It was, however, average when compared with the results of pupils in similar schools. The proportion of pupils attaining the higher Level 5 was well below the national average. There is no significant difference in the attainment of boys and girls. Over the past five years, the school's results have improved at a similar rate to the national trend, though they remain below the national average.

108. When children enter the Nursery, their speaking and listening skills are very low. For the majority of children English is an additional language (EAL). They make progress in the Nursery, and by the time they leave the Foundation Stage their confidence and competence in speaking English have developed, but are still below average. In Years 1 and 2, teachers and support staff work hard to provide pupils with opportunities to develop their speaking skills. Pupils listen well to their teachers and to each other in lessons, but on occasion are very restless in assemblies. Pupils find it difficult to express their ideas in complete

sentences, and tend to answer questions with single words. In Year 2, pupils are beginning to widen their use of vocabulary, and their sentence construction is improving. Pupils enjoy the opportunities to discuss their work with a partner, and are becoming confident in talking to the whole class.

109. In Years 3 to 6, pupils continue to develop their speaking skills. In a Year 3 class, pupils were particularly supportive towards a classmate with special educational needs (SEN) who found it difficult to talk to the whole class, but tried hard. In an excellent Year 4 lesson, pupils were exploring poetry. They showed great excitement and vitality in their use of language, and were clearly inspired by their teacher's vibrant presentation of the exemplar poem. In suggesting descriptions of a magic box, they offered phrases such as 'my box is fashioned from kangaroo skin, held together by the teeth of a sabre toothed tiger' and 'gold and silver glowing stars on burnished, tinted copper'. Their ideas flowed thick and fast and they showed real excitement in learning.

110. This was also the case in both Year 5 classes. These pupils have been working with a professional theatre company over the past three years, and during the inspection week they were completing the rehearsals for their performance in the theatre the following week. One of the classes was practising the script they had written, with emphasis on diction, projection and clarity. Pupils practised their script with enthusiasm. Some of them were quite skilled at projecting their voices, and they are becoming confident performers. In the parallel class, pupils were thinking of phrases to include in letters to friends and family members to persuade them to come to the performance. They showed good understanding of persuasive language, and included phrases such as 'we need you to come and encourage us', and 'feast your eyes on our spectacular show'.

111. By the time they are seven, pupils' attainment in reading is below average when compared with standards attained nationally. Pupils do, however, enjoy a range of fiction and can talk about the stories they have read in class. Pupils take books home to read with family members. However, many of the pupils are from homes where English is an additional language and they do not practise reading in English on a regular basis. In Year 1, pupils know the difference between fiction and non-fiction books. Some higher attaining pupils can talk about the non-fiction books having labels and headings. Pupils enjoy their shared reading sessions. They enjoy talking about the books they have read and re-telling the stories. Pupils are developing their knowledge of sounds and beginning to use this to tackle unfamiliar words in their reading.

112. In Years 3 to 6, pupils make steady progress in reading and by the time they are 11 most pupils attain average standards in reading. A small proportion of pupils makes good progress and achieves above average standards by the age of 11. This is, however, below the level of pupils attaining the higher levels nationally. The majority of pupils can read aloud competently, but when questioned about the texts, many of them are not secure in understanding what they have read. They can answer factual questions, but are not sure about expressing opinions about what they have read. In a Year 4 lesson, pupils joined with enthusiasm in reading, along with the teacher, a poem they were studying. They read with good expression and intonation, using punctuation to guide their reading. In a Year 6 lesson, pupils were competent in answering factual questions from a text, but had some difficulty in answering questions that required them to infer meaning from what they had read. Eleven-year-old pupils are not enthusiastic readers. The most able are competent, but do not talk about a wide range of books and authors. The school provides a rich range of fiction for pupils to choose from, but in discussion, pupils expressed a very narrow range of choices and did not show a good knowledge of authors.

113. By the time pupils are seven their attainment in writing is well below the standards attained by pupils nationally. They are beginning to understand how to use sounds in their writing and spelling, but this is limited. In Year 1, pupils show developing knowledge of sounds, and are beginning to use these to spell words independently. However, this is limited to a small number of pupils. The majority do not yet use their knowledge of sounds to write, but depend on adults to help them. In Year 2, pupils show good understanding of sounds, and use these well in their independent writing. A small number of pupils show good understanding of grammar and punctuation, and attain satisfactory standards for their age.

