

## **INSPECTION REPORT**

### **LIONEL PRIMARY SCHOOL**

Brentford, TW8 9QT

LEA area: Hounslow

Unique reference number: 102493

Headteacher: Mrs P Moran

Reporting inspector: R E G Cross  
154917

Dates of inspection: 25<sup>th</sup> to 27<sup>th</sup> June 2001

Inspection number: 196642

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

## **INFORMATION ABOUT THE SCHOOL**

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
School address:	Lionel Road Brentford Middlesex
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Telephone number:	0208 560 5323
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Appropriate authority:	The governing body, Lionel Primary School
Name of chair of governors:	Mr C Lambrick
Date of previous inspection:	July 1997

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14352	Daphne Lott	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?
13160	Janet Worden	Team inspector	Mathematics, Design and technology	How good are the curricular and other opportunities offered to pupils?
14596	Anthony Fiddian-Green	Team inspector	Music, Religious education, Special educational needs	
21163	Marsha Walton	Team inspector	English, Art, Information and communication technology Foundation Stage	
22745	Rosalind Johns	Team inspector	Geography, History, English as an additional language	

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

### **INFORMATION ABOUT THE SCHOOL**

Lionel Primary school educates boys and girls aged between three and 11 years. There are 223 pupils on roll altogether, 26 of whom attend on a part-time basis in the Nursery. This is about the same size as most other schools of its type. There are 31 pupils who are in the same class in the Foundation Stage. The school has 96 pupils on its register of special educational needs, which is well above the national average. Forty-one pupils have statements of special educational needs which is also well above the national average. Thirty of the pupils with statements of special educational needs attend the school's unit for pupils with speech and communication difficulties. The school has 27 more boys than girls on roll. About 33 per cent of the pupils are from minority ethnic backgrounds, mainly black African, other black cultures, Pakistani, Indian and Bangladeshi heritages. This is high compared with most schools. Fifty-three of the pupils speak English as an additional language. Sixteen of these pupils are in the early stages of learning to speak the language. The number of pupils with English as an additional language is very high compared with most schools. The most common first languages of these pupils are Bengali, Arabic, Somali and Punjabi. Around 37 per cent of the pupils are entitled to free school meals, which is well above the national average. During the last school year, 26 pupils entered the school other than at the usual time of first admission and 18 left it at times which were not those of the normal leaving or transfer for most pupils. This is a high rate of mobility. Pupils enter the school at below average levels of attainment.

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

This is a good school. Its leadership and management are very good. The leadership of the headteacher, who is very well supported by the governors and staff, is excellent. This gives the school a successful focus on providing the pupils with a continually improving quality of education. As a result, judged on a whole school basis, the quality of teaching and learning is good. Teaching and learning of this quality promote good progress and, by the time that they leave the school, the pupils' standards have improved from below average to average. Pupils with special educational needs make particularly good progress. The school gives good value for money.

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

- The excellence of the headteacher's leadership ensures that the school's aims are fully reflected in its work.
- The very good provision for pupils with special educational needs, both in the school's speech and language centre and the school itself, leads to very good progress for these pupils.
- The school's very good promotion of the pupils' moral, social and cultural education helps to promote their all round development very well and to encourage excellent relationships.
- The pupils' behaviour and personal development are very good and this greatly assists their learning.
- The school's very good relationships with parents and the community mean that the parents are able to help their children to progress effectively.
- The good quality of the teaching promotes a good quality of learning.

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

- Standards which, although greatly improved since the school's last inspection, are still not high enough especially in writing and mathematics and, particularly at Key Stage 1, where standards in science are also too low.
- Provision in the Foundation Stage where, for example, there are some weaknesses in the curriculum.
- The quality of teaching in Year 2 where there are shortcomings in the way in which the pupils are managed.
- The presentation of the school development plan which does not sufficiently help all those involved with the school to obtain a long-term understanding of areas to be developed.

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

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

The school was last inspected in July 1997 and since then, it has made a good improvement. This is due to the quality of leadership provided by the headteacher since her appointment in September 1998. Leadership, which was judged to be satisfactory in 1997, is now excellent. As a result of this leadership, the quality of teaching has greatly improved. In 1997, 17 per cent of the teaching was unsatisfactory and only two per cent very good or better. In this inspection, only four per cent of the teaching was unsatisfactory and 32 per cent was very good or better. Attendance, provision for the pupils' spiritual, moral, social and cultural development, assessment procedures,

relationships with parents and the community and curricular provision in religious education have all improved significantly. Standards have improved significantly in religious education and geography and the test data at Key Stage 2 show an improving trend which is faster than the national rate of improvement. However, standards, for example, in mathematics and writing, are still not high enough and the risk assessment procedures identified as a key issue for action by the school's last inspection have not been completed. The school development plan is not detailed far enough ahead although, in practice, the school has a very clear direction. The school has a very good capacity to continue to improve.

## STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with				<i>Key</i>
	all schools			similar schools	
	1998	1999	2000	2000	
English	E*	D	D	A	well above average A above average B average C below average D well below average E very low E*
mathematics	E*	E	E	D	
science	E	D	E	B	

Standards in the end of Key Stage 2 tests in 2000 compared with all schools were below average in English and well below average in mathematics and science. Compared with similar schools, standards were well above average in English, below average in mathematics and above average in science. Standards show an improving trend which is above the national trend. The school exceeded its targets for the number of pupils attaining Level 4 and above in English and met them in mathematics in 2000 and has raised them appropriately for 2001. The findings of the inspection are that, in Year 6, standards are below average in English, including literacy, and mathematics, including numeracy, above average in geography and average in all other subjects. Pupils achieve well at this key stage.

In the end of Key Stage 1 tests in 2000 compared with all schools, standards in reading and writing were well below average and in mathematics they were in the lowest five per cent. Compared with similar schools, standards were above average in reading and below average in writing and mathematics. The assessments made by teachers in science were in the lowest five per cent at Level 2 and above and average at Level 3 and above. The trend in standards in the tests is erratic but it is generally upward in reading and down in writing and, particularly, in mathematics. The findings of the inspection are that, in Year 2, standards are below average in English, including reading, writing and literacy, mathematics and physical education, well below average in science and average in all other subjects including the speaking and listening aspect of English. Pupils' achievement is satisfactory at this key stage.

Children are on course to reach below average standards in all areas of learning by the end of the Foundation Stage. However, their achievement from a below average starting point is satisfactory.

Pupils with special educational needs in both the main school and the speech and language centre achieve very well and reach good standards relative to their previous levels of learning. Pupils with English as an additional language make satisfactory progress and reach appropriate levels of achievement.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are keen to come to school. When the teaching is stimulating, they are keen to learn and have very good attitudes. When working independently, their application and concentration are often less focused; they sometimes lack initiative and can be passive learners.
Behaviour, in and out of classrooms	Very good. The pupils are well-mannered, care for each other, possessions and the fabric of the school. They are courteous to adults. There were two fixed-term exclusions during the spring term 2001.
Personal development and relationships	Very good. Pupils willingly accept responsibility and carry out their duties in a mature way. Their relationships with adults and their peers are excellent. They are sensitive to the feelings and values of others and understand the impact of their actions on others.
Attendance	Satisfactory. Pupils' attendance is very much improved since the last inspection. They enjoy coming to school.

The pupils' behaviour, and personal development are strengths of the school and promote a high degree of racial harmony. The rate of unauthorised absence for pupils in the speech and language centre is well above average but it is below average in the rest of the school. A significant number of parents take their children out of school for holidays in term time.

## TEACHING AND LEARNING

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

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

During the inspection, 32 per cent of the teaching seen was very good or better, 28 per cent was good, 36 per cent satisfactory and four per cent unsatisfactory. There are significant variations in the quality of teaching, for example, as indicated in the table above. In addition, however, the quality of teaching for pupils with special educational needs, both in the speech and language centre and in the main school, is very good. Furthermore, within the teaching for the age group five to seven years, teaching is good in Year 1 and unsatisfactory in Year 2. The teaching of English as an additional language is satisfactory. The teaching of English and literacy is good at both Key Stage 1 and 2. The teaching of mathematics and numeracy is good at Key Stage 2 and satisfactory at Key Stage 1. The main strengths of the teaching are the way basic skills are taught, the expectations that the teachers have of the pupils, the way support staff assist the pupils' learning and the use of homework. The most important shortcomings in teaching are insufficient expertise in the subject/stage being taught, inadequate management of the pupils' behaviour and slow-paced lessons.

The quality of learning reflects the quality of teaching in all cases and is, for example, good for pupils aged 7-11 years and satisfactory for children aged up to five years. These judgements also reflect the degree to which the school meets the needs of the pupils, for example, the needs of pupils with special educational needs are very well met and those with English as an additional language are met satisfactorily. The major strengths in the quality of learning are the good rate at which the pupils gain skills and understanding, the amount of effort they put into their work and the high quality with which most of their work is presented. Weaknesses are related to those in the quality of teaching.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	In Key Stages 1 and 2, the curriculum is well planned and all subjects meet the necessary requirements. The school has good strategies for teaching literacy and numeracy. It places very good emphasis on ways to enhance pupils' personal and social development. The school now has many very good links with the community and local businesses. Curricular provision for the Foundation Stage is satisfactory. Whilst the quality and range of activities for the Foundation Stage are good, the teachers' planning has some weaknesses. This makes it difficult to ensure a good balance of appropriate tasks to support the children's progress. The Reception year does not have a well-equipped outdoor play area.
Provision for pupils with special educational needs	Provision for pupils who have special educational needs, both in the main section of the school and also in the speech and language centre, is a strength of the school. Pupils are given very good quality support from teachers and assistants who form a very committed team.
Provision for pupils with English as an additional language	Satisfactory. The teaching creates a secure climate for effective learning by supportive comments to encourage progress and raise self-esteem. However, the pace of teaching is not fast enough to motivate the pupils fully and to maintain sharp concentration.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for pupils' spiritual, moral, social and cultural development is very good. The school's high expectations of the pupils' behaviour, the growing range of responsibilities given to them, and the enthusiasm to provide opportunities for their cultural experiences all contribute to the very good provision for the pupils' development. Provision for their spiritual development is satisfactory because it has a lower profile in the school other than in the daily acts of collective worship.
How well the school cares for its pupils	Satisfactory. Teachers know all pupils very well and provide particularly good care for their medical and emotional needs. Assessment procedures and use of assessment information in English, mathematics, science and for pupils in the speech and language centre are a strength of the school. There are no consistent procedures for other subjects. There are weaknesses in assessment procedures in the Foundation Stage.

