

# INSPECTION REPORT

**ST OSMUND'S ROMAN CATHOLIC PRIMARY  
SCHOOL**

Richmond, London

LEA area: Richmond-upon-Thames

Unique reference number: 102919

Headteacher: Mrs Maria Walbyoff

Reporting inspector: Mr Alan Fullwood  
21184

Dates of inspection: 29 April - 2 May 2002

Inspection number: 195799

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Voluntary aided

Age range of pupils: 4 - 11 years

Gender of pupils: Mixed

School address: Church Road  
Barnes  
London

Postcode: SW13 9HQ

Telephone number: 020 8748 3582

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Appropriate authority: Governing body

Name of chair of governors: Mr Andrew Cole

Date of previous inspection: June 30 – July 3 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21184	Alan Fullwood	Registered inspector	Science Art and design Physical education Foundation Stage	What sort of school is it? The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed?
9614	Carolyn Webb	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
12116	Christina Morgan	Team inspector	English Information and communication technology Music English as an additional language Special educational needs	
4350	Clive Whittington	Team inspector	Mathematics History Geography Design and technology Equal opportunities	How good are the curricular and other opportunities offered to pupils?

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## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>HOW HIGH ARE STANDARDS?</b>	<b>12</b>
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
<b>HOW WELL ARE PUPILS TAUGHT?</b>	<b>16</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>	<b>18</b>
<b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>	<b>20</b>
<b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?</b>	<b>22</b>
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	<b>23</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>25</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>26</b>
<b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b>	<b>30</b>

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

### **INFORMATION ABOUT THE SCHOOL**

St Osmund's is a slightly smaller than average-sized Roman Catholic primary school, situated in Barnes in the London Borough of Richmond-upon-Thames. There are 204 boys and girls on roll taught in seven single-aged classes. There are slightly more girls than boys. At the time of the inspection there were 29 Foundation Stage children in the reception class. Most pupils live in owner-occupied dwellings in the immediate area around the school. There is little movement of pupils to and from the school in any one year. Approximately 15 per cent of pupils are on the school's register of special educational needs as they need some form of additional support, and approximately eight per cent are eligible for free school meals, both figures being below national averages. There are a wide variety of nationalities represented within the school. Twelve pupils come from ethnic minority backgrounds and have English as an additional language, but none are at an early stage in the acquisition of English. The attainment of children on entry to the school varies widely from year to year but is generally above average.

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

St Osmund's is an effective school. It provides a good education for its pupils and enables them to make good progress and achieve good standards in English, mathematics and science by the time they leave the school. The school is led and managed well. It provides good value for money.

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

- It enables pupils to make good progress in English, mathematics and science.
- It provides well for pupils with special educational needs.
- It provides very well for pupils' spiritual, moral, social, cultural and personal development within a caring, Christian ethos.
- It encourages pupils to have very good attitudes to their learning.
- It works very well in partnership with parents.
- It is led and managed well.

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

- Pupils' attainment and progress in design and technology by the time they leave the school.
- Opportunities for pupils to use and apply their knowledge and understanding in English, mathematics and science.
- The equipment available to promote children's physical skills in the Foundation Stage.

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

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

The school has made good progress since it was last inspected in July 1997. Despite the sharp fall in standards achieved by pupils aged 11 in the year 2001 National Curriculum tests in English, mathematics and science, standards in these subjects have risen in line with the nationally improving trend since the last inspection and are now higher than they were then. The quality of teaching has improved, particularly in the junior department of the school, and the work provided in lessons is well matched to meet the needs of all pupils. Good improvement has been made to curriculum planning, and procedures for assessing pupils' attainment and tracking their progress are well established. The school fulfils all statutory requirements with regard to the information made available to parents. It now provides very

well for pupils' spiritual and moral development and is a strongly caring and Christian community. Despite many staff changes since the last inspection, they work well as a team and have a shared desire to raise pupils' achievement and improve the quality of education the school provides. The school is well placed to make further improvement.

## STANDARDS

The table 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				Key
	all schools			similar schools	
	1999	2000	2001	2001	
English	A	C	D	E	well above average A above average B average C below average D well below average E
Mathematics	C	B	E	E	
Science	C	D	E	E	

The above table shows that last year the attainment of 11 year old pupils in national tests was generally well below average when compared to that in all schools and in schools which admit their pupils from similar backgrounds (based on the number of pupils eligible for free school meals). Results in 2001 showed a sharp fall on previous years and were not typical of the school. Results are usually higher. Inspection evidence indicates that the attainment of the present group of Year 6 pupils is above national expectations in English, mathematics and science and that pupils are making good progress in relation to their previous attainment at the end of Year 2. Pupils' attainment in the writing aspect of English is average, but they make good progress in achieving very good standards in speaking, listening and reading. Pupils make satisfactory progress and attain average standards in other National Curriculum subjects, except design and technology. Standards in this subject are below expectations and pupils make unsatisfactory progress because insufficient emphasis is given to the provision for this subject.

The school's targets for 2001 were not achieved in English but were reached in mathematics. Targets for 2002 are ambitious, but inspection evidence indicates that they will be achieved this year.

National test results at the end of Year 2 in 2001 showed pupils' standards of attainment in reading and writing to be well above average nationally for all and similar schools. Standards in mathematics were above average for all schools but average in comparison with those in similar schools. Teacher assessments in science in 2001 showed pupils' standards of attainment to be very high in comparison with the national average.

Inspection evidence indicates that the attainment of the current group of Year 2 pupils is above national expectation in English and mathematics and in line with national expectations in other National Curriculum subjects. Pupils make satisfactory progress.

While in the Foundation Stage<sup>1</sup>, children generally make satisfactory progress in all areas of learning. Most are on track to exceed the Early Learning Goals<sup>2</sup> in their linguistic and mathematical development. They will achieve the Early Learning Goals in their personal, social, emotional, creative and physical development, and in their knowledge and understanding of the world.

Pupils with English as an additional language and those with special educational needs make good progress in relation to the targets in their individual education plans because of the good support they receive.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils have very good attitudes to learning. They co-operate well together, take an active part in class discussions and share ideas.
Behaviour, in and out of classrooms	Good. Pupils behave well and enjoy being part of the school community. When moving around the school they are sensible, polite and helpful. Pupils learn to take responsibility for their own actions.
Personal development and relationships	Good. Pupils have good relationships with one another and with staff, and respect others' feelings, values and beliefs. When given the opportunity pupils show initiative and take responsibility.
Attendance	Satisfactory. Attendance levels are generally below the national average because of the number of parents who take their children out of school for family holidays.

## TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Satisfactory	Satisfactory	Good

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

<sup>1</sup> The Foundation Stage begins when children reach the age of three and finishes at the end of the reception class year. It is a distinct stage in preparing children for later schooling and is based on six areas of learning. These mainly refer to communication, language and literacy, mathematical development, and personal, social and emotional development, but also include knowledge and understanding of the world, and physical and creative development.

<sup>2</sup> Early Learning Goals - these are expectations for most children to reach by the end of the Foundation Stage. They refer mainly to achievements children make in connection with the following six areas of learning: communication, language and literacy; mathematical development; personal, social and emotional development; knowledge and understanding of the world; physical development; and creative development. There are many goals for each area of learning; for example, in language and literacy pupils should be able to write their own name and other things such as labels, and begin to write simple sentences.

The quality of teaching is good overall and varies from excellent to unsatisfactory. It was particularly good in the Year 3 to 6 classes. It was satisfactory or better in approximately 19 out of 20 lessons. Approximately half of the lessons seen were good or better. Where teaching is good, teachers have high expectations of what pupils can achieve and the pace of lessons is brisk. The work they are set is challenging and motivates pupils to give of their best. Three lessons were unsatisfactory. In these lessons there was a lack of challenge for pupils and work was not matched well to their individual needs, particularly those of the more-able. Generally the overall profile of teaching has improved since the last inspection through a significant reduction in the proportion of unsatisfactory teaching.

A significant strength of the teaching was the consistency with which teachers clearly identified for pupils what they hoped they would achieve in lessons and evaluated this at the end of the session. Good use is made of questioning to encourage pupils' thinking, but opportunities for them to work independently; for example, in carrying out their own investigations in mathematics and science, are limited.

The National Literacy and Numeracy Strategies have been implemented well. Teaching in mathematics is good, as is the teaching in physical education in the juniors. Teaching in other subjects is satisfactory. Insufficient time is given to the teaching of design and technology, and this limits the progress pupils make and the standards they attain in this subject. The quality of teaching for pupils with special educational needs and those who have English as an additional language is good.

Homework is used well to support pupils' learning, particularly in the juniors. Their work is marked well and often includes comments on how they could improve it. Generally, good use is made of assessment data to plan work to meet pupils' individual needs.

#### **OTHER ASPECTS OF THE SCHOOL**

<b>Aspect</b>	<b>Comment</b>
The quality and range of the curriculum	Satisfactory. The National Literacy and Numeracy Strategies have been implemented well. The appropriate statutory curriculum is in place, except in of design and technology, which is unsatisfactory for older pupils. Music is underdeveloped in some classes. The school is aware of these weaknesses and they feature within their future planning. There are few opportunities provided for pupils to use and apply their mathematical, scientific and linguistic skills in a variety of contexts, and there is insufficient scope for first-hand, open-ended investigations.
Provision for pupils with special educational needs	Good. Good support is given to these pupils and they make good progress in relation to the targets in their individual education plans.
Provision for pupils with English as an additional language	Good. Pupils whose first language is not English make good progress because of the good support they receive.

Provision for pupils' personal development, including their spiritual, moral, social and cultural development	Very good. The school considers this area crucial to all learning. Frequent opportunities are provided for pupils to reflect on their own and other assumptions, to work and play together, and to learn to respect the ideas, opinions and beliefs of others.
How well the school cares for its pupils	Very well. A high priority is given to pupils' welfare and safety. A warm family atmosphere within a caring Christian ethos exists in the school. There are good procedures for promoting and monitoring pupils' attendance, behaviour, personal development and academic achievement.

The school has very good links, and a very positive partnership, with parents, who make a very valuable contribution to their children's education and personal development through their strong support for and enthusiastic involvement in school life.

### HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The strong and purposeful leadership of the headteacher gives a clear educational direction to the work of the school. She is ably assisted by the deputy headteacher and the senior management team.
How well the governors fulfil their responsibilities	Very well. The governing body is fully involved and works closely with the headteacher and her staff in supporting pupils' academic learning and personal development. Governors closely monitor the work of the school and are well informed about how well it is working.
The school's evaluation of its performance	Good. The school has made a good start in establishing a policy for self-evaluation. It has comprehensive and effective procedures for the appraisal and performance management of teachers. The headteacher and her deputy monitor teaching and learning effectively.
The strategic use of resources	Very good. The headteacher and governors ensure that the school's budget is spent wisely to support school priorities for improvement. All specific grants are used very effectively and the principles of best value are applied well.

The school has a good level of staffing. Generally the school's accommodation is good and learning resources are of good quality and used well to support pupils' learning. The facilities and resources for children's outdoor play in the Foundation Stage are in need of improvement and the school's plans to do this are well advanced.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"><li>• Their children enjoy coming to school, are expected to work hard and are becoming more mature.</li><li>• Staff are approachable.</li><li>• The school is led and managed well.</li><li>• The good teaching their children receive is helping them to make good progress.</li><li>• The school works closely with them.</li></ul>	<ul style="list-style-type: none"><li>• No significant weaknesses.</li></ul>

Inspectors' judgements support parents' positive views. Parents felt that the headteacher had brought about good improvements to the school over the last few years and talked of the positive energy they felt on entering the school. They were appreciative of the hard work the school put into involving them in school life and the positive partnership they enjoyed with the school.

## **PART B: COMMENTARY**

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

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

1. The attainment of the children on entry to the school, although varying from year to year, is generally above average. Evidence from the inspection indicates that, by the age of 11, pupils' standards in English, mathematics and science are above expected levels for their age, and that pupils have made good progress. Pupils with special educational needs make good progress because of the good support they receive.
2. Although attainment on entry to the reception classes is generally above average, some children's attainment in aspects of speaking, listening, and personal, social and emotional development, is below average. Most children make satisfactory progress and are on track to exceed the Early Learning Goals in language, literacy, communication skills and mathematical development and to reach the Early Learning Goals in all other areas of learning. Children make at least satisfactory progress in their skills of communication, language and literacy. Many children have good speaking and listening skills and the teacher gives good emphasis to the development of their oral skills. Children make satisfactory progress in learning to read and in writing. Most children have made a good start in learning to read and use a range of strategies, including phonics and picture clues, to read independently. Many children can write their own names and labels, and are beginning to record the results of their work in words and phrases. They attempt to spell a few words for themselves. The work planned for them covers all aspects of their mathematical development and most children exceed the Early Learning Goals by the end of their reception year. Children make sound progress in their knowledge and understanding of the world. They have a growing knowledge of the variety of life in the world around them and the way they have changed since they were babies. They learn to operate a computer independently. Children's physical skills are developing appropriately as they improve their co-ordination. However, the lack of a secure outside play area and limited play resources restrict the development of pupils' physical skills. Children make good progress in using their imaginations to respond to music, and to draw and paint using a variety of media.
3. In the year 2001 National Curriculum tests at the age of seven, pupils' attainment in reading and writing was well above national averages for all and similar schools. Since 1998 pupils' attainment has varied from year to year but generally maintained an upward trend. Girls generally perform better than boys but not significantly so. Inspection evidence indicates that the attainment of the current group of pupils in Year 2 is on track to achieve above average attainment in speaking, listening, reading and writing. Standards have improved since the time of the last inspection. Most pupils are highly articulate and use an extensive vocabulary for their age to express themselves and detail their opinions. The majority of pupils are fluent and accurate readers, know which books they prefer to read and have a good understanding of the main events and characters in the books they have read. Pupils' standards in writing are above expectations. Most pupils rewrite familiar stories, character studies and stories based on well-known tales but have fewer opportunities to write creative and imaginative stories. Pupils make satisfactory progress in all aspects of English.
4. In mathematics, the results in the year 2001 National Curriculum tests at the end of Year 2 were well above average for all schools and average for similar schools. Since 1997 pupils' attainment has generally maintained an upward trend. Boys

generally perform better than girls but not significantly so. Inspection evidence indicates that the attainment of the current group of Year 2 pupils is above national expectations for their age and that they make good progress in relation to their previous attainment on entry to the school. The majority of pupils are confident in using numbers and explaining the strategies they have used to obtain their answers. Most pupils have a good understanding of mathematical vocabulary and develop an appropriate understanding of measures, shape and space. All pupils, including higher-attaining pupils and those with special educational needs, make good progress because of the good teaching they receive.

5. Teacher assessments in science at the end of Year 2 in 2001 show the percentage of pupils reaching the expected Level 2 or above to be high in comparison with the national average. The proportion of pupils reaching the higher than expected Level 3 was well above national expectations. Currently, the standards of attainment of Year 2 pupils are in line with national expectations, and pupils make sound progress in their learning. Most pupils have a good understanding of most aspects of science that they have covered, but few are clear about the need to make their tests 'fair' or how to bring this about. This is because they have had few opportunities to do so. Standards are lower than at the time of the last inspection.
6. By the end of Year 2, pupils' standards of attainment are in line with national expectations in information and communication technology. Pupils are achieving satisfactorily. By the end of Year 2, they have developed basic skills in word-processing, data-handling and control-technology programs. Pupils demonstrate good skills in using an art program. Standards have been maintained since the last inspection.
7. Pupils' standards of attainment at the age of seven are in line with national expectations in art, design and technology, history, geography, music and physical education. All pupils, including those with special educational needs, make satisfactory progress in these subjects. Standards have been maintained since the time of the last inspection, except in design and technology, where they have improved.
8. The results of the 2001 National Curriculum tests in English for 11 year olds show pupils' attainment to be below the national average for all schools and well below average for similar schools. These results are not typical for the school. This cohort of pupils was an academically poorer group than is usually the case and a very high proportion of pupils adversely affected by family disturbances, such as family break-ups and bereavement. The trend in attainment has shown a fall in recent years. Inspection evidence indicates that standards are beginning to rise again and the attainment of the current group of pupils aged 11 is above expectations overall. Pupils in Year 6 are making good progress in relation to their previous attainment at the end of Year 2. Standards have improved since the last inspection. Pupils' standards of attainment in speaking and listening are well above expectations. Pupils make good progress and are given frequent opportunities to take part in class. By Year 6, many read extensively a range of challenging and difficult texts. They can compare and contrast the books they have read. Pupils make good progress. Standards of attainment in writing are in line with national expectations. The standard of pupils' writing does not reflect their extensive oral vocabulary or a variety of interesting subjects. Many pupils' spelling and use of grammar are erratic.
9. In the year 2001 National Curriculum tests in mathematics at the end of Year 6, pupils' attainment was well below average when compared with all and similar schools.

Standards fell sharply in 2001, having maintained an upward trend since the last inspection. Inspection evidence indicates that standards of attainment in the current Year 6 are above national expectations and that pupils are making good progress in relation to their attainment at the end of Year 2. This is a direct result of good, and often very good, teaching and of pupils enjoying mathematics. Pupils are confident in their use of number, and all aspects of mathematics are covered effectively. However, opportunities for pupils to use and apply mathematical skills through open-ended investigations are limited. Good links are made between mathematics and other subjects, and pupils' numeracy skills are promoted well in most National Curriculum subjects, including information and communication technology. Standards have improved since the last inspection.

10. The school's targets for the number of pupils who would attain the expected Level 4 or above in English and mathematics were reached in mathematics in 2001 but were not reached in English. Evidence from the inspection indicates that targets for 2002, which are more ambitious, will be achieved.
11. In science, the results of the year 2001 national tests at the end of Year 6 showed pupils' attainment to be well below national averages for all and similar schools. Standards fell in 2000. However, inspection evidence indicates that the attainment of the current group of Year 6 pupils is above national expectations and that pupils are making satisfactory progress in all aspects of science. However, too few opportunities are given to older and more-able pupils to set up their own investigations in response to a question posed by their teachers. Standards have improved since the time of the last inspection.
12. Pupils' attainment in information and communication technology is in line with national expectations at the end of Year 6. This is a similar picture to the one at the time of the last inspection but is in fact an improvement as national expectations at the time of the last inspection were lower than they are today. The school has made good progress in this area due to the greatly improved resources and the training for teachers to use them. Pupils make satisfactory progress in the skills of word-processing, data-handling and control technology. These skills are well used in other curriculum subjects.
13. By the end of Year 6, pupils' standards of attainment in art, geography, history, music and physical education are in line with expected levels. Pupils make satisfactory progress. The standards noted at the time of the last inspection have been maintained. In design and technology pupils' standards are below expectations and pupils make unsatisfactory progress. This is because insufficient emphasis is given to the teaching of this subject in Years 5 and 6. This is a similar picture to the one found when the school was last inspected.
14. Pupils with special educational needs make good progress and most achieve standards in line with national expectations by the end of Year 6. A combination of in-class support and small group withdrawal ensures that an effective balance is maintained between giving pupils full access to the curriculum and addressing their specific learning needs. The school is committed to inclusion and has devoted considerable time and resources to ensuring that all pupils have full access to the curriculum. Pupils whose first language is not English make good progress and are represented in groups across the ability range.