114. In Years 3 to 6, pupils improve their writing skills. In Year 4, pupils provide vivid and imaginative ideas in their writing. They explore alliteration, for example, putting in a magic box 'a dangerously decorated dragon, dancing to a drum'. They think about things precious to them, putting into the magic box 'the smooth, silk bedcover that once belonged to my grandma', and use their imagination to provide phrases such as 'a calm Atlantic ocean with sharks saving mermaids'. Some of their work shows considerable spiritual awareness, for example, 'the photos of my parents' wedding and the spirit of joy and laughter'. The poem ends, 'I shall soar through the air upon my box and float down to a jewelled palace, decorated carefully with rubies, emeralds and sapphires, shining like the glistening, distant moon'.

115. Pupils in Year 5 show good understanding of the features of persuasive writing. They have written posters and letters to persuade friends and family members to attend their performance at a professional theatre, making good use of persuasive language.

116. Teaching in English is satisfactory in Years 1 and 2, with one very good lesson being observed. Of the other seven, four were good and three were satisfactory. Teachers have a secure understanding of the National Literacy Strategy and implement it well. In the lessons observed, teachers involve support staff well to encourage and motivate pupils. The support staff make a very effective contribution to pupils' learning and enable them to take a full part in lessons. Teachers discuss the learning intentions with pupils, which makes the tasks clear and pupils understand the purpose of their learning. Teachers regularly remind pupils of the time available for tasks, which helps the pace of lessons and ensures that pupils work productively. In the most successful lesson, the teacher's lively presentation ensured that pupils were enthusiastic and keen to participate. Relationships were very good and the teacher established a very positive working atmosphere.

117. In Years 3 to 6, teaching was good, with two excellent lessons observed. Of the other 11, one was very good, six were good and four were satisfactory. In the two outstanding lessons, the teachers set challenging tasks for pupils and presented the work in ways that inspired and motivated them. Their joy in learning was evident. The teachers organised the work to include all the elements of the National Literacy Strategy in a way that made learning coherent for pupils. They ensured that pupils with SEN, and those for whom EAL, were well supported with tasks appropriate to their learning needs. They also provided challenging tasks for higher attaining pupils.

118. In Year 5, pupils were studying persuasive writing. They made posters to advertise their play and wrote beguiling letters to family and friends to persuade them to attend the performance. They showed a clear understanding of the key features of persuasive writing, including 'emotional blackmail'. In a Year 4 lesson, the teacher's own passion for poetry was communicated to the pupils. This enabled them to develop their use of language with flair and imagination, using a rich range of vocabulary and expressive imagery.

119. In some of the lessons, whilst the teaching was satisfactory, there was a tendency to focus on grammatical skills at the expense of content. The learning was not presented in a meaningful context, so that pupils in these lessons were not developing a sense of audience in their writing, or writing for real purposes.

120. The school uses a range of strategies to assess pupils' progress in English. These include the nationally recommended optional tests in Years 3 to 5. Targets are set for groups and individuals, and the school has begun to track pupils' progress in English. As there is a high level of mobility in the school, the results of the tests for seven year olds are not available for all pupils. The available data for pupils now in Year 6 shows that they make good progress during Years 3 to 6. The school is now planning to improve its use of data gained from assessment to inform teachers' planning, and thus provide a closer match of activities to pupils' prior learning.

121. Management of English is very good. The subject leaders have a good knowledge of the school's strengths and weaknesses in the subject. They work well together as a team. They regularly update their own professional knowledge and lead training for their colleagues. They have monitored teaching in English and given feedback to colleagues. Their observations have been linked to performance management targets in writing, which have been identified as a whole school issue. They have surveyed colleagues planning and samples of pupils' work, and as a result, the school's policy for marking and editing pupils' work has been revised. Writing remains a priority for development, and the subject leaders' action plan also identifies the need to provide a greater range of opportunities to develop pupils' speaking skills. The school has made good progress in English since the last inspection.

## **MATHEMATICS**

122. Results in last year's national tests for seven and eleven year olds were below the national averages for children of their age. In comparison with similar schools, results were above average at seven and in line at eleven. Inspection evidence shows that, whilst standards in the current Years 2 and 6 have risen, they remain below the national expectations.

123. Pupils with special educational needs (SEN), and those for whom English is an additional language (EAL), make good progress. Gifted and talented pupils also make good progress. Pupils' achievement is satisfactory in Years 1 and 2 and good in Years 3 to 6. More than half the children in the school have EAL, and nearly half of them are at an early stage of language acquisition. Inspection evidence shows that whilst pupils have the mathematical ability to solve problems in lessons when teachers are there to encourage them to work out what the problem is, they find difficulty in interpreting the mathematical vocabulary in written test questions. The school has carried out an analysis of pupils' answers to questions, and is striving hard to help them overcome their difficulties. A small number of gifted and talented pupils receive additional support to help them achieve the higher levels at the ages of seven and eleven.