There is a very strong partnership between the school and parents which supports pupils' learning and personal development very well and this is a strength of the school. The emphasis on all concerned being one family is very evident.



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The widespread perception amongst staff and parents is that the excellent leadership of the headteacher has “turned this school around”. The findings of the inspection support this view. The headteacher has a determined and successful commitment to improve this school and she is very well supported by the staff. Her success is manifest from the appearance and ethos of the school and in the range and quality of its improvement since its last inspection.
How well the governors fulfil their responsibilities	Good. The governors have a clear understanding of the strengths and weaknesses of the school. They gain this from observations, for example, of literacy and numeracy and from informal visits to the school, from reports from the headteacher and through the workings of their committees. The governors are fully consulted about the school development plan which enables them to help to give the school its direction. They do not make regular formal visits to the school.
The school’s evaluation of its performance	Very good. Teaching and learning are rigorously monitored by the headteacher and co-ordinators are increasingly becoming involved in this work. This had led to improvements in the quality of teaching and learning. Data are carefully analysed and the results are used effectively to raise standards.
The strategic use of resources	Very good. All funds available to this school are used well to promote the pupils’ learning. Funding is supplemented significantly by donations obtained from local industry. Best value is assured, for example, by obtaining three quotations for important purchases such as extending the alarm system. How well money is spent is judged by setting criteria to evaluate the effectiveness of major spending decisions such as establishing the computer suite. The budget is carefully set and rigorously monitored.

The school’s staffing levels, its accommodation and its learning resources support the pupils’ learning very well.

## 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>• The quality of the leadership and management of the school.</li> <li>• The quality of the teaching.</li> <li>• The expectations that the school has of their children.</li> <li>• The progress made by their children.</li> <li>• The fact that they feel comfortable about approaching the school with problems.</li> <li>• The range of extra-curricular activities provided.</li> </ul>	<ul style="list-style-type: none"> <li>• There were no aspects of the school that significant numbers of parents would like to see improved.</li> </ul>

The findings of the inspection fully support the positive views of the parents.

## **PART B: COMMENTARY**

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

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

1. Most children enter the Foundation Stage with levels of attainment that are below average. In the Nursery, they make satisfactory progress in all areas of learning, although attainment remains below average for most children. This differs from the last inspection where the attainment of Nursery children was judged as sound. This can be explained by changes in staff in the Nursery and the lack of experience of the current teacher, who has not undergone training. In addition, the children's attendance at Nursery is inconsistent. Children are admitted to the Reception class on a full-time basis in September of the academic year in which they become five. Nearly all have previously attended the Nursery class. A significant number of pupils have special educational needs and English as an additional language. As a consequence, many children make very good progress during the year but, for others, progress is initially slow. Despite continued satisfactory progress in Reception, by the end of the Reception year only about 60 per cent are on course to meet the Early Learning Goals expected of children at this time. Standards are, therefore, below average at the end of the Foundation Stage in all areas of learning.

2. In the end of Key Stage 1 tests in 2000, compared with all schools, standards in reading and writing were well below average and, in mathematics, they were in the lowest five per cent. Compared with similar schools, standards were above average in reading and below average in writing and mathematics. The assessments made by teachers in science were in the lowest five per cent at Level 2 and above and average at Level 3 and above. The data show that boys perform significantly worse than girls over a three year period in all three areas but no significant differences were observed during the inspection. The trend is erratic but it is generally upward in reading and down in writing and, particularly, in mathematics. At both key stage, the standards attained in the end of key stage test results are adversely influenced by the high number of pupils with statements of special educational needs who are involved because of the school's speech and language centre.

3. The findings of the inspection are that, in Year 2, pupils reach below average standards in English, literacy, mathematics, numeracy and physical education, well below average standards in science and average standards in all other subjects. Compared with the findings of the school's last inspection, this represents an improvement in religious education and geography, a fall in standards in design and technology, science and physical education and similar standards in all other subjects. Pupils' achievement is satisfactory in Key Stage 1. It is good in Year 1 and unsatisfactory in Year 2 because of the variation in the quality of teaching and learning in those classes.

4. In English, in Year 2, standards in speaking and listening are satisfactory overall but some pupils still need considerable support from the teacher or assistant to develop replies or contribute to discussions. Standards in reading are below average at Key Stage 1. Pupils in Key Stage 1 learn to read but few are readers in the sense that they choose to read as an enjoyable occupation. Their lack of interest in, and enthusiasm for, books limits the progress they make. Standards of writing are below average at Key Stage 1. Pupils in Year 2 achieve standards appropriate to those in Year 1. They are aware of different forms of writing and use appropriate vocabulary. They spell difficult but frequently used words correctly, such as 'caught' and 'couldn't', but 'littl' and 'warter' remain approximations based on the sound of the word. In Year 2, in mathematics, the pupils showed much interest as they pondered the outcome as the teacher used an effective problem-solving approach: "What would happen if we swapped these groups around?" she asked. Pupils are able to solve addition and subtraction problems involving money although a few pupils still do not understand coin values. They know the names and simple properties of common three-dimensional shapes and use centimetres to measure length. They are able to make simple graphs to record their results. In Year 2, investigative work in science is particularly weak, especially in the pupils' abilities to record their work. In other aspects of the subject, whilst most pupils recognise that different living things are found in various habitats, few identify ways in which animals are adapted to their

environment. When working with materials, few pupils can classify changes, such as freezing of water, as reversible or irreversible. The pupils are aware of different sources and uses of electricity but their understanding of electrical circuits is underdeveloped.

5. In art and design, large-scale artwork linked to stories read by pupils in Key Stage 1, such as 'Elmer' and 'The Rainbow Fish', enhances areas of the school but the use of information and communication technology as a tool in the art and design process has not been explored by teachers. In Year 2, in design and technology, pupils make a good attempt at recording their work either by drawings alone or with the addition of writing. In geography, in Year 2, pupils of average attainment can locate seaside towns such as Blackpool but cannot write down the name of a seaside location near London. Pupils have a good knowledge of historical characters such as Grace Darling in Year 2; however, the analysis of work shows that there are weaknesses in their enquiry skills. In information and communication technology, seven-year-old pupils have developed appropriate mouse skills to control and select icons. They are beginning to learn to use research software. There are few occasions when pupils make use of information and communication technology as a tool in other areas of learning. In music, in Year 2, pupils are beginning to read musical scores and play simple tunes in unison, with occasional two-part harmony. They learn how to keep the beat and repeat some clapping sequences to "warm up" first. They are also learning simple tonic scales and how to hold the recorder and which holes to cover. They all delight in making this music and are very keen to progress. In Year 2, in dance, space was not well used and the pupils frequently bumped into each other, which restricted their progress and reduced the quality of their movements. In Year 1, in religious education, pupils have studied some festivals, such as Hanukkah in Judaism, and they understand about the eight-branched candlestick and the everlasting lamp in the temple. Some of them know New Testament stories, such as Jesus stilling the storm, and they explore special places such as Lourdes. No religious education was found in the sample of Year 2 books.

6. Standards in the end of Key Stage 2 tests in 2000, compared with all schools were below average in English and well below average in mathematics and science. Compared with similar schools, standards were well above average in English, below average in mathematics and above average in science. Standards show an improving trend which is above the national trend. The only significant gender difference is that the data show that girls do significantly worse than boys in science over a three year period. No significant differences in the attainment of boys and girls were seen during the inspection. The school exceeded its targets for the number of pupils attaining Level 4 and above in English and met them in mathematics in 2000 and has raised them appropriately for 2001.

7. The findings of the inspection are that, in Year 6, the pupils reach above average standards in geography and average standards in all other subjects except English, literacy, mathematics and numeracy where standards are below average. Compared with the findings of the school's last OFSTED inspection, standards have improved in geography and religious education, fallen in English, mathematics and design and technology and remained the same in all other subjects.

8. In English, in a Year 6 lesson, pupils used time effectively when asked as a group to discuss items for inclusion in a brief book review. Although most pupils are good listeners, in some cases, their speech lacks variety of vocabulary. In Year 6, most read fluently and with accuracy and, in lessons, are able to evaluate the texts they read with growing competence. Less able pupils read appropriate books fluently but are unable to discuss characters in detail or give views on the events described. Standards of writing at Key Stage 2 are below average. Pupils write in an appropriate range of forms, punctuation is generally correct and work is organised into paragraphs. Handwriting is fluent, joined and legible. However, the analysis of work, in particular, demonstrates a lack of breadth and variety of vocabulary. In Year 6, in mathematics, all pupils used trial and error to find two unknown numbers, looked for patterns, checked for errors and verified their answers by working through another example. They can use fractions to describe proportions of a whole and more able pupils can calculate simple fractions and percentages of quantities and measurements. Most pupils choose the appropriate unit when measuring, and higher attaining pupils understand the use of a formula when calculating the area of a rectangle. All are able to

construct and interpret simple line and pie graphs and use computers for handling data and graphical work. In Year 6, in science, good work on recording the variations in the heart beat following exercise has been carried out. Work on materials shows, for example, that pupils fully understand why different parts of a bicycle are made of differing materials. Pupils do not make enough use of information and communication technology in the subject.

9. In art and design, very good links with other subjects of the curriculum, particularly literacy, are made in Key Stage 2 but limited use of sketchbooks gives pupils few opportunities to collect visual and other information for later use in their work. By Year 6, in design and technology, pupils are using motors when making vehicles and designing structures, such as air-raid shelters, with very clear drawings showing different views annotated with measurements. In geography, in Key Stage 2, local fieldwork is a particular strength but there are weaknesses in the pupils' understanding of an area which contrasts with their own locality. In history, pupils have a clear understanding of chronology at Key Stage 2 but there are weaknesses in their knowledge of how the past may be interpreted differently. In information and communication technology, by the age of eleven, pupils can create a data base, produce three-dimensional plans and begin to understand how to refine sequences of instructions to make traffic lights work. Word-processing skills are limited and pupils have had few opportunities to use and improve them. In Year 6, in music, pupils are able to understand different musical styles, such as dance or film music. They use scales and sequences, notation and musical scores. Some have studied Victorian music and they all have done work on instruments of the orchestra. Some are reluctant to join in singing. In Year 6, in gymnastics, the pupils showed average levels of skills when balancing with a partner; however, the pupils were diffident when asked to demonstrate their work to the rest of the class. Standards in swimming are below average. In Key Stage 2, pupils have a broader base of study and look at other world religions. For example, in the Year 5/6 class of the speech and language centre, pupils were beginning to understand the idea that the Sikh scriptures really represent another of their teachers, or gurus. However, when a topic is covered in six weeks, there is less opportunity to delve into it and allow pupils to find out more for themselves.