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

15. Parents are delighted that their children can attend this popular and now over-subscribed Catholic school. They appreciate the very positive attitudes, very good moral values and good social skills promoted through the school's family atmosphere and caring ethos. Children like school and most arrive punctually each morning. The few regular latecomers are well known to the office staff. The attendance percentage is improving, but despite the school's best efforts to increase this further it is still lower than that of similar schools, mainly because of the number of parents taking their children away on holiday during term time.
16. A positive work ethic and good relationships are successfully encouraged from the time children start in the reception class. They quickly learn the difference between right and wrong and how to work and play amicably together. All want to please their teacher, and their behaviour and concentration are good. The little racoon, a hand-puppet used by the teacher, focuses their attention and children are delighted when he appears from behind the board to tell them what they will be doing.
17. The very good relationships and positive attitudes to learning, established in the Foundation Stage, continue as pupils go through the school. They are very enthusiastic about and interested in their lessons, particularly when all are involved and the teacher has planned to challenge them all. During a Year 2 music lesson, younger pupils enjoyed creating weather patterns with percussion instruments. They did this well. They were pleased to identify the 'pitter-patter' tubs as the best representation of a weather sound. Year 3 pupils were thoroughly immersed in their science lesson, eagerly debating the properties of different materials as they shone a torch on them and studied the shadows made. Pupils in Year 5 tried hard to land properly when making quarter turns in their jumps during their physical education session and made thoughtful comments on individual performances.
18. Behaviour at school is good overall, both in and out of the classrooms. Pupils know and understand the rules and what will happen if these are not followed. They are polite, courteous and very articulate. All value the stickers given for both behaviour and effort, and those in the junior classes are keen to be awarded house points. Infant pupils do not wish to lose any of their Friday Golden Time, and most pupils heed the initial warning given if they misbehave; none want to be sent to the headteacher or to involve their parents if their behaviour goes too far.
19. Outside in the junior playground exuberant play, including football and skipping, is enjoyed by many whilst others occupy the quiet areas. Pupils behave sensibly and are aware of the hazards within their attractively landscaped but stepped hard-surfaced play area. Unfortunately the adventure climbing frame in the infant playground was recently damaged by falling branches and consequently the youngest pupils have been unable to use it, but they play quite happily on the remainder of their playground. The inevitable minor accident occurs, but no malicious or bullying behaviour was seen during the inspection. There has only been one exclusion in the past year, which is an improvement and is indicative of the school's inclusive and caring society.
20. Pupils' personal development is very good. All understand the need for rules and develop mature and responsible attitudes as they progress up the school. Those with additional educational or other needs are very well integrated with and supported by their peers. When given responsibilities, pupils carry them out conscientiously, but there are still too few occasions when they exercise their own initiative. The school

plans to increase school council representatives' responsibilities so that they can play a more active role, but the council is largely teacher-directed at the moment. However, representatives, who wear their badge of office with pride, are pleased with the changes their suggestions have already effected, and their next project is to persuade the governors that at least part of the junior playground should be astro-turfed. Captains of the four houses eagerly count the number of points their house has gained at the end of each week. All are very proud when the cup, awarded annually, bears the shield and colour of their house. Many of the older pupils act as monitors, and some Year 6 pupils are involved in the 'buddy' reading system with the youngest children. They enjoy doing this and are pleased with the progress their 'buddies' make. The applause in assemblies, when individual success in many areas is celebrated, is both warm and genuine. House captains organise collections for charities such as Cafod, and both the Catholic and Church of England Children's Societies. Through talks from visiting speakers, including the school nurse and police officers, pupils learn about the difficulties and dangers outside St Osmund's. They are well prepared for and look forward with confidence to the next stage in their education.

21. Pupils' spiritual development is very good. They are beginning to appreciate other people's attitudes and values, with some developing understanding of those with different religious beliefs. Many are caring and thoughtful, developing a sense of empathy, concern and compassion. The Year 3 class has a 'praise board' with a photograph of the 'star of the week' boosting pupils' self-esteem.
22. Pupils' moral development is very good. They are aware of rules and sanctions and generally behave well. They think about others and collect for charities, sometimes suggesting and organising fund-raising events themselves. During a lesson in Year 5, pupils thought of ways in which they could improve their local environment. Most classes have a display of rules and in Year 5 this is signed by each of the pupils.
23. Pupils' social development is also very good. Pupils are invariably open and friendly with adults and each other, in lessons, in the playground and in the dinner halls. Most work together co-operatively to support and help each other, with no problems of race or gender. Around school pupils are invariably polite. They hold open doors and say 'Please' and 'Thank you'.
24. Pupils' cultural development is very good and they are beginning to acquire a respect for the cultural diversity present in our society. They are interested in and listen to each other, valuing what each has to offer.

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

25. The quality of teaching is good overall, and varies from excellent to unsatisfactory. It was particularly good in the juniors. It was satisfactory or better in approximately 19 out of 20 lessons. Approximately half of the lessons seen were good or better. Three lessons were unsatisfactory. The overall profile of teaching has improved since the last inspection through a significant reduction in the proportion of unsatisfactory teaching.
26. A significant strength of the teaching seen was the consistency with which teachers involved pupils in their own learning by clearly identifying what they hoped the pupils would achieve in lessons and by evaluating how well it had been achieved at the end of the lesson. Teachers generally make good use of questioning to make pupils think

for themselves, but opportunities for pupils to work independently; for example, in carrying out their own investigations in mathematics and science, are limited.

27. The quality of teaching for children in the Foundation Stage is generally satisfactory. It was satisfactory in nine out of ten lessons and good in one in ten. The teacher and teaching assistant collaborate well and have good relationships with the children, whom they manage well. There is a good balance of self-chosen and adult-directed activities. The teacher is very new to the school and to teaching. She has made a good start in understanding how these young children learn and is competent in the teaching of phonics and other basic skills. Good use is made of initial assessments from the time when children start at the school. Regular ongoing assessments are made and used effectively to plan for children's learning. However, the organisation of activities is often insufficiently structured to ensure that children work productively throughout a session, particularly when they are lengthy. Children make satisfactory progress, but the pace and challenge often fall away as lessons progress. The teacher makes good use of whole-group sessions at the end of lessons to evaluate what the children have learned and to consolidate their learning.
28. The quality of teaching in Years 1 and 2 is satisfactory overall, and varies from good to unsatisfactory. It was good in approximately a third of the lessons. It was unsatisfactory in three lessons. These lessons were characterised by work that was not suitably planned for the ability level of the pupils in the class. Too much time was spent on activities which demanded little of the pupils and little learning took place as a result. The quality of teaching in Years 3, 4, 5 and 6 is good overall, and varies from excellent to satisfactory. It was good in over a half of the lessons, of which one in ten was very good. It was excellent in one instance. Teachers have a good knowledge and understanding of the National Curriculum and generally plan appropriate activities for the ability groups within classes. In the better lessons teachers have high expectations of what pupils can achieve in a given period of time and make use of tight time structures to keep the pace of lessons brisk. The work set is challenging and motivates pupils to work hard and complete their work on time.
29. The National Literacy Strategy has been implemented well and teachers have a good understanding of the literacy framework. Teachers plan their lessons in some detail and the structure and programme of the National Literacy Strategy are closely followed. In most classes, teachers provide a range of tasks to meet the needs of pupils with different abilities and make appropriate use of ongoing assessments of pupils in their class to set tasks which match their needs. There is a strong emphasis on learning skills, such as making the correct use of grammar, but fewer opportunities are given to pupils to apply the skills learned.
30. The National Numeracy Strategy has been implemented well and the quality of teaching is generally good. All lessons begin with a short mental arithmetic session and end with a structured summing-up session. This enables pupils to understand what they have learned and gives teachers a good knowledge of what the pupils understand. Teachers make very good use of questioning to make pupils think and explain how they arrived at their answers.
31. The quality of teaching in science is satisfactory. The enquiry-based approach adopted throughout the school ensures that pupils become scientific thinkers, but more-able pupils are not given sufficient opportunities to organise their own investigations or record their findings in a variety of ways. Teachers share with pupils what they want them to be able to do at the end of a lesson and evaluate how well these objectives have been achieved. Teachers generally have a secure grasp of

scientific concepts, make good use of questioning to ensure that pupils are secure in their understanding of science and make appropriate use of scientific vocabulary when talking about or recording their work. Only when lessons lack sufficiently clear instructions and pupils are not clear about their tasks do they make insufficient progress.

32. The quality of teaching and learning in information and communication technology lessons is satisfactory overall and often good, particularly when additional support is given to class teachers. Increased staff knowledge and confidence in teaching the subject, and very good resources, mean that standards are rising and pupils' skills in information and communication technology being used well in other subjects of the curriculum. Therefore pupils make at least satisfactory and sometimes good progress.
33. The teaching of geography, history and physical education is satisfactory and pupils make sound progress in their learning. In music, although the quality of teaching is satisfactory overall, there is insufficient continuity in the development of pupil's skills and teachers teach to the level of their own understanding, which varies from class to class. For example, although Year 3 pupils are already aware of the names and values of notes using standardised musical notation, Year 6 pupils represent sounds using graphic symbols when composing music. Too few lessons were observed in art and design and technology to make a judgement on the quality of teaching in these subjects. However, while a scrutiny of pupils' previously completed work and teachers' planning reveals that satisfactory provision is made for art and pupils make sound progress in this subject, the same is not true of design and technology. In this subject younger pupils generally make sound progress, but unsatisfactory progress is evident as pupils reach Years 5 and 6. Little evidence of previous work is available but what there is points to the fact that the full curriculum is not covered. Design and technology has been neglected, but the school is aware of the need to make this a priority.
34. The teaching of pupils with special educational needs and of those who have English as an additional language is good. All teachers are aware of individual pupils' needs and make reference to providing suitable activities to promote learning. Teachers and teaching assistants provide good support for pupils in lessons. When pupils are withdrawn from lessons for specific help they are taught well by the co-ordinator for special educational needs. This combination of in-class support and small-group withdrawal sessions ensures that pupils have full access to the curriculum and that their specific learning needs are addressed. Pupils who are identified as gifted or talented are also identified in teachers' planning and generally tasks are well matched to their learning needs. Also small groups of these pupils are regularly withdrawn by the deputy headteacher or the co-ordinator for special educational needs to carry out work specifically aimed at challenging them. This ensures that these pupils make good progress in their learning and achieve well.
35. Homework is used satisfactorily to support pupils' learning in the infants and used well in the juniors. The quality of marking is generally good and most pupils' books seen contain comments to help them improve. Generally good use is made of assessments of pupils' attainment and progress to plan future work.