124. Pupils in Year 2 can solve simple number problems, using mental calculations and appropriate methods of addition and subtraction. Many pupils found difficulty in using addition and place value to add larger numbers, and were not able to explain the process clearly. Teachers encourage a range of approaches to number work. Nevertheless, many pupils are not able to recall tables and number bonds rapidly enough to enable them to achieve at the required standards. Many pupils with SEN, or EAL, find it difficult to apply their knowledge to problem solving.

125. The practice of teaching pupils in Years 3 to 6 in groups according to prior attainment is having a positive effect on raising attainment, as it enables teachers to match activities more closely to pupils' understanding. As a result, pupils are making good progress as they move through the school. By Year 6, average attaining pupils have developed their understanding of triangular and square roots. Lower attaining pupils are able to work out if a number is a square number by looking at the last digit, and higher attaining pupils have learnt the square numbers to  $12 \times 12$ . They can break down numbers using decimal places to find a square root, and understand the relationship between a square root and a square number. Teachers should, however, ensure that work should be set more consistently to provide a suitable level of challenge.

126. The quality of teaching and learning is good. Of the 17 lessons seen, five were very good, 11 were good and one was satisfactory. Teachers' knowledge and understanding is satisfactory in Years 1 and 2, and good in Years 3 to 6. Teachers use the National Numeracy Strategy well. Where teaching is very good, the mental sessions proceed at a good pace and all pupils participate fully. Lesson objectives are clearly stated and opportunities are made for pupils to evaluate what they have learned. Work is carefully planned to match the abilities of all pupils. Teachers' expectations are satisfactory in Years 1 and 2, and good in Years 3 to 6, and pupils apply intellectual effort to their work. Teaching methods engage pupils' interest, and they are motivated to succeed. The management of pupils is good in Years 1 and 2, and very good in Years 3 to 6. Very good relationships between teachers and pupils and between pupils and pupils' good behaviour promote good learning. Time and resources are used well to promote learning.

127. Trained support staff make an active contribution to the good progress made by all pupils, including those with SEN and those for whom EAL. However, the use of homework to consolidate and extend work in the classroom is inconsistent. The quality and range of learning opportunities is good. There is equality of access and opportunity for all pupils. Procedures for assessing pupils' attainment and progress are good. Assessment information is used satisfactorily to guide curriculum planning.

128. The subject is managed well by an enthusiastic, newly appointed subject leader. He has put in place a number of initiatives this year which have yet to have their full impact. With the support of the headteacher, governors and the local authority advisor, he has been instrumental in the raising of standards. He has monitored teaching and learning and instigated a programme of continuing professional development. Talented and gifted pupils have been identified, and attend a High Achievers' Club. Number partners from a local business link work with pupils in Year 2 once a week.

129. There are examples of information and communication technology (ICT) being used well, and there are plans to increase its use, particularly to help lower attaining pupils. The school is aware of the need to raise standards in mathematics and there is a shared commitment to improvement.

## SCIENCE

130. Results in the national tests in summer 2001 for Year 6 pupils were well below the national average for children of their age. The proportion of pupils attaining above the expected level was also well below the national average. When compared to those of schools with a similar percentage of pupils known to be eligible for free school meals, the results were below average. Teachers' assessments of pupils at the end of Year 2 in 2001 show that standards were well below the national average when compared to those of other schools nationally. However, the proportion of pupils attaining above the expected level was close to the national average.

131. The attainment of pupils in the present Year 6 matches national expectations in their knowledge of life processes and living things, materials and their properties, and physical processes. A particular strength is the pupils' skills in making scientific enquiries. The school has placed a strong emphasis on practical investigations, enabling pupils to develop good skills in devising questions and in planning investigations independently.

132. The quality of teaching and learning has improved since the last inspection; it is satisfactory in Years 1 and 2, and good in Years 3 to 6. Of the eight lessons seen, one was outstanding, one was very good, three were good and three were satisfactory. In the best lessons, teachers ask challenging questions to extend pupil's thinking and interesting tasks are well chosen, with a good balance of direct teaching and opportunities for pupils to apply their enquiry skills to find things out for themselves. Effective summing up at the end of a lesson enables pupils to evaluate their ideas and consolidate learning. The good learning seen in a Year 5 lesson was the direct result of the teacher challenging pupils to find out more about air in soil by practical investigation and skilful questioning. Pupils, including those with special educational needs (SEN) and English as an additional language (EAL), were highly motivated by the teaching and the opportunities for independent working. Good levels of additional adult support ensured that pupils understood the tasks and were able to share their findings. When the teaching challenges pupils, they behave very well, concentrate on what they are doing and work hard to manage the well-crafted tasks set by all teachers. These good attitudes make a significant contribution to pupils' learning.