10. Pupils who have special educational needs make very good progress and reach good standards for their previous attainment. Progress at Key Stage 1 is good but, at Key Stage 2, pupils tend to make very good progress as they move through the school when this is measured against the specific targets set in their individual education plans.

11. Pupils with English as an additional language attain satisfactory standards and make sound progress in developing their fluency in English. This is because they receive satisfactory support from the specialist teacher and there is good liaison with class teachers.

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

12. Since the previous inspection, pupils' attitudes have improved. Pupils, including those with special educational needs, now show good attitudes to learning. They have an enthusiasm to come to school and take a pride in it. When the teaching is stimulating, they are enthusiastic to learn, listen attentively and concentrate well. Pupils follow instructions carefully and settle quickly to the task given. They work well in differing group situations, sharing views and valuing others' work. At times, particularly when learning independently, many lack initiative and are passive learners. Pupils enjoy the good number of extra-curricular clubs that are offered and attend in good numbers.

13. Children in the Foundation Stage are happy to come to school. They begin the day with enthusiasm, know the routines well and eagerly embark on them. For example, in the Nursery, children find their own name, sometimes with help from a parent, and peg it onto the washing line and place their morning drinks on name cards. They happily choose from the activities available and play alongside one another. When the class bell is rung they behave well and move into their groups. In Reception, children choose activities sensibly and concentrate for an appropriate amount of time.

14. In general, pupils with English as an additional language are enthusiastic learners who work in happy co-operation with the teacher. They are very well integrated into the school and take a full part in all the activities and experiences which it offers.

15. Pupils' behaviour is very good. They feel part of the school family and respect the very good role models that staff provide for them. They know the school rules and the school's expectations of them. They are well mannered and respectful of others and property. They are courteous to adults. Those with special educational needs and from different backgrounds are fully integrated, resulting in a high degree of racial harmony. At lunch-times and play-times, pupils socialise with each other and many play recognised playground games. They move about the school and in the classrooms quietly and with care. No examples of oppressive behaviour, bullying, sexism or racism were seen during the inspection and most pupils understand well the impact of their behaviour on others. Resources were handled carefully and they respected the recently refurbished accommodation.

16. The increasing range of opportunities for responsibility are taken enthusiastically and carried out in a mature way by pupils of all ages. They act as class monitors, representatives on the school council and shared reading partners and older pupils as lunchtime monitors. Many are stimulated to take good responsibility for their own learning. Pupils are keen to share their ideas but are sensitive to other people's feelings and acknowledge that they may hold different views.

17. Pupils' attendance and punctuality are satisfactory but have improved very significantly since the last inspection. Whilst the majority of parents now recognise the importance of their child's schooling and good attendance, there are still some who do not. In the last academic year, attendance was almost in line with the national average but has since dropped to 93.5 per cent. In this time, unauthorised absence has risen slightly but is still below the national average whilst authorised absence is above the national average. The school's efforts to get reasons for absence, holidays taken during term-time and absence for family circumstances are significant factors in the increase in authorised absence. Pupils are keen to come to school and most are punctual. The school's continuing efforts to improve all aspects of attendance include a considerable drop in the number of pupils who are late for school.

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

18. The quality of teaching and learning is good. This is a significant improvement on the findings of the school's last OFSTED inspection which, although it contained no clear overall judgement of the quality of teaching, stated: "almost one lesson in five overall, is of an unsatisfactory quality ..... This represents a serious weakness". During that inspection, two per cent of the teaching was very good or better, 83 per cent was at least satisfactory and 17 per cent was unsatisfactory. Common weaknesses in lessons were identified as poor preparation and work which was not well matched with the needs of the pupils. Both of these factors were found to have improved significantly. During this inspection, 32 per cent of the teaching and learning seen was very good or better, 28 per cent was good, 36 per cent satisfactory and four per cent unsatisfactory. There are, however, significant variations in the quality of teaching and learning. In the Foundation Stage, teaching and learning are satisfactory; in Key Stage 1, they are unsatisfactory and in Key Stage 2, they are good. In addition, the quality of teaching and learning for pupils with special educational needs, both in the speech and language centre and in the main school, is very good. This is an improvement on the findings of the school's last inspection when teaching in the centre was judged to be satisfactory. Within Key Stage 1, teaching and learning are good in Year 1 and unsatisfactory in Year 2. The quality of learning reflects the quality of teaching in all cases and also shows the degree to which the school meets the needs of the pupils; for example, the needs of pupils with special educational needs are very well met.

19. The main strengths of the teaching are the way basic skills are taught, the expectations that the teachers have of the pupils, the way support staff assist the pupils' learning and the use of homework. The most important shortcomings in teaching are insufficient expertise in the subject/stage being taught, inadequate management of the pupils' behaviour and slow-paced lessons. The major strengths in the

quality of learning are the good rate at which the pupils gain skills and understanding, the amount of effort they put into their work and the high quality with which most of their work is presented. Weaknesses in the quality of learning are due to shortcomings in the quality of teaching.

20. The quality of teaching and learning in the Foundation Stage is satisfactory. The school's last inspection judged teaching to be good in the Nursery. The difference is explained by changes in staff and the fact that the present teacher has limited experience and expertise. In the Nursery, strengths include the care and good rapport staff have with children and the level of preparation so that the day can begin smoothly and promptly. There are weaknesses in the teacher's knowledge of this age group, due to lack of training, and this is reflected in the quality of planning. Weekly and termly planning lacks necessary detail. Whilst lesson plans clearly show which groups teaching staff and parent helpers will focus on, specific needs of the different groups are not always identified. Nor is the range of on-going assessment sufficient to single out the next steps required in different areas of learning. Although there are activities to choose from, there is an air of controlled direction by adults and children are not able to respond freely, for example, during outdoor play or when sharing books with an adult. Opportunities for staff to work alongside children and extend their creativity and imagination are limited.

21. The teacher in Reception is a temporary appointment but an excellent working relationship has been established with her teaching assistant. Children benefit from this, time is efficiently used and activities effectively supported. Other adults, who visit to support children with special educational needs, are easily accommodated into well-organised routines. Careful plans are made to cover all areas of learning but it is difficult to ensure that this follows the progressive 'stepping stones' that lead to the Early Learning Goals because the teacher still works from the early stages of the school's separate subject schemes of work. These do not correspond to the structure of the curriculum for the Foundation Stage.

22. In Key Stage 1, the quality of teaching and learning is unsatisfactory. Although teaching and learning are good in Year 1, they are unsatisfactory in Year 2. No clear judgement about the quality of teaching at Key Stage 1 was made by the school's last inspection. During the inspection, 15 lessons were seen at Key Stage 1. One was excellent, one very good, five good, six satisfactory and two unsatisfactory. At this key stage, the quality of teaching and learning is good in English, including literacy, music and religious education and satisfactory in all other subjects, including numeracy, except science and physical education where it is unsatisfactory.

23. A good Year 2 numeracy lesson showed the effective implementation of the National Numeracy Strategy at this key stage. During this lesson, all the pupils worked hard. The teacher focused on a group of pupils and helped them to record only essential details when working out written problems about shopping. However, her voice penetrated beyond her group and disturbed the other pupils. The classroom assistant worked hard supporting two groups doing the same task but most of these pupils already understood what they had to do. Six pupils working independently made good progress and produced well-presented work of a good standard. The teacher managed the pupils well and held their attention very well. There was a good discussion of the strategies pupils had used to solve problems at the end of the lesson. Good use was made of a child who demonstrated her methods on the board while the rest of the class sat and listened attentively. The teacher intervened well to show a more advanced method of recording. There was a good rapport with the pupils. "Wow! That's a scary sum – it's so long." This remark was built on to show the pupils a shorter method of recording their work. The teacher held the pupils' attention well during this lesson. They understood what they had to do, worked hard and made good progress.

24. An unsatisfactory information and communication technology lesson in Year 2 illustrated the weaknesses in teaching at Key Stage 1. The pupils moved to the information and communication technology suite in an orderly manner. Initially, they collaborated well together and were eager to get on and find out information. The teacher appropriately showed the class the skills they required. However, there was too great a degree of fidgeting and lack of attention by the pupils. The work did not present

them with sufficient challenge and the methods employed by the teacher did not enhance their research skills sufficiently. The pupils' attention span waned and the pace at which they worked was too slow. Insufficient progress was made in this lesson.

25. In Key Stage 2, the quality of teaching and learning is good. There is some variation, in that teaching and learning are very good in Year 6 and satisfactory in Year 3. No clear judgement about the quality of teaching at Key Stage 2 was made by the school's last inspection, although Years 3 and 4 were singled out as areas of weakness. This is no longer the case. Twenty-nine lessons were observed at Key Stage 2 during this inspection. Ten were very good, ten were good, eight were satisfactory and one was unsatisfactory. At this key stage, the quality of teaching and learning is good in English, including literacy, mathematics, including numeracy, science, geography, music, physical education and religious education and satisfactory in all other subjects.

26. A very good lesson in Year 6 about writing a letter exemplified the quality of teaching and learning at Key Stage 2 and the good implementation of the National Literacy Strategy throughout the school. The lesson began with good revision of the work previously covered and a clear explanation about how this would be built upon to achieve the final piece of work required. The teacher ensured that the work was of good quality by working with each group in turn so that the pupils fully understood how to improve their work. Questions were well used to draw out ideas and extend the pupils' thinking. There was a good pace of learning – "You've got just over 10 minutes before we share". The teacher's high expectations were shown in the quality of the letters produced by the pupils. For example, the above average pupils produced high quality letters producing reasoned arguments. At the end of the lesson, the groups shared what they had achieved with the class and the teacher drew out differences in their responses and indicated how the work would be developed in the future.

27. The quality of teaching and learning for pupils with special educational needs is very good and gives rise to very good progress and good standards, relative to their previous attainment. Pupils concentrate well and enjoy their successes. They receive very good support from learning assistants who, in turn, work and plan well with teachers.

28. The specialist teaching and learning of English as an additional language, both in class and in withdrawal groups, are satisfactory. Planning meets the learning and language needs of these pupils well. Lessons are well prepared and the teacher has a good rapport with pupils, which creates a secure climate for learning. However, the teacher occasionally over directs pupils' work and responses so that opportunities for developing language skills are lost.