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

36. The school meets all statutory requirements, including those for the Foundation Stage and sex and drugs education. The National Curriculum is covered in sufficient breadth and depth to ensure that the pupils reach the required standards. The appropriate statutory curriculum is in place, except in design and technology, which is unsatisfactory for the older pupils. Music is underdeveloped in many classes. The school is aware of these areas for development and they feature within the future planning. The curriculum is generally balanced and relevant, although there are too few opportunities provided for pupils to use and apply their mathematical, scientific and linguistic skills in a variety of contexts, and there is insufficient scope for first-hand, open-ended investigations.
37. The National Literacy and Numeracy Strategies are proving effective in raising standards. Planning for these lessons is specific and, as it focuses directly on teaching and learning objectives, lessons are purposeful and the pupils make good progress. They are offered a very wide range of extra-curricular activities to enhance the quality of their education, although nothing is available for pupils younger than seven. These activities are supported very well by staff, parents and pupils. In 2001 the school achieved a national award for the high quality of this provision.
38. The equality of access and opportunity is good, although there are a few occasions where pupils may miss the introduction to a lesson through leaving the classroom to read. Provision for personal, social and health education is very good, with the school placing a strong emphasis on this area of the curriculum. The community makes a good contribution to pupils' learning, with a wide range of links made within the locality. Relationships with the many secondary schools to which the pupils transfer are appropriate and those with other primary schools are good, with staff attending subject meetings and joining with other schools for in-service training.
39. The school has good links with the local community and plays an active part in the life of Barnes village, with children participating in the annual Barnes fair, for example. Although the parish church is some twenty minutes' walk away, pupils attend services for special celebrations, and the parish priest celebrates mass at the school every other Monday, at which a dozen parishioners are regular attenders. Harvest Festival is shared with residents of the local home for elderly residents as well as those who attend the day-care centre. The de-consecrated convent chapel, still owned by the school, provides an attractive venue for meetings such as that for new parents and for the after-school club, which many pupils attend, although this is run by an outside agency. Business sponsorship pays for the very attractive school brochure and annual report.
40. The school has established a good partnership with other educational institutions, and sends one team to take part in borough sports each summer, as well as participating in local football, cricket and netball leagues. Links with the local secondary Catholic schools to which the majority of pupils transfer are good, and those with other secondary schools are being developed. The headteacher of the local Church of England secondary school, together with a number of ex-pupils, is visiting within the next week to talk to pupils and parents.
41. Overall provision for pupils' spiritual, moral, social and cultural education is very good. The school considers that this area is crucial to all learning. However, there is as yet no overall policy or means of monitoring this provision. This area was found to be satisfactory at the time of the last inspection. It has now improved considerably, and there is a growing awareness within the school that the climate for learning is crucial to all it does.

42. Opportunities are provided in both assemblies and lessons for pupils to develop spirituality. There are periods of reflection in some assemblies, where the pupils are led to develop their feelings. In lessons pupils are given space to challenge their own and their teacher's assumptions. In most lessons, relationships are strong and pupils feel free to show their appreciation of others' efforts, occasionally with applause. There are effective displays which contribute to spiritual education, including one on Hinduism in Year 4, where there is a display of artefacts, foods and diva lamps made by the pupils. During lessons, carefully targeted questions boost the pupils' self-esteem. Following one assembly, the school-council representatives gave a flower to all those adults in the school who, they felt, were undervalued. This included the registered inspector!
43. Provision for pupils' moral education is very good. Staff are good role models, pupils are helped to understand the difference between what is right and wrong and most understand the consequences of their actions. Rules for behaviour are on each classroom wall. The school's statement of values, appearing in the prospectus, stresses love, justice, honesty, trust, excellence for all and by all, and respect for self and others.
44. Provision for pupils' social education is also very good. Pupils are given numerous opportunities to work and play together in pairs and small groups. These are fully inclusive, with no problems caused by either race or gender. Pupils from Year 2 take turns in helping others as a 'buddy' at playtimes and other classes have monitors, which encourage pupils to take responsibility, although these opportunities have yet to be developed further. There is a school council, with representatives from Year 2 to Year 6, and the pupils involved take this responsibility very seriously. Representatives from Years 5 and 6 are appointed to participate in the Richmond Pupil Parliament. Adults working in the school value the pupils, and relationships are very good. Opportunities are provided for pupils to take part in residential visits, which enhance their development. Pupils contribute regularly to collections for a variety of different charities.
45. Provision for pupils' cultural education is very good. They are given planned opportunities to study their own and other cultures, and any preconceived ideas are challenged. The school has links with another in Tanzania. There is a good range of visitors to the school and visits out which develops awareness of the local culture and that of others. The headteacher is an enthusiast for multicultural education, and this is evident within the school's priorities. A 'racial equality' display reinforces positive attitudes.

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

46. The school places high priority on pupils' health, welfare and safety and procedures to ensure these are good. The warm family atmosphere within a caring Catholic ethos reported in 1997 continues. Regular risk assessments are carried out, the caretaker deals with all that he can on a daily basis and security arrangements are reviewed. Staff trained in first aid are on site at all times, and practice is good. All incidents are recorded and monitored. Two teachers have received child-protection training, and regular mention of this issue at staff meetings ensures that all are aware of the school's procedures. Good guidelines are followed in the event of any concerns. Teachers know their pupils well and are aware of their home circumstances.

Relationships are very good throughout the school community; pastoral care is one of many strengths in the school appreciated by parents.

47. The school now has effective procedures for promoting and monitoring attendance, overcoming the weakness identified in the previous report, and punctuality has improved since then. Registration takes place promptly every morning and the few regular latecomers report to the office to have their names recorded in the late book and are required to talk to the headteacher during their morning break. Registers are monitored effectively by the secretary and headteacher, and by the education welfare officer on her termly visits. Certificates are awarded for 100 per cent attendance, and parents are frequently reminded in the fortnightly newsletters of the importance of regular attendance and punctuality to their children's education, although too many are still taking their children away during term time, which depresses the attendance figures.
48. The systems for promoting and monitoring behaviour are good. Positive behaviour management and consistent implementation of the policy by all adults have improved behaviour overall. Stickers, for good work and attitudes, are awarded to all pupils and house points are awarded to those in the junior classes. Effective sanctions include a warning, which if ignored is followed by a yellow card. If three of these are given in one term the pupil goes to see the headteacher, and parents are involved. Individual education plans include support for behaviour. As a result exclusion, the ultimate sanction, is now rarely necessary.
49. The school plans well for pupils' personal development, which is monitored informally through teachers' knowledge of their pupils and recorded on the pupil profile sheets. The latter provide the basis for teachers' discussions with parents at the consultation evenings and for the annual reports. Opportunities for taking responsibility include acting as monitors, membership of the school council, with two pupils elected as class representatives from Year 2 upwards, and a head and deputy chosen for each of the four houses. Through the Catholic 'Here I am' personal and social education programme, circle times and assemblies, pupils are reminded of their moral and social obligations and of their responsibilities as citizens in Britain's multicultural society. For example, during an assembly pupils were reminded of the 'good' and 'bad' resulting from their conversations. Talks from the police and the school nurse make all aware of the difficulties and problems that exist outside their school environment. The school's preparation for the next stage in pupils' education is good.
50. Pupils with special educational needs have individual education plans which have short-term, measurable targets agreed by them in consultation with their parents. They are regularly reviewed and updated. Teachers and support staff make regular reference to them when marking pupils' work.
51. The school is aware of the need to make provision for pupils who are identified as gifted and talented and there is an expectation that teachers' planning makes specific reference to them. Tasks are well matched to the learning needs of different groups of pupils in most but not all classes. In some classes, particularly in Year 2, the work set lacks sufficient challenge for more-able pupils, who spontaneously extend the planned activities themselves. All teachers have extension activity boxes and the co-ordinator for special educational needs works on a regular basis with groups of the ablest pupils. She has prepared a booklet on 'thinking skills' in order to support teachers in their planning. The local authority makes good provision for very talented pupils through summer schools and a gifted children conference.

52. A wide range of assessment procedures is in place to determine and analyse pupils' progress in the core subjects of English, mathematics and science. The school has yet to develop effective procedures in all other subjects but is aware of the need to do so.
53. Good use is made of assessment information to identify pupils requiring additional support. A collection of pupils' previously completed work with National Curriculum levels has been agreed with staff and is used to make teachers' assessment of pupils' work more consistent.
54. The assessment co-ordinator works effectively with subject co-ordinators, and information gained from the analysis of test results is shared and used to identify specific areas for development. The analysis of national test results is also used to identify priorities for allocating support staff and additional resources.
55. Individual targets are set for pupils, and teachers refer to these when they mark their work. Pupils and their parents are involved in setting targets which are regularly reviewed and updated. A representative sample of three pupils is tracked from each class to ensure the progressive development of knowledge and skills across the school.

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

56. The school has maintained the very good links and partnership enjoyed with parents, recorded in 1997, and all regard this as another of the school's strengths. Parents strongly agree with the school's aims and are ambitious for their children. They are very involved in the life of the school and their enthusiastic support is demonstrated through their excellent attendance at consultation meetings. This has a positive effect on pupils' attainment. All parents, bar those of pupils arriving mid-term have signed the home-school agreements, and their views are sought through surveys. Parents are proud to accompany children on school visits because of their good behaviour. Many assist teachers in the infant classes and almost all help their children with work at home, although use of the home-school reading record for communication between home and school is not consistent, and some homework diaries in the junior classes have not been completed or initialled by teachers this year. This is a lost opportunity to encourage parents in the partnership in their children's education which the school tries to achieve. Parents also help with extra-curricular activities. When the two performances of the very popular school productions take place in the hall parents are 'fighting for seats' to ensure that they have a good view of their children performing! Those with very young children attend the dress rehearsal and all thoroughly enjoy themselves and are very proud to see what their children can do.
57. Parents are well informed by the school. Consultation evenings are arranged once a term, and the secretary is always available to help parents and ensures that the few who speak little English understand any communication sent out. The attractive brochure and well-presented annual report from the governors, together with the lively, very informative news and other letters ensure that all know what is happening in school and about future events. Parents value the annual reports, which detail grades for effort and National Curriculum levels reached as well as information of what individual children achieve, although too few contain specific enough targets to help children to improve their work.