133. As pupils progress through the school, their understanding of everyday life is strengthened by the systematic development of their skills in investigations and enquiry. Year 1 pupils, for example, develop their understanding of living things by cutting out pictures of a variety of plants they can eat. They engage in lively discussion about plants they cannot eat. Higher attaining pupils make carefully considered points based on experience, and use the correct scientific vocabulary with confidence. Standards in other areas of science are satisfactory throughout the school, with teachers providing pupils with a broad curriculum.

134. Teachers plan well; their learning intentions are clear, and are shared with pupils. The good quality provision made for pupils with SEN, and those for whom EAL, ensures that they have full and equal access to the curriculum. As a result, these pupils make good progress in their work. Teachers expect pupils to respond to their written questions as part of their marking, and this good level of challenge enables pupils to think about how their work could be improved. There are particularly good opportunities for pupils to record their work independently in Years 4 to 6. However, the preponderance of worksheets in Years 2 and 3 restricts the level of challenge, and the opportunity to develop scientific enquiry skills. The subject leader is aware of this weakness.



135. There are carefully planned opportunities to promote language skills, with the identification of key vocabulary which pupils make every effort to use correctly. This occurs, for example, when discussing the life cycle of the butterfly in Year 2 and the conditions for germination of seeds. The development of pupils' numeracy skills is carefully considered in teachers' planning, as pupils are encouraged to use a range of measurements and display their findings in a range of mathematical ways. A Year 3 lesson on the strength of different types of paper offered sound opportunities for measurement and the use of charts. Similarly, teachers are beginning to make increased use of information technology to aid learning. A Year 4 lesson made very good use of a digital microscope and a web site on mini-beasts. Pupils confidently discussed their findings with their class. Pupils are given opportunities to gain an understanding and appreciation of a variety of habitats through local visits and from their work in the school's wildlife garden. By the time they are in Year 6, pupils can identify a range of plants and mini-beasts, and pose questions for investigation.

136. The subject is effectively managed by an enthusiastic and knowledgeable co-ordinator, who has a clear understanding of the strengths and weaknesses of the provision. Her monitoring role is beginning to develop, and she recognises the need to develop further staff training and maintain the good level of resources.

## **ART and DESIGN**

137. Pupils' attainment by the end of Year 2 and Year 6 is in line with what is expected nationally for children of their age, as it was at the last inspection. The majority of pupils, including those with special educational needs (SEN) and those having English as an additional language (EAL), achieve well. They learn a range of techniques and styles to express their ideas, often using the work of other artists to inspire them. The majority of pupils use their sketchbooks well to gather ideas and test particular techniques.

138. Year 1 pupils work in groups to make close observational drawings and paintings of tulips or fruit using watercolours. Others create flower sculptures, using papier-mâché and paint. The majority are aware of form, and pay attention to the shape, colour and different parts of the flower or fruit, as well as its texture. They comment on their work and that of others, explaining what they like about it.

139. Pupils in Year 3 use ideas from a story to make a composition showing the relationship of two figures. They have a good understanding of tone, using it to create light and shade. Through discussion, they explore features such as shape and expression, using their knowledge of sketching to experiment with outline and the use of different media. In Year 6, pupils explore people in action and use different techniques of sketching. They experiment with different ideas as they sketch their partners in different positions, and comment on which works best. The majority of pupils produce a realistic and well proportioned drawing, with the highest attainers using well observed detail.

140. Of the three lessons seen, one was good and two were satisfactory. When account is taken of the displays around the school and the work in pupils' books, the overall quality of teaching is at least satisfactory with particular strengths in Years 2 and 4. Lessons are introduced effectively and clear explanations help to focus pupils' attention on key ideas and skills. Good use is made of visual materials, such as photographs of sports people and illustrations from stories, to stimulate pupils' ideas. Questioning is also well used to establish understanding. Teachers encourage pupils to think for themselves, and they provide for the individual needs of pupils.

141. The monitoring of pupils' work is often used to ensure that pupils are achieving as well as they should and breaks in lessons are used to draw pupils' attention to particular skills or the outcomes they should be aiming for. In a Year 3 lesson on composition, for example, the teacher explained the importance of tone, shading and expression. Teaching assistants are well briefed and contribute well to pupils' learning, especially when supporting pupils with special needs or those having EAL. Teachers use the final review session for pupils to consider their own work and that of others. In lessons otherwise judged to be satisfactory, not all pupils are involved in this activity and work is not always planned to ensure that the higher attaining pupils are suitably challenged.