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

29. The curriculum in the Foundation Stage is satisfactory. Previously the Nursery was judged to have high quality provision whereas now, although acceptable, it has weaknesses. The children in the Nursery have an appropriate range of activities to learn from and explore and are happy and gaining in confidence. The Early Learning Goals are used to guide planning, using a thematic approach, but there is insufficient detail in the way they are translated into the half-termly and weekly plans. There is a satisfactory balance between tasks that are taught by adults and those which the children can choose for themselves but some activities are lacking in breadth and interest to extend children's imaginative and creative skills freely. For example, the resources chosen for outdoor play and exploratory 'writing' are too narrow, which restricts the range of opportunities and the degree to which children can investigate for themselves. In Reception, provision for some aspects of the areas of learning, for example, musical and physical development, is limited to particular times each week, just as it might be for older pupils. This limits the time children have to explore ideas and interests in depth.

30. Curricular provision is good in Key Stages 1 and 2. All subjects and personal, social and health education meet statutory requirements and religious education complies with the agreed syllabus. Key

issues from the last inspection - to implement schemes of work and monitor them, to meet requirements in religious education and to promote the school to the wider community have been well met. The curriculum is well planned, being broad and relevant to pupils' needs, including higher attaining pupils and those with English as an additional language. The curriculum provided for pupils with special educational needs throughout the school is very good and includes support from visiting specialists. Opportunities exist for pupils to have tuition with musical instruments from the Local Education Authority's music services and, because of its popularity, the school employs a private tutor for additional guitar and keyboard lessons. The provision for information and communication technology is much improved since the last inspection and money has been well spent on a new, well-equipped computer suite. This ensures that all pupils have good access to computer technology on a regular basis. Homework is another strength and it is used successfully to enhance learning.

31. There are effective strategies in place for teaching literacy and numeracy with daily lessons for each class planned from the guidance in the national frameworks. More able pupils are well catered for as they attend lessons of an older age group, where they make good progress, as evident, for example, in the increased number of Year 6 pupils attaining above average levels in mathematics this year. However, a few pupils who attend the Family Numeracy programme do not receive their full entitlement to literacy lessons. Apart from this, pupils receive good equality of opportunity.

32. All subjects have policies, although some are brief and do not include important issues such as equality of opportunity, special educational needs and recording of assessment information. Schemes of work have been effectively implemented for all subjects. These are supported by long-term curricular maps, to show which term specific topics are taught in each year group, and very good half-termly planning. A consistent format is used throughout and the learning intentions are clear and build progressively week by week. In the event of absence by staff, they provide clear guidance for other teachers. The daily plans follow through seamlessly with the objectives for learning stated and, for the most part, the level of challenge suitably matched with pupils' differing needs. The headteacher and subject co-ordinators monitor the curricular planning, whereas previously this aspect was limited. These developments demonstrate the hard work that has been done by the school in the last two years to address effectively one of the key issues from the last inspection. The headteacher recognises that the time allocated to teaching design and technology and art, at Key Stage 2, and music in both key stages is low.

33. The curriculum is appropriately organised for pupils who have special educational needs. Provision is very good overall and each pupil has an individual education plan which sets appropriate targets. These targets are in progressive, easily measurable steps, which the teachers plan and share well with the learning assistants. These methods are good and ensure that the learning needs of the pupils are met.

34. The school provides pupils with English as an additional language with a curriculum that reflects positive attitudes towards their languages and cultures. Pupils, except those at a very early stage of language acquisition, have full access to the curriculum and their language skills are not a barrier to learning. Pupils are assessed on entry and the specialist teacher liaises well with the class teachers about levels of oracy.

35. Provision for pupils' personal development is good. Health, sex, drugs and citizenship are part of the personal, social and health education. This programme is evolving from a sound foundation. At present, it is not specifically linked to curriculum subjects other than science. The amount of external input to these allocated lessons is insufficient to give pupils an adequate awareness that the programme is preparing them for general life in the outside world. It has not been possible for the part-time co-ordinator for personal, social and health education directly to monitor the teaching and learning.

36. The very good links with the local community and businesses are a strength of the school and greatly enhance pupils' learning. This shows that the school has addressed the key issue in the last inspection which required it to "promote the school to the wider community by the governors looking at



ways of developing the partnership with the parents and community, to provide positive images of the work of the school". Pupils benefit from the inter-personal skills of employees of local businesses as well as valuable resources, such as the computer suite, funded by them. They enjoy success in local journalism, arts and music competitions. Visiting speakers have included Chinese and African artists and the police for a pantomime on keeping safe. Links with local schools are satisfactory. There are good links through the special educational needs departments but not through curriculum subjects.

37. The very good provision for pupils' spiritual, moral, social and cultural development is a strength of the school. This is a big improvement on the judgement of the last inspection when it was satisfactory. Spiritual development has improved and is now satisfactorily promoted. There is a daily act of collective worship which meets requirements. Assemblies for the whole school and key stages are planned. Pupils' spiritual development is also promoted through the class assemblies and religious education. However, there are too few opportunities for spiritual development in other subjects.

38. The very good provision for pupils' moral development is founded on the school's high expectations of behaviour and relationships. All staff provide very good role models for the pupils and are very consistent in the way they show respect for both pupils and other adults. The school has a positive approach to the management of behaviour. Rewards and the presentation and publicity of them are successful in building pupils' self-esteem and respect for others. Staff make pupils aware of what is acceptable and help them to develop an appropriate sense of what is right and wrong. Moral issues are taught well and pupils are very well behaved in and around the school. Pupils discuss the school rules which are well publicised in school and to parents and they adhere to them very well. Through their sporting activities, pupils are developing a healthy sense of competition, an awareness of rules and a pride in their team's achievements.

39. The school makes very good provision for pupils' social development. There is a strong sense of identity that pupils, parents, staff and governors are a family in which everyone is respected and supported very well. Pupils are democratically elected and are proud to represent their class as members of the school council, where they propose and discuss a wide variety of issues. A formal application and interview procedure was followed for pupils to become games monitors. Pupils care for the environment through such activities as the gardening club and tree planting in Gunnersbury Park. They have been rewarded with a presentation of a Green Corridor Award from David Bellamy. Community and business visitors regularly support the school. Amongst these is the vicar who takes a weekly assembly and has fostered many other links between the school and the local church.

40. There is very good provision for pupils' cultural development and this is very much improved since the last inspection when it was judged satisfactory. The school values its place in the local community but also looks at examples of cultural traditions in places such as Africa, China and India. A study of a comparable location in England is being done in Year 5. Studies of different religions provide pupils with an insight into the beliefs of, and artefacts used in, those faiths. The good quality of art and music in the school enhances pupils' cultural awareness and knowledge. All years make at least one annual visit to such places as the British Museum and the east coast of Kent for the Year 6 residential experience.

41. There is very good extra-curricular provision at both key stages. It supports the curriculum effectively by promoting pupils' learning, enhancing the statutory provision and extending their social development very well. For example, there was a lunch-time games club for younger pupils overseen by two Year 5 pupils. The level of interest and pupils' behaviour were of a very high order. The numeracy club was very well attended and pupils were keen to learn and to complete their work. Older pupils at the computer club were completely absorbed by what they were doing - researching topics for lessons. The range of clubs is broad and includes diverse interests such as netball, football, cricket, gymnastics, literacy, craft, art, line dancing and gardening. Homework is provided on a regular basis and covers a range of subjects. Visitors also enhance provision, for example, a visit from African Heritage extended

pupils' knowledge of storytelling and mask making from a different culture. Day-long outings, both local and to London, take place as well as residential visits further afield. Years 3 and 4 have been to the New Forest and Year 6 go to a centre in Kent, annually, for outdoor and adventurous activities.

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

42. The school continues to provide satisfactory care for its pupils within a safe and caring environment. This allows pupils to feel secure in their learning which makes a good contribution to the standards that they achieve. The welfare assistant is available at all times and, with staff, sensitively attends to the needs of pupils and their families. Staff know pupils and their medical and personal needs very well and there are good records to support them. The breakfast club that is available to pupils and parents is valued by up to 30 people a day and is an indication of the school's wish to provide whatever support is needed.

43. Sound child protection procedures are in place and staff are suitably and regularly trained in handling issues. The headteacher is the overall designated person. Two members of staff are also nominated to ensure sufficient cover for matters but they have not been trained for this supervisory role.

44. The school's high expectations of behaviour are clearly stated in the behaviour policy which is circulated to parents each year. There has been considerable work to ensure that all staff promote these procedures in a uniform way. A positive emphasis is put on behaviour, which is supported by a broad range of rewards. The range of sanctions that can be given, including exclusion, are laid down for unacceptable behaviour. These are sufficiently recorded under different areas but there is no school system which easily provides a clear overall picture of each child's behaviour. Incidents of bullying are said to be rare and, when they occur, are well handled. A recent survey of pupils on bullying helped the school to identify further needs to deal with this problem. The standard of pupils' behaviour reflects the school's very good promotion and monitoring of it.

45. The form used for all class teachers to monitor pupils' personal development has good guidance notes and is a good aid to providing an overview of each child.

46. The school has worked very hard since the last inspection to improve pupils' attendance from below 90 per cent to the present level which is broadly in line with the national average. The school impresses on parents the need for their child to attend school regularly and punctually and there is much more rigorous monitoring of pupils' attendance. This includes having a member of staff at the main entrance marking down those who are late for school, which has considerably improved punctuality. Superstar awards for over 95 per cent attendance is a valued incentive. Holidays during term-time are closely monitored and it is impressed upon parents that they are detrimental to their child's progress. Detailed summative analysis of the reasons for absence does not take place frequently enough.

47. The school pays close attention to health and safety but the necessary written risk assessments in the required subjects and for visual display equipment have still not been done. Written risk assessments for the use of hazardous substances have been done but do not include the storage of them. Hazardous substances are not securely stored at all times. Some other aspects of the management of health and safety do not meet requirements. Provision for attending to pupils' first aid and health needs is very good with a suitably equipped and sited medical room. Plans are in hand to render safe the playground surface for Reception children.

48. There are appropriate links with parents of children in the Nursery class and home visits are arranged before they start in the September following their third birthday. Parents can also make visits with their child to see around the school.

49. The school provides very well for pupils who have special educational needs. Teachers and support assistants understand the needs of the pupils they work with very well. All that the school does is open to all pupils and those with special educational needs are integrated very well. There are very

effective assessment procedures for identifying pupils who have special educational needs and, later, tracking progress in English and mathematics. Annual reviews provide extra opportunities for further careful assessment of pupils' progress, and set appropriate targets for the coming year. Pupils' views are sought and recorded at this time so that they are fully involved in their own targets.