58. Each class has a parent representative who meet half termly with the headteacher to discuss in open forum any issues which may arise. It is co-ordinated by a parent governor. This ensures that there is good communication between parents and the school. Parent representatives also encourage parents to attend the many, extremely successful fund-raising events organised by the dedicated committee members of the parent-teacher association. These events, enjoyed by relatives as well as some local residents, include the forthcoming Summer Fete, and the considerable monies raised are very well spent to augment school resources and to provide treats for the children. Donations from the parent-teacher association provided the infants' climbing frame.
59. Parents make a very valuable contribution to their children's education and personal development through their strong support for and enthusiastic involvement in school life. This, coupled with the school's determination to improve on the already very good relationship enjoyed with them, results in a very good and effective partnership, to the benefit of all children.

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

60. The school is led and managed well. The headteacher continues to give a clear educational direction to the work of the school and to provide strong leadership, as she did at the time of the last inspection. She has been effective in sustaining a shared sense of purpose amongst the staff in raising pupils' attainment and a continual improvement in the quality of education the school provides. This is beginning to affect pupils' standards of attainment and ensure that they achieve well in relation to their abilities. Through her effervescent and effective leadership the school has established sound and developing procedures to evaluate its own performance more closely, to recognise its strengths and to take effective action to rectify any weaknesses. The headteacher has greatly improved the ethos of the school and the provision made for pupils' spiritual, moral, social and cultural development so that it fulfils its mission statement and school aims.
61. The headteacher and her deputy are effective in monitoring teaching and learning through a programme of formal and informal visits. They have also used the expertise of a number of outside agencies to monitor the quality of teaching in various subjects. This has improved the standard of teaching in the school. Through the school's performance management policy, staff have had their strengths recognised and training and support have been provided or will be forthcoming to address any areas for development. The headteacher is supportive of staff, making clear her high expectations and developing a consistent approach to how pupils are treated. Consequently, pupils feel valued and well supported.
62. The headteacher is ably assisted by the deputy headteacher, who has successfully piloted pupil assessment and tracking procedures, and the setting of targets for pupils to achieve in literacy, numeracy and their personal development. The deputy headteacher is aware of the need to make targets specific to individuals and, by involving pupils and parents in deciding them, ensures that this is achieved. The senior management team meets regularly and is satisfactorily involved in monitoring the work of the school. They are fully and effectively involved in decision making.
63. The management of the provision for pupils with special educational needs is good. The co-ordinator for special educational needs provides very good support for colleagues through her conscientious and efficient approach. Her good subject

knowledge and effective support for pupils enable them to make good progress. Her experience, efficient organisation of resources and liaison with outside agencies have taken much of the responsibility for the organisation of special educational needs from the shoulders of individual class teachers. The school is already well ahead with the implementation of the new Code of Practice. A progressive action plan has been in operation since last September, involving the governors and senior management team. Parents have been kept well informed and teachers and support staff have received in-service training.

64. Many subject co-ordinators are new to their roles but have made a good start in managing their subjects by drawing up an action plan for development. They have had little time yet to influence the development of their subject, but most are enthusiastic.
65. School development planning is good. The headteacher has developed a more open, consensus-based approach to development planning. Targets are relevant and good progress is being made towards meeting them. School self-evaluation procedures are good and developing. The headteacher and her deputy monitor the quality of teaching effectively and make good use of the information gained to provide appropriate training for teachers and teaching assistants. Members of the senior management team are involved in training in school self-evaluation and are also involved in monitoring procedures. It is hoped that their roles in these aspects will be further developed, as the school plans to gain the Investors in People award.
66. The governing body is fully involved in the school's future development and works closely with the headteacher and her staff. Governors are enthusiastic, very supportive of pupils, parents and staff, and fulfil their statutory duties well. The school prospectus and annual report to parents are of very good quality and keep parents very well informed of what is happening in the school and how well it is working in comparison with others. Governors have an appropriate committee structure in place and oversee the development of the targets in the school development plan well, calling the school to account for its performance. The governors are kept very well informed about pupils' academic performance by the headteacher and staff, and monitor the work of the school themselves through regular visits to the school.
67. The school has a full complement of teachers and support staff to meet the needs of the curriculum. There is a wide range of experience and subject specialism amongst the teaching staff. Good induction procedures ensure that newly-qualified teachers make a valuable contribution to the school. Staff development places appropriate emphasis on the sharing of good practice, and teachers have opportunities to go out to other schools to observe advanced skills teachers.
68. The school has comprehensive and effective procedures for the appraisal and performance management of teachers. The headteacher and deputy headteacher monitor teaching quality and standards on a regular basis, with input from the local education authority. Support, guidance and training for individuals have been beneficial in improving the quality of teaching since the last inspection. The school is aware of the need to develop staff expertise in the teaching of music and design and technology. The school intends extending the performance management procedures to support staff, all of whom have been monitored and trained.
69. Although the special educational needs co-ordinator and support staff provide good support for pupils and have been instrumental in raising standards, best use is not always made of their time. For example, in some lessons, particularly in the literacy

hour, they sometimes sit through the introductions without any direct interaction with pupils.

70. The role of subject co-ordinator has developed considerably since the last inspection. For example, most have well-developed skills in evaluating information gained from a scrutiny of pupils' books and teachers' planning. Most have control over their budgets and identify priority areas in the school development plan. Several co-ordinators have undertaken management training courses, and further development of their role, through giving them opportunities for observing teaching, is planned for the next academic year.
71. The school makes good strategic use of its resources and other funding to ensure that the demands of the curriculum are met. Most subject areas and special educational needs are well resourced. There is an attractive special educational needs base with very good resources, which are used well to support learning. Very good use is made of information technology to help pupils access the curriculum.
72. The accommodation is constantly adapted to ensure that it provides sufficient space for good learning to take place. The school is an attractive learning environment and standards of cleanliness and general maintenance have greatly improved since the previous inspection. Every available area is used well. A programme of further improvements to the outside play areas is planned.
73. The headteacher and governors ensure that the school's budget is spent wisely to support priorities for improvement. All specific grants are used very effectively and the principles of best value are applied to many aspects of the school's work. The financial surplus showing at present within the budget is designated for future developments. The school makes good use of information technology to enhance many aspects of its work. The overall good quality of learning and the rich, supportive ethos within the school indicate that the school provides good value for money.

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

74. The governors, headteacher and staff, with the support of outside agencies as appropriate, should:
  - (1) raise pupils' standards in design and technology in the juniors by ensuring that the National Curriculum Programmes of Study are covered effectively; (Paragraph 115)
  - (2) plan more opportunities for pupils to apply their knowledge and understanding by:
    - i. giving more opportunities for pupils to use their developing literacy skills in writing creative and imaginative stories; (Paragraph 85)
    - ii. giving more opportunities for pupils to use their developing numeracy skills in real-life situations; (Paragraph 97)
    - iii. providing more opportunities for pupils to organise their own investigations, resources and ways of recording their findings; (Paragraph 107)

- (3) improve the equipment available for promoting children's physical development during the Foundation Stage. (Paragraph 81)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	56
Number of discussions with staff, governors, other adults and pupils	31

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	2	22	28	3	0	0
Percentage	2	3	40	50	5	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

<b>Pupils on the school's roll</b>	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	204
Number of full-time pupils known to be eligible for free school meals	17
<b>Special educational needs</b>	YR – Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	30
<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	12
<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	10
Pupils who left the school other than at the usual time of leaving	12

### Attendance

#### Authorised absence

	%
School data	9.6
National comparative data	5.6

#### Unauthorised absence

	%
School data	0.0
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	Year	Boys	Girls	Total
	2001	13	17	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	12	13	13
	Girls	17	17	16
	Total	29	30	29
Percentage of pupils at NC level 2 or above	School	97 (82)	100 (96)	97 (93)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	13	13	13
	Girls	17	16	17
	Total	30	29	30
Percentage of pupils at NC level 2 or above	School	100 (86)	97 (96)	100 (93)
	National	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	Year	Boys	Girls	Total
	2001	9	13	22

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	5	6	9
	Girls	10	8	12
	Total	15	14	21
Percentage of pupils at NC level 4 or above	School	68 (83)	64 (78)	95 (83)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	6	9
	Girls	10	9	10
	Total	17	15	19
Percentage of pupils at NC level 4 or above	School	77 (86)	68 (70)	86 (87)
	National	72 (70)	74 (72)	82 (79)

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

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	0
Black – other	2
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	1
White	174
Any other minority ethnic group	26

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

### **Teachers and classes**

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

Total number of qualified teachers (FTE)	12
Number of pupils per qualified teacher	17
Average class size	29

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

Total number of education support staff	4
Total aggregate hours worked per week	32.5

*FTE means full-time equivalent.*

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	3
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	4
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

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

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	2	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**

Financial year	2000-2001
	£
Total income	450,729
Total expenditure	434,516
Expenditure per pupil	2,240
Balance brought forward from previous year	30,787
Balance carried forward to next year	47,000

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	204
Number of questionnaires returned	74

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	59	36	0	1	3
My child is making good progress in school.	43	47	8	0	1
Behaviour in the school is good.	42	54	3	0	0
My child gets the right amount of work to do at home.	41	39	12	7	1
The teaching is good.	50	47	3	0	0
I am kept well informed about how my child is getting on.	46	41	9	3	0
I would feel comfortable about approaching the school with questions or a problem.	64	28	7	1	0
The school expects my child to work hard and achieve his or her best.	58	38	1	0	3
The school works closely with parents.	46	43	8	3	0
The school is well led and managed.	58	34	7	1	0
The school is helping my child become mature and responsible.	64	34	0	0	3
The school provides an interesting range of activities outside lessons.	39	46	14	0	1

### Other issues raised by parents

A few parents were worried about the time given to creative subjects and felt that little time was allowed for them in the National Curriculum. Other parents countered this with the fact that the school annually gives time to drama productions and special art events. Parents were happy with the range of extra-curricular activities provided by the school and its involvement in the local community.

## **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**

75. Children are admitted into the reception classes at the beginning of the year in which they are five. They are admitted on a part-time basis for the first few weeks. Admission procedures ensure that children settle quickly into the routines of school. They are assessed on entry to school to find out what they can do. The results of these assessments show a wide range of attainment, but overall it is above average. Most children reach the expected goals in most areas of learning by the time they start Year 1.