142. The art curriculum is enhanced through the regular use of visiting artists and other resources within the community. Pupils enter competitions and additional opportunities are provided after school for pupils to take part in extra activities in the study centre. Art is effectively used to promote literacy skills, for instance in the work on William Morris in Year 2. Display is carefully used to stimulate pupils' artwork and to improve the environment. Artwork has, for example, been used to create a quiet area in the playground. The subject leader is enthusiastic and has clear plans for the further development of the subject. There are some good examples of the use of ICT in art, but its regular use is not identified in the scheme of work. There is a good range of resources, which are well used.

## **DESIGN AND TECHNOLOGY**

143. Timetabling arrangements meant that only one design and technology lesson was seen. Evidence from observation of this good lesson, work seen in pupils' folders, interviews with pupils and teachers, display material and schemes of work indicate that by the time they leave school pupils' standards are in line with national expectations. This is an improvement since the last inspection.

144. Aspects of design and technology are successfully integrated into other areas of the curriculum, and enhance pupils' understanding in several subjects including science, English and geography. Evidence from displays shows that pupils' skills in designing, making and evaluating are satisfactory. Boys and girls achieve equally well, building on their design and making skills as they move through the school.

145. In the lesson seen, pupils used a small range of materials to design a poster to persuade pupils to eat more fruit. Skilful questioning by the teacher encouraged pupils to concentrate on graphics and the use of colour. As a result they worked with commitment and enthusiasm. Pupils of all abilities worked well together so that all were given the opportunity to learn in a productive atmosphere. The small proportion of higher attainers explained their choices with some confidence.

146. The school's inclusion policy ensures that all pupils, including those with special educational needs (SEN) and those for whom English is a second language, have full access to the curriculum and receive appropriate support. Pupils with English as an additional language are supported with translations of key vocabulary, and those with SEN are supported in their designing and writing.

147. The work of older pupils covers an interesting range of topics, which link carefully to other curriculum areas. Pupils in Year 3 speak enthusiastically about their greenhouses. They give clear explanations of why they have chosen particular shapes for their designs. They link their designs to known mathematical shapes. They are able to evaluate the finished model in terms of 'fitness for purpose'. Pupils in Year 4 carefully link their

geographical knowledge of climate in Bangladesh to the need for storm shelters. They give good reasons for the use of cardboard triangles at the corners of the houses, and name the ways they joined the materials. However, the use of ready-made kits restricts the design process.

148. Sketchbooks indicate that pupils are able to base designs for paper plates on their local area, which they then send to pen pals on the Isle of Wight. Sketches show that they are able to keep their designs simple and restrict them to a small number of colours. In Year 6 pupils make good use of construction kits. They speak enthusiastically of how they programmed their models using a computer. Pupils undertake projects with an environmental purpose, which will benefit the school by attracting wildlife into the school's environmental garden. They construct shelters for small birds, and make hedgehog boxes using a range of skills such as hammering, sawing, chiselling and glueing. All pupils throughout the age ranges evaluate their work, with higher attainers moving from the descriptive to explaining what might be improved.

149. The management of the subject is satisfactory. The school had originally adopted the scheme of work from the Qualifications and Curriculum Authority but has now begun to blend this successfully into the whole curriculum. However, not all projects as yet build on prior attainment which restricts progress through the school, and there is insufficient emphasis on the systematic development of skills. The subject leader is aware of the strengths and weaknesses in the teaching of the subject. She has identified areas for development. Resources have been built up steadily and are well organized.

## **GEOGRAPHY**

150. Standards match the national expectations for pupils aged seven and eleven, a similar position to that reported at the last inspection. The issues raised in the report for that inspection have been fully addressed. Year 2 pupils study the local area and develop their mapping skills as they identify parking facilities near the school. They use a key to indicate where parking is and is not permitted, and recognise symbols and landmarks to assist them in finding their way. Work in their books shows that pupils use information and communication technology (ICT) to record traffic data as a means of exploring the character and nature of their locality.

151. Year 5 pupils apply their fieldwork skills to surveying traffic at two different points near the school, working in pairs or individually to record their observations on different means of transport. They use their observations to make comparisons. Higher attaining pupils are beginning to draw conclusions based on the teacher's questioning and offer possible reasons for the differences. In Year 6, pupils use ICT to research, select and record information to build a profile of different countries competing in the World Cup. The majority identify significant findings, and higher attaining pupils use the information to draw conclusions. They can, for example, link low temperatures with sports practised in a particular country.

152. The majority of pupils, including those with special educational needs (SEN) and having English as an additional language (EAL), achieve well. They become increasingly confident in communicating their findings using geographical vocabulary. A good example of this was seen in their work on the physical features of a village in Bangladesh. Achievement is linked to the pupils' positive attitudes and their willingness to respond to questioning.