50. The school has made good improvements to its procedures for assessment since the last inspection, when they were inconsistently applied. There is a clear assessment policy in place and overview of all the testing which takes place. Informal tests, such as spelling and mental arithmetic, occur regularly as well as annual formal testing. A baseline test is used with children in the Foundation Stage, national tests for pupils in Years 2 and 6 and standardised tests in reading, English and mathematics for Years 3, 4 and 5. Results are analysed and are used to group pupils according to their needs and to focus more accurately on planning work which is appropriately challenging for them. This is clearly evident from the very good provision for pupils with special educational needs and the good arrangements in literacy and mathematics for able pupils. In addition, ongoing informal teacher assessments take place at the end of specific units, for example, in science, or half-termly, as in mathematics. Pupils are also involved in self-assessment as a celebration of their achievements and pieces of work are chosen for their record of achievement.

51. Good attention is paid to monitoring pupils' fluency in English and setting challenging targets in language proficiency for those pupils for whom English is an additional language. Detailed profiles support and record pupils' development of language. There is good liaison between the specialist teacher and class teachers to assess and support the language needs of pupils and with the special educational needs co-ordinator for the two pupils who have special educational needs. There is no formal 'child mentor' system for pupils new to the school.

52. Much analysis, monitoring and evaluation have taken place and are continuing, including sampling and moderating pupils' work, tracking individual progress and further fine-tuning. For example, an Internet linked assessment system has been recently introduced which enables the school to analyse many variables more easily, such as the performance of boys compared with girls or of pupils with English as an additional language. This wide range of information gives a clear overview of the strengths and weaknesses of individual pupils and year groups as they pass through the school. The school also has a newly introduced class record listing all pupils and their levels of achievement in all National Curriculum subjects. Although this is useful as a summary, the school does not have a consistent approach to record keeping for all subjects. Staff record in their own way but significant detail about pupils' ongoing strengths and weaknesses or their acquisition of particular skills in some subjects (such as design and technology) is difficult to access and keep track of without some form of coherent recording system.

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

53. There is a very strong partnership between the school and parents which supports pupils' learning and personal development very well, which is a strength of the school. Parents rightly have a very positive view of the school and feel that it provides a happy ethos in which the children come first. This reflects the ongoing and very effective efforts by the school to improve their partnership with parents since the last inspection and parents' response to this. The school has placed particular emphasis on helping parents to understand the importance of education for their child. They are made aware of their child's needs and how they can support them. Parents help very well with a wide range of activities to support the school and their child.

54. Informative booklets on the curriculum subjects and on aspects such as bullying and assessment are displayed on the large and centrally located parents' notice board with personal copies available. Parents feel well informed of their child's progress through consultation evenings, the reading contact book and the open door policy, which encourages them to discuss issues at any time. The annual reports to parents are informative with clear and helpful ways in which the pupils can improve their work. The

attendance figures, however, are not expressed in the required percentages. Information is regularly communicated to parents through the newsletters.

55. Parents feel that their suggestions and complaints are received appropriately and respond by working as a team with the school. This is particularly evident in the pupils' improved punctuality and attendance and parents' support for homework, both of which have contributed to the improved standards of work. The Friends of Lionel are working hard to improve the financial support they are able to give the school through social events that can be enjoyed by everyone.

56. There is a room for parents in the Nursery block and weekly planning is displayed for all to see. At the start of day, the parents are welcome to settle their child into class and at the end of the day teaching staff ensure that children are handed back to them. However, there are weaknesses in the partnership with parents and how they see their role as an essential part in children's learning. This is reflected in the inconsistent attendance rates of children in the Nursery.

57. Parents of pupils with special educational needs are involved very well in their children's education and support. They are asked to oversee homework and they have opportunities to meet the class teachers and the special educational needs co-ordinator to discuss their child's progress. Their views are sought and recorded at annual reviews and many parents express their appreciation of the support that their children receive.

58. The specialist teacher for pupils for whom English is an additional language attends parents' evening and interpreters are provided when necessary. In general, links with the school and the home and the community are insufficiently developed. Induction leaflets and letters are available in many different languages but there are no induction booklets specific to the school.

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

59. The leadership and management of this school are very good. The headteacher, who is very well supported by the governors and staff, provides it with excellent leadership. These factors ensure that the school has a very clear and effective focus on raising standards and offering the pupils a well-rounded education. They also mean that the school's aims are fully reflected in its work. The ethos of this school, from the high quality of the relationships of the staff to its very well kept and stimulating environment, makes the high expectations of those who work in it very clear. Equality of opportunity is good although a few pupils who attend the Family Numeracy programme do not receive their full entitlement to literacy lessons. At the time of the school's last OFSTED inspection, leadership and management were judged to be sound. Many parents and staff stated that they felt that the excellent leadership of the headteacher has "turned this school around". The findings of the inspection support this view, which is shown very clearly in the good improvement that the school has made since it was inspected in 1997 and in its very good capacity to continue to improve.

60. For example, in 1997, 17 per cent of the teaching was unsatisfactory and only two per cent very good or better. In this inspection, only four per cent of the teaching was unsatisfactory and 32 per cent was very good or better. The school has good potential to be a provider of initial training for teachers. Teaching and learning of this quality promote good progress and, by the time that they leave the school, the pupils' standards have improved from below average to average. Pupils with special educational needs make particularly good progress. As a result, standards have improved significantly in religious education and geography and the test data at Key Stage 2 show an improving trend which is faster than the national rate of improvement. In addition, attendance, provision for the pupils' spiritual, moral, social and cultural development, assessment procedures, relationships with parents and the community and curricular provision in religious education have all improved significantly. Furthermore, the school's last inspection judged that it was "not providing satisfactory value for money". The school now gives good value for money. However, standards, for example, in mathematics and writing, are still not high enough

and the risk assessment procedures identified as a key issue for action by the school's last inspection have not been completed.

61. The governors perform their duties well. They have observed, for example, the teaching of literacy and numeracy, and the governor responsible for special educational needs has a close working relationship with the school. The governors also receive reports from the headteacher and have a well-organised committee structure. This gives them a clear understanding of the strengths and weaknesses of the school and they are, for example, well aware that standards at Key Stage 1 are not high enough. This enables them to give effective support to the headteacher and to ask probing questions if necessary. The governors make regular informal visits to the school but they do not have a planned programme of formal visits.

62. The governors are fully consulted about the school development plan which has many strengths. It is very comprehensive and the way it is produced allows staff and governors to make an effective contribution to the school's educational direction. It contains a large number of developments which are not clearly prioritised and some of the criteria by which the success of initiatives are judged are not sufficiently evaluative. Nevertheless, it has been an important factor in helping the school to move forward as the targets identified are appropriate and have been well implemented and reviewed. It has one significant weakness in that the current plan is virtually complete. The headteacher has taken this decision in order to embrace the findings of this inspection in a new plan and quite clearly knows how she wants the school to continue to develop. However, the essential lack of a current plan means that future developments are not as clear to others as they would be if the plan was in place.

63. The school evaluates its work very well. The headteacher monitors teaching and learning rigorously by direct observation and co-ordinators, particularly in literacy and numeracy, have been fully involved in this work. Other co-ordinators are increasingly undertaking monitoring of classroom practice and all monitor pupils' books and teachers' planning. This has led to improvements in the quality of teaching and learning. In addition, test data are carefully analysed and the results are used effectively to raise standards.

64. The school makes very good use of its resources. Spending is suitably linked to the school's priorities and is rigorously monitored. The governors ask the headteacher to discuss spending over £600 with them and have, for example, discussed the telephone system for the computer suite with her in detail because of this spending limit. The school has been particularly successful in raising additional funds, for example, by obtaining donations from local industry. Three quotations for important purchases, such as extending the alarm system, are obtained after the projects have been carefully evaluated to ensure that best value is obtained. For major spending decisions, such as establishing the computer suite, criteria to evaluate the effectiveness of the project are set out in advance to judge how well money is spent. This ensures that effective use is made of new technologies. All the funding available to this school, including specific grants for pupils with special educational needs or English as an additional language, is used very well to promote the pupils' learning.

65. There are weaknesses in the management of the Foundation Stage. Its leadership is not sufficiently defined or effective and the Key Stage 1 co-ordinator does not have a clear overview of the quality of the work carried out. Curricular provision has weaknesses and staff do not have sufficient expertise. There is an appropriate level of staffing in the Nursery with qualified support staff but the teacher is unqualified. The accommodation is large and well organised with an appropriate range of resources for the classroom and outdoor play, including wheeled toys. However, the range and quantity made available on a daily basis are too limited which inhibits children's choice and the way they can develop by using resources for imaginative play. Children in Reception learn in a very spacious and airy room but, outside, the area for the Reception year is ill-equipped and unsuitable, with uneven concrete paths. These weaknesses are fully recognised by the school and are considered to be one of its most important priorities for development.

66. The co-ordinator for special educational needs provides very good leadership. She monitors the school's provision for special educational needs very well and provides teachers with written comments about their files. The co-ordinator sometimes gives training at staff meetings and supports teachers in the writing of the targets for pupils who have special educational needs. Records and files are kept very carefully, and the co-ordinator tracks each pupil's progress and analyses the results of the National Curriculum tests. She organises a termly review of pupils' work and is very well involved in the transfer processes as pupils move on to the next stage of their education.

67. The school provides pupils with English as an additional language with a secure and caring environment. There is a sound commitment to developing pupils' skills and confidence in language so that they may have better access to the National Curriculum. There are insufficient resources both in posters, dual language books and multicultural games to support learning and to celebrate cultural diversity.

68. There are a very good number of suitably qualified teachers to meet the demands of the curriculum. They are very ably supported by a good number of well-trained classroom assistants. A good match of co-ordinators with their subjects has been hampered by the unsettled staffing situation. Some responsibilities are not filled. Co-ordinators who work part time do not have time for sufficient overview of their subject and contact with staff. The good system of monitoring teaching is gradually highlighting where there are weaknesses. However, specific training needs are not noted in this process and there are training needs for some staff in information and communication technology, behaviour management and the organisation of the Foundation Stage. However, performance management has been implemented very effectively and points for development have been identified through this process. The advanced skills teacher ably supports the school's efforts to raise standards. Induction of new staff is carried out by the headteacher and her deputy. These work well in practice but are not clearly set down so that everyone is aware of them.

69. The school's accommodation supports the teaching of the curriculum very well. The generous and spacious accommodation is in very good order following the caretaker's re-decoration throughout. This has provided a light and welcoming environment which stimulates pupils' learning. The amply-sized classrooms are tastefully furnished with equipment that is in good condition. The specialist rooms, resource areas and ample storage cupboards provide further good support for the delivery of the curriculum. Outside, pupils can enjoy playing a variety of games during break-times on the hard and grassed play areas, although the markings for games are mostly very faint.

70. The school has a good quality and range of learning resources to support the teaching of the curriculum. There are some shortages of books in the library, some limitations in the software available for information and communication technology and shortcomings in resources for the Reception class's outdoor play development.