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

76. Teaching is good and all children make at least satisfactory progress. Most attain the Early Learning Goals for this area of learning by the end of their reception year. All adults provide good role models, and relationships are good. Children settle quickly into school routines and feel safe and secure when they arrive each day. They are provided with a range of experiences that engage their curiosity and give them the confidence to explore a range of materials, such as sand, water and construction kits. The teacher and teaching assistant interact well with the children, providing freedom for them to make choices and encouraging them to use all their senses when involved in free choice activities. The use of a glove puppet to gain children's attention and ensure that they listened attentively to instructions was very effective. By the time they leave the reception class, most children show increasing confidence in selecting and carrying out their own activities, and interact satisfactorily with staff in more teacher-focused work. They share equipment and generally take turns when, for example, using the construction kits to build a boat.
77. Sound use is made of the home corner to develop pupils' imaginations as they buy and sell buckets, spades and fishing nets in their seaside shop. Overall, children behave well. They concentrate for appropriate periods of time and generally respond positively to activities. Through playing games they learn to take turns and share. Some children work individually and prefer to play alongside, but not with, others. Other children are developing the skills to allow them to work purposefully in small groups.

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

78. Most children in the reception class exceed the expectations of the Early Learning Goals in this area by the time they enter Year 1. Teaching is good and activities are planned to encourage speaking, listening, reading and writing. Most children enter the school with good skills in speaking, and their listening skills are satisfactory. All children make at least satisfactory progress in all aspects of this area of learning. Many answer the teacher's questions clearly, can explain what they are doing and talk confidently about matters of immediate interest to them. The teacher and teaching assistant give due emphasis to the development of these skills in whole-class and group sessions. Through a well-structured programme, children learn the sounds that letters make and how to write them. They learn to identify the sounds at the beginning and end of words. Many children can write their own names and labels, and are beginning to record the results of their work in words and phrases. They attempt to spell a few words for themselves. Children enjoy listening to stories and know how a book is organised. Many children have made a good start to reading

simple books independently with a little help from adults. They can retell stories that are well known to them. Books are freely available to children in their classroom. The quality and range of these books are satisfactory. The teacher and other adults regularly help children with their reading in school. Children take books home daily to share with their parents and family.

### **Mathematical development**

79. Children are provided with a range of activities to support their learning in this area. Teaching overall is satisfactory and all children make satisfactory progress. The work planned covers all areas of mathematical development, and most children exceed the Early Learning Goals by the end of their reception year. Activities are appropriate but not always sufficiently practical and variable in nature to ensure pupils make good progress. In addition, few opportunities are planned outside sessions with a specific mathematical focus to allow children to practise their mathematical skills. Most children are confident in the use of numbers to five. Many can use larger numbers and can find one more than a given number to ten. They are developing an understanding of addition through combining and counting sets of objects. Children learn and use appropriate mathematical language. For example, they correctly identify objects that are long and short. They describe two and three-dimensional shapes using words such as 'sides', 'corners' and 'edges'.

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

80. Most children reach the expected levels in this area of learning by the end of their reception year. Teaching is satisfactory. Children use their five senses to investigate designs for pet homes. They describe objects in terms of their properties. They build and construct with a range of construction materials, such as Lego, play dough, card and paper. For example, they make simple boats and see whether they sink or float. Children have regular access to a computer, which they use to support their learning in mathematics and literacy. They operate it confidently. Most are able to use a 'mouse' with sound co-ordination and to click on the icons they require. They learn how they have changed since they were babies and match pictures of adult animals and their young.

### **Physical development**

81. Most children reach the expected levels in this area of learning by the end of their reception year. Teaching is satisfactory in structured indoor and outdoor sessions, and all children make satisfactory progress overall. They use a range of small and large equipment with confidence and appropriate control. For example, they use pencils and paintbrushes appropriately and demonstrate suitable control for their age. Most children are well co-ordinated and move around their classroom and the school building in a controlled manner. There is a small covered outdoor play area but only a limited range of large outdoor play equipment. These factors limit the opportunities children have to develop their physical skills.

### **Creative development**

82. Teaching in this area is satisfactory. Children make satisfactory progress and most will reach the Early Learning Goals for this area of learning by the end of the reception year. Children make use of a range of shapes to print patterns using bold primary colours in art and design. They paint freely and confidently, using their imagination and own experiences. They sing a range of songs and rhymes from memory.

Opportunities to learn about colour and texture are provided as children create models of the seaside. Opportunities for children to use and develop their imaginative skills through role play are provided.

## ENGLISH

83. Evidence from the inspection indicates that standards in English are above national expectations in Year 2 and in Year 6. This represents an improvement since the last inspection, when standards were judged to be in line with national expectations.
84. In Year 2, pupils are highly articulate, have a wide vocabulary and can develop a logical argument in discussion. Their highly developed speaking and listening skills have a positive impact on their reading. The majority of pupils are fluent readers of a range of challenging material. They can discuss their books with insight and discrimination and often have well-developed preferences for particular authors which they justify through reference to plot and characters. Even less-able readers demonstrate enjoyment of reading and read simple text with reasonable fluency. Less confident readers use a range of phonic and textual clues to tackle unfamiliar words. Pupils' enthusiasm for reading is harnessed as a stimulus for much of their writing. They have frequent opportunities for retelling familiar stories, writing character studies and planning story settings based on well-known tales. There is less evidence of pupils being given opportunities for creative and imaginative writing. Standards of spelling and presentation are variable, but most pupils are confidently joining their letters in a readable style.
85. By Year 6, pupils' extended vocabulary and general knowledge allow them to choose from a sophisticated range of writers. Higher-order reading skills are well developed and most pupils offer opinions about the books they are reading and can compare the works of different authors. More-able readers discuss motivation and causation in novels, predict what might happen next and are beginning to use inference and deduction. Less-able readers also read confidently and independently with good understanding, conveying the overall meaning of the text. However, the quality of writing in Year 6 does not reflect either pupils' wide vocabulary or the breadth of ideas gained from extensive reading. There is a strong emphasis in pupils' writing on very structured tasks and grammatical exercises. There are too few opportunities for pupils to apply these skills in extended pieces of writing. The marking frequently asks challenging questions, but subsequent work rarely gives opportunities for pupils to rise to the challenge. Although the majority of pupils are achieving nationally expected standards in writing, there is little evidence of above average attainment. The good phonic, semantic and syntactic skills, which underpin pupils' reading, are not reliably applied to their writing, and spelling and grammar can be erratic.
86. The quality of teaching in the lessons observed was satisfactory overall and varied from good to unsatisfactory. It was good in four out of ten lessons and unsatisfactory in one lesson. In the majority of lessons, clear learning objectives were presented to the pupils and there was a good balance between instruction and written work. Teachers manage their classes well and an orderly and purposeful working atmosphere prevails. In the better lessons, good open-ended questioning encourages pupils to express their ideas and plenary sessions are used well to extend their learning. This was particularly evident in a Year 5 lesson where role-play was used to interrogate the writers of poems in order to explore hidden meanings. In the unsatisfactory lesson pupils were presented with a mundane and unchallenging

task which was well within the ability of most of them and served to inhibit rather than extend their learning.

87. Teachers plan their lessons in detail and the structure and programme of the National Literacy Strategy is closely followed. However, in most classes there is a strong emphasis on grammatical exercises with too few opportunities for pupils to apply their knowledge and skills. In most classes teachers alter their planning in the light of continuous assessment. Occasionally, lessons are planned according to national guidelines irrespective of whether they match the needs of the pupils.
88. In most classes, teachers provide a range of tasks to meet the needs of pupils with different abilities. Pupils with special educational needs are well supported through a combination of in-class support and withdrawal for small group tuition. This ensures that an effective balance is maintained between ensuring their access to the whole curriculum and addressing the specific learning targets on their individual educational plans. They make good progress and most are achieving standards in line with national expectations. Visually-impaired pupils are enabled to access the full curriculum through the effective use of closed-circuit television and make a full contribution to discussion. Pupils whose first language is not English make good progress and are represented in groups across the ability range.
89. Assessment is used effectively to indicate where extra support for pupils is needed. A file of pieces of pupils' writing which have an agreed National Curriculum level is maintained, although some of these pieces are not accurate in the level given but more what the school hopes they will attain. The quality of ongoing assessment is good and teachers' marking regularly refers to pupils' individual targets. These are reviewed and updated on a termly basis.
90. The English co-ordinator provides good support for colleagues and is actively involved in determining the best ways of raising standards in writing. Various initiatives, such as the introduction of a school magazine and participation in workshops run by the local newspaper, provide a forum for pupils' ideas. The co-ordinator has scrutinised teachers' planning and pupils' work across the school and compiled a file of supplementary material and ideas for writing in order to spread good practice. After completing a management course she will have opportunities for observing teaching across the school.
91. Resources are good and used well to implement the National Literacy Strategy. The attractive school library and class libraries contain a good selection of books, which are regularly borrowed by pupils. Information technology is used regularly and effectively to support learning.

## **MATHEMATICS**

92. Pupils enter the school with standards in mathematics which are generally above average for five year olds. By the time they are seven, and when they leave the school at 11, these standards are above the levels expected for this age. This is higher than the standards found during time of the previous inspection, where standards were found to be average. Test scores over time show that standards are generally rising.
93. Results of the 2001 national tests for seven-year-olds show that standards are continuing to rise, with pupils achieving above national averages. High attaining pupils

also achieved well. The 2001 tests for 11 year olds show pupils achieving below the national average, and well below the number attaining higher grades. From the school's analysis, the scores in 2001 for pupils aged 11 were expected to be lower than in previous years due in part to the high percentage of pupils with special educational needs. Those in 2002 are forecast to be considerably better, and evidence from this inspection confirms this.