153. The overall quality of teaching is satisfactory which results in pupils making satisfactory progress. Of the five lessons seen during the inspection one was good and the remainder were satisfactory. In the good lesson, pupils were carefully briefed about the learning

objectives, and given guidance on how to achieve them. Questioning was well used to establish understanding and to stimulate thinking when, for example, carrying out fieldwork or finding information when interviewing people. This was well illustrated in a Year 5 lesson where pupils with EAL were helped to construct their questions as they listened to the more able pupils and learnt by example.

154. In a Year 2 lesson, the skilful use of visual aids and the careful teaching of the language needed to explore the local area enabled pupils to understand how to complete the task successfully. This approach has a clear impact on pupils' learning, especially those who are in the early stages of learning English. In lessons otherwise judged to be satisfactory, the work set does not always help pupils to go beyond the obvious or in interpreting their findings in depth.

155. The geography curriculum is effectively enriched by fieldwork, which gives pupils opportunities to explore the locality and visit the Isle of Wight. Where other localities are studied, learning is supported by the exchange of information with other schools through the use of electronic mail. The subject is well led, and the co-ordinator offers useful guidance to colleagues. However, although the co-ordinator monitors planning and pupils' work, information is not used systematically to plan future developments.

## **HISTORY**

156. Timetabling arrangements during the inspection meant that no history lessons were seen. Evidence from the scrutiny of work, teachers' planning and discussions with pupils and teachers, however, indicates that pupils achieve well in the subject and attain standards equivalent to the national expectations for children of their age. This is an improvement since the last inspection, when it was reported that pupils did not attain the full range of historical skills and understanding by the end of Year 6.

157. Year 2 pupils demonstrate good knowledge and understanding in their study of the Victorians. Higher attaining pupils produce well-written pieces on Victorian children at work, Queen Victoria and schooling based on their visit to a local museum. Pupils' knowledge is also reinforced through the use of a range of artefacts including photographs. In their study of famous people, pupils clearly explain why they are remembered, and develop their literacy skills as they write about them.

158. Year 6 pupils build on what they already know and can do and are skilled in asking their own questions. Good examples of this were seen in their work on the Tudors as they devised questions for Catherine of Aragon. High attainers write effectively and imaginatively as they assume the role of different characters and explain what it is like to travel through time. Pupils show good understanding of a range of aspects, including descriptions of peasants' homes, manor houses and life in Tudor London. Much of this work is based on pupils assessing what they already know and deciding what further enquiries they would like to make.

159. Pupils achieve well and make increasing use of historical evidence from different sources of information when carrying out research. Pupils' attitudes are very positive and contribute to the progress they make. Inspection evidence indicates that the quality of teaching is good. Pupils' work, for example, shows that a distinctive feature of the teaching

is the constant focus on developing enquiry skills and the emphasis put on interpreting evidence. Good examples of this were seen in the Year 5 work on immigration, and life during the Second World War based on recollections of members of the local community.

160. Drama is well used, with many theatre groups visiting the school and guiding pupils in their work on, for example, the ancient Egyptians. Much learning is also related to pupils' own experiences. The co-ordinator has good subject knowledge and plays a critical role in shaping and influencing standards. There are some good examples of the use of information and communication technology (ICT), but this is not consistent across year groups.

## **INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)**

161. The attainment of pupils in information and communication technology (ICT), at the ages of seven and eleven, matches the standards expected nationally for children of their age. This represents good progress since the last inspection when standards were below national expectations and National Curriculum requirements were not fully met. This is no longer the case. Standards have improved considerably over the last year due to the determination of the new co-ordinator, the support of the headteacher and governors, recent staff training and the perseverance of the staff in developing their own ICT skills. The introduction of a structured scheme of work, based on national guidance, has also improved staff confidence in teaching ICT.

162. Pupils develop their skills in a well resourced computer suite. Prior to staff training taking place, this facility was underused and pupils did not spend sufficient time in the suite to enable all strands of the curriculum to be covered. In addition, there was insufficient direct teaching of ICT skills, and no clearly defined, step-by-step development of pupils' skills. This is no longer the case.

163. As a result of these improvements, standards have risen in all strands of ICT. Links have been established with two schools in contrasting parts of the country. As a result of good facilities and good teaching, all pupils, including those with special educational needs or having English as an additional language (EAL), make good progress and achieve well. At the time of the last inspection, progress was limited.

164. During the inspection, pupils in Year 2 created a picture using the shape and fill buttons and learned to copy and rotate a picture. The interactive screen was used well to demonstrate procedures. Pupils in Year 3 made links with history as they put information about the Pharaohs of Egypt on a database. By the end of the lesson, most pupils understood the purpose of a database. They were able to set one up, enter information and read information from it. By Year 6, pupils understand that computer software can include a range of media, giving the user a range of options; they were able to make a power point presentation in connection with a World Cup project.