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

**In order to continue to raise standards, especially in writing and mathematics, particularly at Key Stage 1, where science is also a priority, the headteacher, governors and staff should:**

### **1. Improve provision in the Foundation Stage by:**

(Paragraphs 1,20,21,29,50,65,70,71-83) )

- making the responsibility for the management of the Foundation Stage clearer and more effective;
- enhancing the expertise of the teachers in this stage of children's development;
- ensuring that children have a suitable range of free activities which encourage their independence as well as activities directed by the teacher;
- improving the quality of teachers' lesson plans;
- enhancing assessment procedures and the use of assessment information in planning the children's work;
- developing the provision and resources for outside activities for children in the Reception class.

### **2. Improve the quality of teaching in Year 2 through:**

(Paragraphs 19,22,24,102,108,138)

- providing training in the management of the pupils' behaviour;
- raising the teacher's expectations of what the pupils can achieve;
- increasing the pace of lessons;
- enhancing the teacher's expertise in those subjects where this is necessary, for example, physical education.

### **3. Formalise the presentation of the school development plan by:**

(Paragraph 62)

- making sure that it is an effective management tool by projecting it ahead for an appropriate period;
- ensuring that the developments planned are manageable and prioritised;
- being certain that all the criteria used to judge the plan's success are sufficiently evaluative.

## **OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL**

- Addressing the minor health and safety issues which were drawn to the attention of the headteacher during the inspection. (Paragraph 47)
- Extending the school's provision for the pupils' spiritual development. (Paragraph 37)
- Developing assessment procedures and using the information obtained to plan the pupils' work in those subjects in which this report identifies that they do not exist. (Paragraph 52,119,123,126,145)
- Continuing to develop the management and monitoring role of co-ordinators. (Paragraphs 63,68,119,123,126,145)
- Introducing a programme of formal visits by governors. (Paragraph 61)
- Increasing the quantity of software available for information and communication technology and providing more training for staff in this subject. (Paragraphs 19,68,129,130)
- Improving resources in the library and for English as an additional language. (Paragraphs 67,70)
- Making better use of information and communication technology in other subjects of the curriculum. (Paragraphs 5,8,99,109,113,127-129)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	69
Number of discussions with staff, governors, other adults and pupils	29

### *Summary of teaching observed during the inspection*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2	30	28	36	4	0	0

*The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.*

### *Information about the school's pupils*

<b>Pupils on the school's roll</b>	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	13	197
Number of full-time pupils known to be eligible for free school meals		78

*FTE means full-time equivalent.*

<b>Special educational needs</b>	Nursery	YR – Y6
Number of pupils with statements of special educational needs		41
Number of pupils on the school's special educational needs register		96

<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	53

<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	26
Pupils who left the school other than at the usual time of leaving	18

### *Attendance*

<b>Authorised absence</b>	%
School data	5.2
National comparative data	5.4

<b>Unauthorised absence</b>	%
School data	0.6
National comparative data	0.5

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



### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	13	8	21

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	*	*	*
	Girls	*	*	*
	Total	16	12	16
Percentage of pupils at NC level 2 or above	School	76 (65)	57 (76)	76 (76)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	*	*	*
	Girls	*	*	*
	Total	10	16	12
Percentage of pupils at NC level 2 or above	School	48 (59)	76 (76)	57 (65)
	National	84 (82)	88 (86)	88 (87)

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

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	17	9	26

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	*	*	*
	Girls	*	*	*
	Total	17	15	19
Percentage of pupils at NC level 4 or above	School	65 (70)	58 (55)	73 (85)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	*	*	*
	Girls	*	*	*
	Total	14	15	17
Percentage of pupils at NC level 4 or above	School	54 (40)	58 (55)	45 (75)
	National	70 (68)	72 (69)	79 (75)

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

\* Information not included as fewer than ten girls in year groups.

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

	No of pupils
Black – Caribbean heritage	3
Black – African heritage	10
Black – other	9
Indian	7
Pakistani	8
Bangladeshi	6
Chinese	3
White	111
Any other minority ethnic group	9

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

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

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

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

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

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

Total number of qualified teachers (FTE)	8.5
Number of pupils per qualified teacher	23.2
Average class size	28

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

Total number of education support staff	8
Total aggregate hours worked per week	193

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

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

Total number of education support staff	1
Total aggregate hours worked per week	16

Number of pupils per FTE adult	13
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*FTE means full-time equivalent.*

### ***Financial information***

Financial year	1999/00
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Total income	749631
Total expenditure	734736
Expenditure per pupil	3788
Balance brought forward from previous year	45536
Balance carried forward to next year	60431

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

Total number of qualified teachers (FTE)	4.4
Number of pupils per qualified teacher	6.8

Total number of education support staff	4
Total aggregate hours worked per week	130

Number of pupils per FTE adult	5.6
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***Results of the survey of parents and carers***

**Questionnaire return rate**

Number of questionnaires sent out	222
Number of questionnaires returned	75

**Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	74	24	1	0	1
My child is making good progress in school.	82	17	1	0	0
Behaviour in the school is good.	54	41	4	0	1
My child gets the right amount of work to do at home.	58	36	5	0	1
The teaching is good.	85	15	0	0	0
I am kept well informed about how my child is getting on.	72	23	5	0	0
I would feel comfortable about approaching the school with questions or a problem.	83	13	4	0	0
The school expects my child to work hard and achieve his or her best.	83	16	1	0	0
The school works closely with parents.	71	23	5	0	1
The school is well led and managed.	86	11	0	0	3
The school is helping my child become mature and responsible.	71	28	1	0	0
The school provides an interesting range of activities outside lessons.	82	13	0	1	4

## **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**

71. Children enter the Nursery with below average levels of attainment and, although satisfactory progress is made, standards remain below average in all areas of learning when they start Reception. The last inspection judged standards in the Nursery to be sound. The changes in staffing arrangements since September and the limited experience of the current Nursery teacher, who is making good efforts but is untrained, are affecting the standards that children achieve. In the Nursery and the Reception year, teaching and learning are satisfactory in all areas of learning and staff have a good relationship with the children. They manage them sensitively and deal with behaviour problems effectively. Preparation is good but planning and assessment have weaknesses that influence the daily and longer-term provision and the progress which children are able to make.

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

72. The quality of teaching and learning is satisfactory in this area of learning and pupils make satisfactory progress. Children in the Nursery are happy to come to school and it is evident that they feel well cared for and secure in their surroundings. This is particularly evident when older pupils visit the Nursery for paired reading. Most children are attentive when in a group situation but a few need to be re-focused as they quickly lose concentration. Children are able to attend to their personal hygiene appropriately and they wash and dry their hands unaided before snack-time. There is less evidence of children increasing in independence, although occasionally a child can be seen to help another put on the dressing up clothes. They rarely request or collect additional resources to extend what they are doing nor are they given sufficient responsibility, on a regular basis, to tidy up after themselves. There are few occasions when they are together as a whole group, which restricts social interaction. Opportunities for free exploration, in and outdoors, are limited.

73. In Reception, children's behaviour in and around school is very good and they work and play together well, responding positively to class rules and well-established class routines. A high priority is given to listening skills and children quickly tell visitors what they have to do when the teacher gives the sign to stop and listen. Children choose activities sensibly and remain 'on task' for an appropriate amount of time but few children venture outside to what is an uninspiring area. Although learning to share in celebrations and worship during school assemblies, there are few resources and activities to provide children with opportunities to share or experience cultures different from their own. Sometimes adults are too quick to give unnecessary assistance, for example, with painting aprons. By the end of the Reception year, standards are on course to be below average in this area of development.

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

74. The quality of teaching and learning is satisfactory in this area of learning and pupils make satisfactory progress. In the Nursery, suitable activities, such as listening to stories with an adult or on tape, are available to develop children's listening skills. Teaching staff and adults raise children's awareness that books convey meaning through story-time, reading to them and engaging them in conversation. Whilst most children show interest, there are occasions when adults engage in a one-way conversation and leave little opportunity for children to talk. In addition to recognising their own names, a few children are also beginning to recognise familiar words, such as Tuesday, and know the name and sound for 'T'. Appropriate help is given with pronunciation for a child with English as an additional language. Children are beginning to attempt to 'write' using pictures and marks, for example, when playing in the home corner. However, there are limited experiences to encourage children to engage in 'writing', for example, by having a class office with a wide range of stationery, writing implements and simple office equipment.

75. The majority of pupils enter the Reception year with below average speaking skills and a significant minority with well below average literacy skills. They are on course to reach below average standards by the end of Reception. About 50 per cent of children are able to read familiar words and simple sentences. These children write simple words correctly or make plausible attempts at others (for example, 'plaed' for 'played'). Most children know all the names and sounds of letters of the alphabet, which represents good progress, but some children remain at the very earliest stages of reading and writing development. Children really enjoy listening to stories and will contribute well when asked for ideas and opinions. All adults give children time to talk and are interested in what they have to say. Listening skills are well supported and developed. Good attention is given to early handwriting skills and those at the stage of producing conventional script do so with clearly-shaped and correctly-formed letters. Sessions are planned with close reference to the national framework and phonics handbook but plans have translated into a session that covers all of these elements as recommended in the National Literacy Strategy, in order to ensure a smooth transition to the daily literacy hour in Year 1.

### **Mathematical development**

76. The quality of teaching and learning is satisfactory in this area of learning and pupils make satisfactory progress. In the Nursery, suitable planning and teaching ensure that children are involved in a range of mathematical activities such as pattern-making, sorting and counting activities. By cutting fruit and printing, they are beginning to understand about simple fractions being part of a whole. A few pupils can name and point to halves and quarters when asked. This is reinforced at snack-time when children share pieces of cut fruit. They are beginning to know and recognise numbers. For example, during outdoor play, children were heard to ask for four litres of petrol for the toy car. One child quickly turned the dial correctly to four. Lining-up time is used effectively by the teacher who uses a range of positional language, such as 'next to', 'behind' and 'in front of' to get children to move to a particular place in the queue. Vocabulary is also developed by the appropriate use of simple jigsaws. For example, one little boy was well supported by an adult, matching pieces which were opposite. He knew long/short and empty/full and recognised 'd' as the start of deep.