94. This is a direct result of good, and often very good, teaching and of pupils who enjoy their lessons and are keen to learn. This is very noticeable in the effective use of the National Numeracy Strategy, which gives pupils a carefully structured session of mental and written mathematics each day. The school caters for 'booster' groups on pupils at both extremes of the ability range and ensures that those with special educational needs (sometimes with specific support) make good progress towards their mathematical targets. This is very effective. Work in most classes is matched effectively to the pupils' identified abilities and extends the learning of all, including higher-attaining pupils. In a few lessons observed, pupils were beginning to think mathematically, handling number problems in a natural, confident manner. The great strength in mathematics is this confidence which, coupled with the lively enthusiasm observed, builds very successfully on what the pupils already know. There is no significant difference over time in attainment between boys and girls, all is mutually inclusive.
95. Most pupils enter Year 1 with above average skills in number. All teachers ensure that pupils build well on their early work. Pupils develop the use of accurate mathematical language effectively (see below) and work practically to solve problems. The high value placed on different strategies is a priority throughout the school, and as a result the majority of pupils are confident in explaining the reasons for their answers. In a number of lessons, teachers allowed the pupils scope to develop their thinking and provided challenges, with the results that all, and especially the higher-attaining pupils, made very good progress.
96. A number of lessons seen during the inspection illustrate that teachers' good questioning helps to ensure good progress. Questions such as 'Why?', 'How do you know?', 'What strategies have we been using?', 'Why is that wrong?' and, at the end of a lesson, 'Do you think you understand?' and 'Put your hands up if you ...' reinforce both the different methods pupils use to reach an answer and what they have actually learned. Pupils who did not understand felt confident enough to say so.
97. The National Curriculum is covered effectively through both key stages, although there was insufficient evidence of work involving using and applying mathematical skills through a varied range of practical work. Greater use of investigative and problem-solving activities would make learning even more relevant and enjoyable, and – given the ability of many of these pupils – is well within their capabilities. Pupils use mathematical terminology and in Year 3, for example, they were confident with 'partitioning', 'adjusting' and 'column addition'. Many of the pupils in this class have a real empathy with mathematics and in a lesson observed were fairly buzzing with enthusiasm.
98. All classrooms have displays which are relevant to numeracy but there are few which prioritise examples of work produced by the pupils. Exceptions to this are in Year 4, where pupils have investigated 'exploding shapes' and have studied tiles and tessellation, linking with information and communication technology.

99. The very effective implementation of the National Numeracy Strategy provides a clear structure for the teaching of mathematics. All lessons begin with a short mental arithmetic session and end with a structured summing-up session. This enables pupils to understand what they have learned and gives teachers a good knowledge of what the pupils understand. They use this knowledge effectively to reinforce their teaching and improve pupils' standards. There are a number of examples where numeracy is used across the curriculum. These include time lines which link with history, measurement with science and design and technology and co-ordinates with geography and spreadsheet cells in information and communication technology.
100. The quality of learning and achievement in mathematics reflects the high quality of the teaching. This is generally good throughout the school, with the quality of teaching at Key Stage 2 ranging from good to excellent. This reflects the quality of provision for pupils across the whole ability range. Teachers use a variety of methods to reinforce and consolidate previous skills. All teachers use questions carefully to ensure that pupils give logical reasons for the problem-solving strategies they use. This was a strength in all lessons seen. Ongoing assessment is used effectively to evaluate progress during lessons and planning is generally adapted when necessary. The quality of marking is generally good, and most pupils' books seen contain comments to help the pupils improve. As a part of the marking process in most classes, teachers write questions to extend understanding.
101. Teachers provide good role models in the way they value pupils' contributions. This increases pupils' self-respect, respect for each other's contributions and co-operation skills. It ensures that pupils behave well in lessons, concentrate hard and enjoy their work. All teachers have a secure knowledge and understanding of the subject. They plan work carefully and use questions effectively to extend pupils' thinking. All teachers make good use of formal and informal opportunities for pupils to practise their number skills. This makes a positive contribution to pupils' learning and achievement. Homework is set regularly, is marked, providing useful reinforcement and extension to the work covered in class and is supported well by parents. An assigned governor for mathematics is active within the school and takes the role of a 'critical friend'.
102. The very effective and enthusiastic subject co-ordinator helps to ensure that teachers are confident and that all parts of the subject are covered successfully. All staff work closely, sharing and developing together. Lesson planning and outcomes are monitored, and some lessons observed. The quality and quantity of resources are good, these are used effectively and pupils treat them with respect.

## **SCIENCE**

103. Pupils' standards of attainment at the age of seven are in line with those expected nationally. Pupils make satisfactory progress in relation to their previous attainment. Pupils' standards of attainment at the age of 11 are above national expectations and pupils make good progress in relation their attainment at the end of Year 2. Standards of attainment at the end of Year 2 are lower than those noted at the time of the last inspection but are higher at the end of Year 6. This is due to the different groups of pupils involved.
104. The school plans science using the Qualifications and Curriculum Authority's guidelines, adapted where necessary to accommodate the needs of all pupils. Pupils produce a satisfactory amount of written work, and usually complete their tasks.

Work is regularly marked, and there are helpful and positive comments asking pupils questions to clarify their ideas.

105. By the time pupils are seven most have a sound understanding of how animals can be classified by using simple criteria, such as the number of limbs or wings. They know what makes a healthy meal and that regular exercise helps to promote a healthy lifestyle. They have a sound understanding of a range of common materials and classify them by their properties such as breakable or unbreakable. However, pupils are less certain of the need to make their tests 'fair'.
106. Pupils in Years 3 and 4 study solids, liquids and gases. They are aware that water can be found in all three states. Year 3 pupils make good use of scientific vocabulary, such as 'photosynthesis', 'germination' and 'nutrients', when talking about their experiments with plants. Year 4 pupils are knowledgeable about different types of materials and how some have better insulation properties than others. Pupils in Year 5 show good understanding of how the heart and muscles work and how pulse rates quicken with exercise and return to normal more quickly with greater fitness. They make appropriate use of scientific terms, such as evaporation and condensation when changing the state of solids. By the end of Year 6 pupils use classification keys to sort different plants and animals, draw electrical circuit diagrams using standardised symbols, and are knowledgeable about how to separate materials by heating or filtering. They are helped by the revision lessons that the teacher provides and by lesson introductions, which recap previous learning.
107. In discussions, pupils demonstrate a generally sound grasp of the different aspects of science. Pupils record their experiments according to the worksheets provided but have little opportunity to use their literacy and numeracy skills to record their work in their own way, including using their computer skills. While pupils have plenty of opportunities to carry out practical work, there is very little evidence of older pupils being challenged to choose their own resources and set up their own experiments to answer a question posed by the teacher.
108. Pupils with special educational needs make sound progress overall. The work they are asked to do is suitably adapted to meet their individual needs and they are appropriately supported by teachers and support staff.
109. The teaching of science is satisfactory overall and varies from good to unsatisfactory. It was good in a third of lessons and unsatisfactory in one lesson. In all lessons observed, teachers shared with pupils what it was they wanted them to achieve and at the end of the session evaluated with them how successful they had been. Sometimes, as in a Year 3 lesson, they were told about what they would do in the next lesson. This good practice successfully ensures that pupils are fully involved in lessons and take an active part in their own learning. Questions are used effectively to encourage pupils to think for themselves, such as when pupils were asked to predict what would happen and why when they mixed yeast, sugar and water together in a test tube. Teachers generally have a secure grasp of scientific concepts and this is illustrated well in the correct use they make of scientific vocabulary, such as 'translucent', 'opaque' and 'transparent' when looking at whether light passes through a range of materials. A practical, enquiry approach to science is adopted and successfully promotes pupils' understanding of scientific investigation and the need to carry out 'fair' tests. However, although pupils have many opportunities to carry out practical work, older and more-able pupils are seldom given opportunities to devise their own tests or organise their own ways of recording their work. There was one instance of unsatisfactory teaching caused by the teacher's lack of direction to the

pupils and their consequent confusion and lack of progress during the lesson. Pupils are positive about science and enjoy the subject. They behave well, pay attention and carry out tasks sensibly.

110. The subject is satisfactorily managed by the co-ordinator who has only held the post since September. He is aware of the need to develop a coherent system of assessment as the school trials end of unit assessment sheets and keeping samples of pupils' work. Resources for the subject are good.

## **ART AND DESIGN**

111. Overall, standards for pupils aged seven and 11 are in line with national expectations. Art and design work in the school fully reflects the aims, aspirations and Christian ethos the school promotes. All pupils, including those with special educational needs, make satisfactory progress. These findings are similar to those of the last inspection. Only one lesson was observed in art and design and, therefore, no overall judgement can be made of the quality of teaching in this subject. However, from a scrutiny of pupils' work and teachers' planning, and through discussions with them, satisfactory provision is made for art and design.
112. Pupils in Year 2 use a variety of media when using their imaginations to produce drawings, paintings and collage. For example, their fiery pictures show very effective use of colour as they print using corks, paint-pot lids and sponges. They explore the ways in which they can improve their drawings as they observe natural and man-made objects. In Years 3 and 4, pupils continue to develop their skills in observational drawing and painting. They explore subtle shades of colour as they paint pictures of calm oceans and peaceful sunsets. Pupils explore pattern and shapes from different cultures, such as India, as they use felt-tip pens and coloured pencils to design paisley patterns. Pupils use the usual colours favoured by Indian painters to paint their clay pots effectively. They are introduced to the techniques of tie-dyeing and are encouraged to pass on their experiences of the difficulties of this technique to their class mates. Year 6 pupils demonstrate good appreciation of the work of famous painters, such as Seurat, copying his painting of the 'Bathers at Asnieres' and using the technique of coloured dots to create images and scenes.
113. The subject is satisfactorily managed. The co-ordinator has only been in post a short time and is on a temporary contract. She has overseen the adoption of a curriculum policy for the school and is drawing up an effective overall curriculum plan. The co-ordinator has recently introduced sketchbooks in all classes to ensure that pupils' attainment is regularly monitored in observational drawing and colour mixing. It is too early to judge whether this will be effective. Cross-curricular links are clearly identified in teachers' planning and is evident in pupils' work displayed well throughout the school. Pieces of music by famous composers, such as Holst, Bach, and Stravinsky have provided the stimuli for much of the pupils' art work on display. Good quality charcoal drawings of the 'Stations of the Cross' show art and design work is used well to help pupils' understanding of the Easter story. The curriculum for art is enhanced by regular art days and by pupils making produce for sale at the Christmas craft fair. Pupils have successfully used computer programs to support their work in art and design. Resources are satisfactory and used well by teachers to support pupils' learning.