165. Information and communication technology (ICT) is used widely across the curriculum. By the age of 11, pupils use spreadsheets in numeracy. In literacy, they have produced an illustrated book and the front page of a newspaper. They have also used word processing skills in connection with their work with the National Theatre and during Poetry Week. In religious education lessons, they have carried out research on special people, such as Martin Luther King, Helen Keller and Mohammed Ali.

166. During Science Week, they investigated sensor equipment to collect data and produce graphs. They have given multimedia presentations, programmed a robot, made a document by copying and pasting from the internet and are currently designing the school website. During the inspection, good use was made of a word search program to support word recognition for a pupil with special educational needs. In a Year 6 literacy lesson, use of the interactive whiteboard helped pupils to understand the structure and language of a Quest story. Similarly, in a mathematics lesson in Year 6, the use of an interactive function machine helped pupils for whom EAL to be fully included and make good progress.

167. The quality of teaching is good, leading to good learning on the part of all pupils. In the six lessons observed, it was very good in four, good in one and satisfactory in one. As a result of recent training, teachers' knowledge and understanding is satisfactory in Years 1 and 2 and good in Years 3 to 6. Most teachers combine explanation, demonstration and practical activity well; as a result, pupils make good gains in knowledge, skills and understanding. Teachers' planning is good. Learning objectives are made clear to pupils, and opportunities are provided for them to assess what they have learned, enabling them to gain a sound knowledge of their own learning in Years 1 and 2 and a good knowledge of their learning in Years 3 to 6. Teachers have sound expectations in Years 1 and 2 and high expectations in Years 3 to 6, and pupils apply intellectual and creative effort to their work. The methods used help all pupils, including pupils with special educational needs and those for whom EAL, to make good gains in learning. The management of pupils is good in Years 1 and 2 and very good in Years 3 to 6. This, combined with pupils' good attitudes, behaviour and very good relationships, leads to good learning. On-going assessment in lessons enables adults to recognise mistakes and misconceptions, and to use them constructively to facilitate learning. Time and resources are used well.

168. Leadership and management of the subject are very good. The subject leader has worked very hard to support pupils and staff in raising standards. The quality and range of learning opportunities are good. There is equality of access and opportunity for all pupils. Procedures for assessing pupils' attainment and progress are good, but the use of assessment to guide curriculum planning is underdeveloped. The teaching of literacy skills and, to a lesser extent, numeracy skills through ICT has proved very beneficial. A priority for improvement is to develop further the use of ICT across the curriculum, particularly in mathematics. Leadership ensures very clear educational direction and reflects the school's aims and values. There is a shared commitment to improvement on the part of the governors, headteacher, staff and pupils, and the capacity to succeed is very good.

## **MUSIC**

169. Pupils continue to attain satisfactory standards in music throughout the school, which makes good use of a music specialist. By the age of seven, pupils are able to sing songs from memory with good control of pitch. They listen carefully to music and appreciate that it can be used to create mood. They make use of percussion instruments, creating sounds to illustrate their understanding of dynamics.

170. By the age of 11, pupils are able to sing with growing confidence. They sing rounds with an awareness of the needs of the other group, and have a growing repertoire of songs. Listening to music is part of all their music lessons. Music is also listened to at the beginning and end of assemblies. They recognise the sounds made by different instruments. Some pupils have the opportunity to learn a musical instrument. The school provides pupils with the opportunity of working with professional musicians to develop composition.

171. All pupils have a good attitude towards music. They enjoy singing and are pleased to be able to perform songs they know. They concentrate when they are listening in lessons or when music is played to them at an assembly. Of the four lessons seen, three were good and one was satisfactory. Pupils in Year 2 were learning to play on different beats in the bar. Pupils in Year 4 listened to Raga music and were able to beat out rhythms across other rhythms. Pupils in Year 6 were exploring the rhythm of a 12 bar blues. Good use was made of available resources, which allowed all pupils in the group to have access to a percussion instrument. Each music session contained a song, which the pupils sang with enthusiasm. Lessons also provided pupils with an opportunity to listen to music that ranged from Raga to Elvis Presley.

## **PHYSICAL EDUCATION**

172. Standards of attainment for pupils aged seven and eleven meet the national expectations for their age. Pupils from Years 4 to 6 attend regular instruction at a local swimming pool. By the age of 11, the majority are confident in the water and can swim 25 metres. Many swim much further and those with higher attainment are competent in a range of strokes. The previous inspection found that attainment was average for the pupils' ages, with levels of attainment in swimming being slightly above national expectations.