77. In Reception most children count up to ten and recognise individual numerals, they readily use language such as 'more' and 'less' and 'heavier' and 'lighter' to compare things and understand the concept of adding to and taking away. Those that are able to attain more have been correctly identified and show they are able to sequence numbers to 50 or even 100. However, a significant minority of children remain unable to use or recognise numbers beyond five. Thus, all make satisfactory progress from a range of starting points but overall attainment at the end of the Reception year is on course to be below average. A range of practical activities supports their learning: children learn positional language using a programmable toy and by copying patterns of bricks or drawing pictures from spoken instructions. The instruction "Draw a bird next to the chimney" gains the response "Look a bird is next to the chimney!" from a child who later shows her drawing to a friend. These activities fire the children's imagination and enthusiasm and they are eager to learn. Many activities involve sorting and ordering, using coins or hunting for shapes. More formal activities for mathematics are tentatively introduced through aspects of the framework for teaching numeracy. The work is planned from this and staff make good use of questioning skills during practical activity sessions. The teacher uses the initial part of a lesson to reinforce basic skills, for example, counting in twos, but insufficient time is spent in this way and many children remain unsure. Increasingly directed tasks, aligned to the National Numeracy Strategy, have not been introduced. This leaves little time for children to be fully prepared for the National Numeracy Strategy in Year 1.

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

78. The quality of teaching and learning is satisfactory in this area of learning and pupils make satisfactory progress. In the Nursery, 'Big Books' are used well by the teacher to question children about fruit. They know which fruit is which and know their names because they have sorted apples, bananas,

pears and grapes in mathematical activities and in their art work. The teacher focuses them carefully when cutting the fruit so that children take notice of what is inside. They are beginning to learn that some contain pips whereas others have stones. They express preferences at snack-time saying what they like or dislike, for example, a few pupils preferred to have a green apple rather than red. Their understanding of technology is developing appropriately by using the cassette recorder and the computer. They can use the headphones and understand how to use the volume control but need help to put the cassette in the right way round. They are developing their sense of touch by exploring wet and dry sand and funnels and flower pots are used to experiment with pouring and filling. In addition to learning about the natural world, for example, through observational drawings of fruits and flowers, children are also beginning to find out about things beyond their immediate environment. They know about 'big school' from older pupils visiting them for paired reading and by attending the Birthday Assembly.

79. In Reception, children are on track to attain below average standards by the end of the year but they are well prepared for the programmes of study of the National Curriculum. They draw pictures of their family and begin to understand the concept of past and present. They know a little about the immediate area, can sequence events, for example, the life cycle of a frog, and investigate how toys move. They approach technology equipment with confidence and use the mouse competently to move and place objects on the computer screen. Programmable toys are enthusiastically received and successfully manipulated. Many activities capture children's imagination and they are delighted with their discoveries. "These bubbles can make a mountain!" one confides. Effective questioning by adults focuses children's attention and helps the teacher to assess understanding. Self-directed tasks give opportunities to build and construct with a good range of toys, and children work alongside each other selecting the appropriate pieces and tools they need. Insufficient work is directed towards the development of children's understanding of their environment and culture as well as the cultures and beliefs of others.

### **Physical development**

80. The quality of teaching and learning is satisfactory in this area of learning and pupils make satisfactory progress. Although children are making satisfactory progress in the Nursery, standards are below average. The variety and range of tools and materials to choose from, on a daily basis, are narrow. This limits the children's choice and the range of purposes in which to develop their competence in using them. Hand control is developing appropriately with certain skills. For example, when using malleable material to make flowers, careful demonstration by an adult enabled them to learn a new skill. They watched closely and followed by rolling the dough into flower stems. Children are able to form petals with their fingers by flattening, pinching and pushing into shape. They use construction straws for building and are beginning to show good control with a computer mouse. Children can point and click to operate the program. Outdoors they use beanbags to refine their aim by trying to get them into the centre of a flower drawn on the playground. They also use outdoor apparatus to climb through and over and pedal cars, which they can steer and control appropriately for their age. However, only a limited amount of wheeled toys are made available daily so only a few pupils have the chance to develop further their balance and body control.

81. Children in the Reception year have no outdoor area in which to develop physical skills but they are able to use a hall, for two hours each week, for formal physical education lessons. Although small bats and balls, as well as large scale climbing equipment, are available here, there are no wheeled toys or other equipment necessary to help young children to develop control over their bodies. The formality of lessons gives insufficient time for children to explore, persist, experiment and refine movements unhurriedly and to learn from their mistakes. In general classroom activities, they learn to handle simple tools and malleable materials. They demonstrate good hand/eye co-ordination skills when learning to sew and pick up small items of equipment in general play sessions. They successfully roll out play dough and use cutters to make shapes. Children make satisfactory progress in developing physical control and co-ordination, awareness of space and manipulative skills, although they are on course to achieve below average standards by the end of the Foundation Stage.

## **Creative development**

82. The quality of teaching and learning is satisfactory in this area of learning and pupils make satisfactory progress. In the Nursery, children enjoy singing and join in with 'Mary, Mary, quite contrary' and 'The sun has got his hat on'. They improve on the second time through and sing well. A few children perform the same songs in front of others. Many offer to do this, which demonstrates their increasing confidence. 'Incy, Wincy Spider' is well known by all the children and they join in enthusiastically. This is a good and happy time for all and in this aspect of their creative development children are attaining average standards. From learning about different fruits, children are learning about colour and most know colours such as red, green and orange. They have opportunities to draw and paint and were observed using different fruit, cut into halves and quarters, for printing. This activity linked well with their mathematical development by providing an opportunity to consolidate vocabulary about simple fractions. The variety and range of materials and tools on offer are narrow which limits their choice and the way they can develop creatively by using some of their own ideas. Children enjoy using the home corner and dressing-up clothes and embark on role-play happily. However, imaginative play with adults, who enhance its value by developing the children's ideas, is restricted.

83. Children in Reception make sound progress in developing their creative skills but are on course to achieve below average standards at the end of the Foundation Stage. Children follow instructions carefully and delight in the results of their efforts. "Look it works!" they exclaim when following instructions for making bubble prints. There is an imaginative play area within the Reception classroom but there is no suitable outdoor area and equipment for children to use on a daily basis. No music corner is provided where children have time to develop and refine ideas and explore sounds and how they are made and provision for this area of learning is confined to one half-hour each week. Children experience a good range of art and craft activities but creative activities are not routinely available in the classroom and children are sometimes over-directed by adults when such activities are set up. There is also insufficient attention to the developmental steps set out in the appropriate curricular guidance, so that sessions do not focus sufficiently upon what needs to be learned next.

## **SPEECH AND LANGUAGE CENTRE**

84. The speech and language centre is a strength of the school. Pupils' attainment overall, in the centre, is below average, according to their specific needs. However, in some subjects, some of these pupils attain an average level and join mainstream classes for their work.

85. Achievement and progress by pupils in the centre are very carefully recorded and tracked. Each pupil makes individual progress against the targets agreed in his/her individual education plan. However, when considered overall, pupils up to the age of seven make good progress, whilst older pupils, to the age of eleven, make very good progress. This success is due to the expertise and enthusiasm of the staff attached to the centre, who form a very strong and committed team.

86. The quality of teaching and learning in centre classes is very good. During the inspection, 13 lessons were seen in the centre. Ten were very good and three were good. Teachers and learning assistants work closely together, planning very well and providing structured and appropriate lessons. They use their expertise to devise methods that address the targets which have been agreed for each pupil. For example, in the Year 5/6 class during English, pupils were learning to compare adjectives but they were also given many opportunities to develop their speaking, listening and writing skills and, at the same time, to learn the rules of spelling and saying difficult words. This multi-sensory planning is very good and enables pupils to learn very well. All teachers in the centre use these methods and are very skilled in asking questions that help pupils to develop their speaking and communication. Speech and communication work is carried out by the therapists attached to the centre, as well as by centre staff. This provides the high quality teaching of the skills that these pupils need. Learning assistants work well with pupils and, together with the teachers, give very good support for pupils. Younger children sometimes sing songs that help with their number work, whilst older pupils learn to solve mathematical problems

that are written in sentences. They find the key words, and work through the problem logically. For example, Year 6 pupils were seen working out how many tables would be needed if there were four pupils at a table and a total of 37 pupils. Everyone chose their own method of working it out and the teacher took them carefully through the problem afterwards.

87. Leadership and management in the centre are very good, and there is a strong and dedicated team of teachers and assistants who are committed to high standards. The head of the centre is very experienced and has a very clear vision for the work of the centre. She adopts a very practical approach that gives a sense of drive and purpose to the whole organisation. She has established very good communications with parents and outside agencies. Parents are encouraged to take as full a part as possible in the development of their children's education and they express their appreciation for what the centre does.

88. There has been good improvement since the last inspection in pupils' progress and teaching but mainly in the strong leadership now given to the centre.

## **ENGLISH**

89. Overall, standards are below average for seven and 11 year olds. However, this masks a more positive picture of dramatically improving attainment, particularly in reading and spelling. In national tests at the age of 11 in 2000, when results are compared with those of similar schools, standards in English are well above average and the proportion of those achieving better than expected grades is very high. Standards compared with all schools are below average. The end of Key Stage 1 national test results in 2000 show reading to be above average but writing to be below average compared with similar schools. Compared with all schools, standards in both reading and writing are well below average. At Key Stage 2, these results show standards have risen over the last three years and represent continued improvement from those reported at the time of the last inspection. At Key Stage 1, standards in reading writing and writing have declined over the same period. The school exceeded its targets for the number of 11-year-old pupils attaining Level 4 and above in English in 2000 and has raised them appropriately for 2001. Early indications show targets for the current year will not be met but this judgement must be set against the rising numbers of pupils with statements of special educational need. These pupils are making very good progress towards the targets set for them but they do not correspond to those set for average children nationally. Pupils at both key stages achieve satisfactorily as they move through the school, although in Key Stage 1 there are marked differences in the progress made. Significant differences were observed between achievements in Year 1, where the teacher has high expectations of what they can do, and in Year 2: within this year group pupils do less well, except for those who have been identified as higher attaining pupils. These pupils are taught with Year 3 every day and do very well. Additional booster classes, the Family Literacy Scheme and extra-curricular literacy clubs all support pupils' development well. Pupils with special educational needs achieve good standards compared with their previous attainment because they receive well-planned and effective support in class. No significant differences between achievement of boys and girls were observed during the inspection.

90. At both key stages, standards in speaking and listening are average. Pupils of statutory school age enter school with variable levels of spoken language and some are mastering English as an additional language. About ten per cent enter school with identified speech and language difficulties. In general, pupils quickly develop confidence and enjoy listening to stories, rhymes and poems.