## **DESIGN AND TECHNOLOGY**

114. Standards in design and technology for seven year old pupils are in line with those expected. By the time pupils reach the age of 11, however, standards are below. Younger pupils generally make sound progress, but unsatisfactory progress is evident as pupils reach Years 5 and 6. At the last inspection, design and technology was found to be in line with national expectations at both key stages, so standards have fallen.
115. Younger pupils cover the various aspects of the curriculum, and opportunities are provided for pupils to work in a sound range of contexts with a variety of materials. They plan, construct and refine their thinking, often working co-operatively together in groups. The Year 1 class benefited from the support of a parent helper. Little evidence of previous work is available, particularly for the older pupils. What little there is, points to the fact that within Years 5 and 6, the full curriculum is not covered. Useful links are made with history in Year 4, where the pupils have designed and made Tudor houses.
116. Insufficient lessons were observed during the inspection to make an overall judgement on the quality of teaching and the attitudes of pupils. Design and technology has been neglected, but the recently appointed (albeit temporary) co-ordinator is enthusiastic and is beginning to make a positive impact. Design and technology is a developing subject, and the school is aware of the need to make it a priority. The quantity and quality of resources are satisfactory.

## **GEOGRAPHY AND HISTORY**

117. The school links these two subjects together under the general title of 'humanities', under the leadership of a single co-ordinator. Pupils study geography and history in a series of half-termly cycles. Standards of attainment in geography are in line with national expectations. Only one history lesson was observed during this inspection, but evidence from pupils' work, teachers' planning and displays around the school shows that standards of attainment are in line with national expectations. Both these judgements match those standards found during the previous inspection.
118. Pupils make satisfactory progress in developing their knowledge and understanding of these subjects. Links are made with other subjects where possible, particularly literacy, numeracy, design and technology, information and communication technology, and also – in Year 4's topic on India – with music. Pupils with special educational needs make sound progress through work which is targeted specifically to their needs. The subject makes a positive impact on the pupils' spiritual, moral, social and cultural education, particularly when they are encouraged to work co-operatively.
119. By the time the pupils leave this school, they have studied ancient Egypt, ancient Greece, Roman Britain, the Tudors, the Victorians and Britain since 1930. Pupils develop a sound knowledge of maps, beginning with plans of their classrooms. Pupils study their locality at various ages, comparing it with a Scottish island in Year 2, with an Indian village in Year 4 and again in Year 5. In Year 6, pupils study rivers, the formation of land masses. In all years, pupils have useful opportunities for research, some of which is done at home, although in Year 6 much of the written work resulting from this research is copied.
120. There are a number of interesting and attractive displays around the school which show activities that have taken place and the quality of work produced. These include

work on the Great Fire of London in Year 2, where useful links are made with art. Year 4 have painted Tudor portraits and constructed houses, showing useful links with art and design and technology. In addition, this class has an interesting display on their topic of India, including music, samples of foods and a number of artefacts from their study of Hinduism.

121. The quality of teaching in the lessons seen varied from good to unsatisfactory in one instance. Many lessons are imaginative and capture the pupils' enthusiasm. This happened in a Year 5 lesson where pupils began to work on a local study, identifying ways through which they could affect their environment; and in one in Year 4, where pupils began consider life in a small Indian village. During a history lesson in Year 3, pupils researched life in ancient Greece with great enthusiasm. Pupils are interested in these subjects, and talk enthusiastically about what they are doing. Their attitudes to learning make a positive contribution to lessons. An unsuccessful Year 2 lesson was characterised by work which was not suitably planned for pupils with different abilities. This resulted in some pupils becoming bored and, as a result, learning was limited.
122. There are policies and schemes of work for both subjects, generally based on the Qualifications and Curriculum Authority guidance. A strength within the subject is the use of pupils' self-assessment, although this is not yet evident in classes throughout the school. There are sufficient resources and the school borrows others through the Richmond Loan Scheme. The school uses the local environment very well and pupils have the opportunity to extend their learning through regular visits out of school.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

123. Standards in information and communication technology are in line with national expectations across the school. Where there is additional support and expertise provided for class teachers, pupils make good progress. Recent staff training and very good resources are significant factors in the general rise in standards. Information technology is firmly embedded in the teaching of other curriculum areas. For example, Year 6 have investigated the American artist Norman Rockwell using the Internet, and in Years 1 and 2 the development of keyboard skills is linked to the learning of initial letter sounds of words. The school aims to make information technology central to pupils' learning across the curriculum.
124. Basic skills have been firmly established through the effective use of a computer suite. Successful in-service training has given staff the confidence to show pupils how to attempt new skills. These are reinforced through effective small group teaching, often led by a support assistant with excellent knowledge and technical skills. The division of resources into two 'mini-suites' has facilitated this.
125. By Year 2, pupils use an art program effectively and can use the flood-fill tool to colour in pictures. They correct errors using the pen tool and embellish their work with clip-art and the spray can option. In Year 3 pupils can enter information accurately into a data-handling program and create a range of different graphs using this information. They can interpret the graphs, although only the more-able pupils could suggest which form of the graph was most appropriate. Understanding of right angles in Year 4 is reinforced through the use of a programmable toy and pupils begin to understand the function of a repeat instruction. By Year 6, most pupils are confidently using the Internet to find information, saving useful sites and accessing them as required. A

recent information and communication technology week included a workshop for Year 5 and 6 pupils using 'SENSCI' software to build electrical circuits.

126. The co-ordination of information technology is shared between the headteacher and a support assistant, both of whom have very good subject knowledge and provide essential support for other staff. This impacts well on teaching and the standards pupils attain. Resources are very good and include the use of an interactive white board and projectors. The school aims to continuously update and augment these resources, for example, by purchasing laptop computers for regular classroom use. The use of information technology is particularly effective in enabling the visually impaired pupils to access the curriculum. The school is aware of the need to develop individual assessment and recording procedures.

## **MUSIC**

127. Standards in music are broadly in line with national expectations across the school as a whole although standards vary between individual classes according to the confidence and expertise of individual teachers. Despite the recent introduction of a published scheme to structure the teaching of music across the school, there is insufficient development and continuity of skills, as teachers are teaching to the level of their own understanding rather than to the needs of their pupils. For example, pupils in Year 2 use untuned percussion instruments to represent different kinds of weather. In Year 3 this idea is extended as pupils are asked to create different textures with chime bars using the pentatonic scale of D. However, in Year 5, pupils are only expected to maintain a steady beat and clap simple rhythms with no use of instruments and this demonstrates low expectations for this age group. Likewise in Year 3, pupils are already aware of the names and values of notes, but in Year 6 pupils are asked to represent sounds using graphic symbols.
128. Music is co-ordinated by a newly qualified teacher who sets a very good example by the quality of her own teaching. She is already having an impact on standards through a variety of initiatives, and the school is aware of the potential of developing staff expertise through team teaching and in-service training in the next academic year. She has already written a good policy and taken on responsibility for the school choir. Singing in assemblies is tuneful and there is good potential amongst the pupils for raising standards across the school. The school already participates in the Richmond singing festival. A significant number of pupils play musical instruments and peripatetic teachers provide tuition in guitar, violin and keyboard. There is a recorder group for Years 3 to 6.

## **PHYSICAL EDUCATION**

129. Standards are in line with national expectations for pupils aged seven and 11. All pupils, including those with special educational needs, make satisfactory progress in all aspects of the curriculum.
130. Pupils in Year 2 work enthusiastically in dance lessons. They follow their teachers' instructions and commands immediately and work safely and with control in the school hall. By the age of seven, pupils show appropriate confidence in movement and sound skills of co-ordination as they stop, start or change direction when running. They mimic the actions of a range of beach activities effectively, for example, throwing a large beachball backwards and forwards as they build up a short dance

tableau of being at the seaside. All pupils are beginning to show confidence in twisting and turning, moving in a variety of ways and in holding a balance. Clear instructions ensure that pupils know what to do and are able to perform in front of others when asked to do so.

131. Pupils in Years 3, 4, 5 and 6, demonstrate sound co-ordination and agility as they move around the hall or playground, practice a range of games skills or build up a dance or gymnastic sequence. Year 3 pupils work well together as they develop a tableau of playing in the snow and building a snowman. They respond imaginatively as they slap their sides to keep warm or mimic their reaction to being hit by a snowball. Year 5 and 6 pupils are beginning to spin and turn confidently as they learn to control their landings or build up a short sequence of jumps, spins and balances. Through discussion Year 6 pupils build up their own sequences successfully, taking turns to lead and to follow. Through practice, they improve the quality of their movements and most pupils confidently demonstrate their work to the rest of the class. Pupils work well together and enjoy taking part in physical activities.
132. The quality of teaching is good overall and varies from good to satisfactory. It was good in three-quarters of the lessons observed. Teachers' planning is effective and they use resources well to support pupils' learning. Good use is made of warm-up activities to prepare pupils effectively for physical activities and to calm them down before going back to their classes. Teachers make good use of pupil demonstration to improve performance and an established routine of constructively appreciating the performance of others is evident in lessons. In the better quality lessons teachers have a secure knowledge of skills and techniques they wish the pupils to improve and make good use of simple coaching points to enable them to do so. For example, as seen in a Year 4 games lesson, they were encouraged to adopt a sideways position when striking a ball, or in a Year 3 dance lesson to work at different levels to vary their work. All teachers observed successfully communicated their own enthusiasm for the subject and motivated the pupils to give of their best.
133. The management of the subject is satisfactory. The co-ordinator has only been in position a short time. Her aim is to raise the profile of physical education in the school and she has introduced a commercial scheme to help teachers with their planning. The co-ordinator has attended local education authority training, and informed staff of recent developments in the teaching of the subject. She provides assistance and support to staff when asked to do so. However, she does not monitor teachers' planning, this is carried out by the headteacher, and she has not observed her colleagues teaching. The curriculum is enhanced effectively by the school's involvement in local sporting events, such as the area swimming gala, and by taking part in some inter-school sports fixtures. Resources for the subject are satisfactory and well organised.