173. Lessons were observed in all age groups over a range of activities. Pupils aged five to seven learn the importance of warming up at the beginning of a lesson, and the need to respond to commands for personal safety. They are able to take their body weight on their hands, and respond positively to the stimulus of music. They move carefully around the hall at various speeds using different movements. In hockey, pupils are keen to develop their stick handling skills, and they collaborate well with each other when working in pairs. In Year 6, pupils learn the rudiments of hurdling, and refine their throwing skills over long distances. Boys show themselves to be particularly well co-ordinated and good at skipping. Levels of overall fitness are sound and pupils commit themselves to activities with enjoyment. Pupils across the range of attainment work well together, irrespective of gender or ability, so that all are given equal opportunity to learn in a harmonious atmosphere.

174. Teaching was satisfactory in all six lessons seen. In most lessons teachers lead a good warm-up session, although it is not sufficiently rigorous in all cases. Pupils are keen to participate, and they make the most gains in their development and understanding of skills when teaching includes well-paced activities, clear demonstrations and opportunities to practise their skills.

175. Some aspects of good teaching were seen in several lessons. Year 6 pupils, for example, were carefully taught to hurdle with a focus on the leading leg. In one otherwise satisfactory lesson, the pace was slow and pupils' interest was not held due to lack of challenge in the lesson and the length of time they spent waiting to take part in the activity. Teachers manage pupils well in lessons and the majority respond quickly to the teachers' 'stop' command. Teachers ensure that pupils are dressed correctly and provide good role models by dressing appropriately themselves. However, higher attaining pupils throughout the school would benefit from more challenging activities in lessons to improve their skills, and from further opportunities to strengthen control and fluency.

176. Management of the subject is satisfactory. The subject leader has identified the need to develop aspects of gymnastics and games, improve teachers' confidence and provide more challenge to extend pupils' learning. Pupils who wish to develop their skills further have access to a good range of after-school clubs, and school teams take part in local tournaments. The school has taken advantage of national and local initiatives, and has developed sound links with external providers.

## **RELIGIOUS EDUCATION**

177. Standards in religious education match the level expected by the locally Agreed Syllabus at the end of both key stages. This is an improvement since the last inspection, when religious education did not meet statutory requirements. Throughout the school, pupils are increasing their knowledge and understanding of all world faiths. By the age of seven, pupils display basic knowledge of some features of Christianity, Islam, Hinduism, Sikhism, Judaism and Buddhism. They understand, for example, the importance of belonging to various groups and the ways people are accepted into a faith through birth rites and naming ceremonies. Pupils know that a major element in many faiths is caring for one another and for the environment. The school celebrates the major festivals, such as Christmas, Eid, Holi and Diwali.

178. By the age of 11, pupils can relate some of the concepts of different faiths to their own experiences, and go beyond this to discover more about religious beliefs, ideas and structures. They build on their knowledge of Christianity, Islam, Sikhism, Hinduism, Judaism and Buddhism. Pupils also know that each faith has a holy text, for example the Bible and the Torah, and that they contain rules for living. They know that the Torah is the Jewish holy text and that it tells the story of the Jewish people, as does the Old Testament. They apply lessons learnt in religious education to their own lives and the lives of others in their community. In a lesson on Jewish worship, pupils in Year 6 discuss the similarities and differences between the way Jews worship and the way worship takes place within the Islamic and Christian faiths. Between the ages of seven and eleven, pupils consider basic religious concepts and ways in which they have been expressed in sacred books, daily living, and rituals.

179. The quality of learning is supported by good teaching and by the positive attitudes shown by all pupils. Of the six lessons seen, teaching was very good in three, good in two and satisfactory in one. Teachers are confident in teaching the subject and when possible they draw on the knowledge of individual pupils. This was well illustrated in all lessons. In good and very good lessons, lively discussions and activities motivate pupils. Year 5 pupils are taught what it means to be excluded from a group through the use of drama. The teacher moves them on to consider the wider issues of segregation. Year 1 pupils learn about the birth customs of the Islamic faith, and compare this with the way Christenings take place. Year 6 pupils are learning about Jewish worship through very good use of video and through developing study skill techniques.

180. Teaching is used well to reinforce moral values and to provide recognition of pupils' own values as individuals. Learning is also well supported by the good behaviour and attitudes to learning which all pupils display. Pupils throughout the school listen attentively to teachers and to each other. They work well together, and are keen to answer questions and to take part in discussions.



181. The school ensures that religious education contributes to pupils' spiritual, moral, social and cultural development. Teachers encourage respect and understanding for all faiths and cultures. Assemblies and visits to local places of worship support the teaching of religious education. There is a satisfactory range of stimulating artefacts, which are well used to support teaching and learning, but the school recognises that other resources need to be improved. Religious education makes a sound contribution to the development of pupils' writing skills.