91. At the start of Key Stage 1, they listen to instructions carefully, are able to give opinions about their work and contribute to class discussions. Those learning English as an additional language make satisfactory progress. They talk about areas of immediate interest and convey their meaning to a range of listeners, whether to an adult visitor or a classmate. In Year 2, standards are satisfactory overall but some pupils still need considerable support from the teacher or assistant to develop replies or contribute to discussions. It is evident from observations in lessons that around 25 per cent of pupils at this stage have above average speaking and listening skills as they explore and discuss ideas about a shared text. They



used words such as 'respect' and 'self-control' when summarising a description of a boy's behaviour and listened intently to the teacher's detailed analysis of the passage.

92. In Key Stage 2, pupils continue to be active and responsive listeners. In all lessons seen, they listen thoughtfully and show good respect for each other's views. In a Year 6 lesson, they used time effectively when asked as a group to discuss items for inclusion in a brief book review. More able pupils gave their views in precise terms backed up by reasoned arguments. Those pupils below average attained similar standards with the support of the teacher because they listened carefully to her probing questions. Although good listeners, pupils' talk lacks the variety, detail and refinements needed to make the necessary adaptations to engage the interest of different audiences.

93. Standards in reading are below average at Key Stage 1 and average at Key Stage 2. Pupils in Key Stage 1 learn to read in school but few are readers in the sense that they choose to read as an enjoyable occupation. Their lack of interest in, and enthusiasm for, books limits the progress they make. The more able pupils read confidently and with good expression and understanding. They tackle a range of texts fluently and accurately. Those below average are beginning to read simple, familiar text. Pupils of all abilities rely heavily upon the shape and pattern of print to decode words; few use any of the wide range of strategies that they should know. For example, a good reader in Year 2 could read words such as 'miserably' and 'delicious' but was unable to use a knowledge of sounds, or the context of the piece, to decipher the word 'jury'. A pupil attaining less well could not begin to break the longer word, 'interesting', into syllables or shorter sound groups. Reading in lessons covers a good range of texts, including poetry and non-fiction, but that tackled individually by pupils is limited to stories. Pupils are taught how to use reference books but are unable to locate one on any particular topic in the school library. Pupils' interest in books develops satisfactorily in Key Stage 2. In Year 6, most read fluently and with accuracy and, in lessons, are able to evaluate the texts they read with growing competence. Less able pupils read appropriate books fluently but are unable to discuss characters in detail or give views on the events described. Research and referencing skills are satisfactorily developed. Pupils locate books in the library using a simplified Dewey system of classification and then find the information they need.

94. Standards of writing are below average at both key stages. At Key Stage 1, there is evidence that pupils in Year 1 achieve similar standards to those in Year 2; this is partly because the younger pupils have benefited from improvements in teaching at an earlier stage. Able pupils in Year 1 already write reasoned arguments in letters of complaint (as if a witch's cat writing to the animal protection league) and write short stories and poems modelled on others that they have enjoyed. Many words are spelt correctly and others are good approximations, spelt according to the sound they make. They are already aware of different forms of writing and use appropriate, interesting vocabulary. Able pupils in Year 2 are almost at the same stage. They spell difficult but frequently used words correctly, such as 'caught' and 'couldn't', but 'littl' and 'warter' remain approximations based on the sound of the word. By the end of Year 1, pupils' handwriting is already of a good standard, which is above average for their age: letters are joined and of a consistent size. There has been a recent rise in standards and this is generally evident in lessons. However, this is not reflected in the end of year tests for seven-year-olds.

95. By the end of Key Stage 2, pupils write in an appropriate range of forms and sentences have lengthened. Punctuation is generally correct and work is organised into paragraphs. Handwriting is fluent, joined and legible. During a very good lesson observed during the inspection, the important skills of planning, drafting, editing and refining work were emphasised and pupils successfully undertook the tasks set for them. However, most pupils do not develop their ideas in sufficient detail or have the necessary skills to tackle extended pieces of writing. The pupils' choices of vocabulary are not sufficiently imaginative or precisely used. The analysis of work, in particular, demonstrates the lack of breadth and variety of vocabulary.

96. Throughout the school, standards in literacy are rising and the development of literacy skills in other curriculum areas is generally satisfactory. For example, in history, pupils in Key Stage 2 take notes

and use research skills in order to write brief biographies. Individual research skills are below average at Key Stage 1 and the use of the internet is underdeveloped throughout the school.

97. The quality of teaching and learning is good at both key stages. This is an improvement since the last inspection because some unsatisfactory lessons were observed. There are very good relationships between adults and pupils in the classrooms and this has a positive effect upon pupils' confidence to learn. Where, in addition, this is combined with high expectations of what pupils can achieve, the results are very good. In Year 1 and Year 6, together with those pupils in Year 2 who are taught with Year 3 each day, pupils are interested and involved. Lessons have a brisk and purposeful pace; pupils have a clear understanding of what is expected of them and they work hard.

98. Strengths in the teaching and learning of English are well illustrated by the example of a lesson given to a group of Years 2 and 3. Right from the start, all pupils were involved in a task of looking for spelling patterns in words. This built upon the learning of a previous session and gave pupils confidence to answer. It also gave the teacher the opportunity to assess who had grasped the point. The teacher used correct technical vocabulary (pronouns, comparisons, phonemes) and modelled reading with good expression so that pupils were able to follow and join in. The planning of the lesson was linked to the appropriate part of the National Literacy Strategy. Pupils' behaviour was well managed throughout the session and the pace of work was kept up by reminders of the time available as well as comments that urged pupils to try. "Come on, this was one of your target words," the teacher said to one pupil who was unsure and, to another, "Yes, you can do it!" These high expectations urged pupils to make good progress. Those that needed help received it in the form of questioning so that they were led to think it out and solve the problem for themselves. Such practice was in contrast to that in another Year 2 lesson where there was a lack of pace and the activities were ill matched with the ability of the groups for whom they were set.

99. The curriculum for English meets the requirements of the National Curriculum but insufficient attention is given to the place of drama in lessons and the use of information and communication technology. The National Literacy Strategy is implemented well and is helping to raise standards throughout the school. Added to this, a whole raft of initiatives has been introduced to support the school's plan to raise standards. These include improvements in the approach to teaching reading, the range of reading books, the consistency of the home reading scheme (highlighted at the last inspection) and a detailed scheme of what is to be taught. This has been the co-ordinator's first priority. She is very experienced and, although working in the school on a temporary basis, is very committed to her role. She has a realistic view of the tasks ahead and of how best to address them. She is compiling a file of moderated work so that teachers can measure the work of their pupils against these standards. Resources for English are satisfactory, except for the range and quality of books in the school library. Although spacious enough for a class or group, this resource is currently under-utilised. The subject is enhanced by visits from theatre groups.

## **MATHEMATICS**

100. Pupils in Year 2 attain standards that are below average in mathematics, which is similar to the previous inspection's judgement. However, most pupils, including those for whom English is an additional language, make satisfactory progress. Pupils with special educational needs make good progress which is an improvement on the last time, when progress was unsatisfactory. In the end of Key Stage 1 tests in 2000, compared with all schools, standards in mathematics were in the lowest five per cent. Boys have performed significantly less well than girls over a three year period. Compared with similar schools, standards were below average. The trend overtime is erratic but it is generally downwards in mathematics. In the national tests taken this year, results indicate that the number of pupils achieving the expected level has risen.

101. In Year 6, standards are below average whereas in the last inspection they were judged to be average. Standards in the end of Key Stage 2 tests in 2000, compared with all schools, were well below

average in mathematics. Compared with similar schools, standards were below average. Standards show an improving trend which is above the national trend. The school met its targets for the number of pupils attaining Level 4 and above in mathematics in 2000 and has raised them appropriately for 2001. As in Key Stage 1, the number of pupils taking the tests has been small, which gives rise to many variations. In addition, the percentage of pupils with special educational needs has been very high and this influences the school's results. However, the school analyses individual and year group performance closely to discern whether or not pupils with special educational needs in the school's speech and language centre affect results. In the national tests taken this year, provisional results indicate that the number of pupils achieving the expected level has gone down but those exceeding it has more than doubled. All pupils in this key stage make good progress, which is a reflection of the good quality teaching.

102. The quality of teaching and learning in Key Stage 1 is satisfactory, which reflects the findings of the previous inspection; however, most pupils now make satisfactory progress, which is an improvement. Teachers plan their work appropriately using the National Numeracy Strategy and lessons are well structured. The introductory mental session sets the tone of the lesson but, although the allocated time is kept to, the pace is slow in Year 2. This leads to unnecessary social chatter by the pupils, too much calling out and time wasted re-gaining their attention. When pupils move on to group work teachers use effective methods to support and challenge them. In Year 1, the teacher focused on a small group and worked through examples, modelling the recording method at each step to help them, whereas in Year 2 the teacher used an effective problem-solving approach. "What would happen if we swapped these groups around?" she asked. The pupils showed much interest as they pondered the outcome and attention spans increased immediately. Teaching assistants provide good support in class, helping pupils with special educational needs and keeping an overview of pupils close by. In Year 1, pupils are making good progress. They are able to add and subtract numbers beyond 20, can weigh objects using cubes and know the number of sides, corners and names of simple two-dimensional shapes. They also know how to construct block graphs and can answer simple questions about the data. In the lesson observed, pupils were able to apply their mental strategies in money problems. The well-structured plenary and teacher's enthusiastic, "Wow that's a scary sum – it's so long" ensured a good response. Much praise was given and, by doubling numbers, pupils were able to simplify the sum and total it mentally. In Year 2, pupils make satisfactory progress and are able to solve addition and subtraction problems involving money although a few pupils still do not understand coin values. They know the names and simple properties of common three-dimensional shapes and use centimetres to measure length. They are able to make simple graphs to record their results. Higher attaining pupils can add and subtract two digit numbers mentally, know the facts of simple multiplication tables and can use standard metric units for length, capacity and mass.

103. At Key Stage 2, the quality of teaching and learning is consistently good, and occasionally better, which is an improvement on the findings of the last inspection. In Year 6, there is a real sense of purpose in the air and very good teaching sets a snappy pace which challenges and inspires pupils to work productively throughout. In the lesson observed, the opening task involved good discussion as to why a decimal such as 0.592 was smaller than 0.6. The very clear lesson plan and use of assessment to inform planning ensured that all pupils were effectively challenged. The good teaching methods, use of simple strategies to facilitate computation (pairing numbers, rounding decimals) and speed of questioning ensured that all pupils concentrated fully and behaviour was of the highest order. Pupils understood inverse relationships when multiplying and dividing or adding and subtracting and moved rapidly back and forth calculating unknown facts in number problems. Both the teacher and her assistant supported the pupils well – explaining, challenging and moving them on. All pupils, regardless of their differing abilities, applied a very good intellectual effort throughout the lesson. They used trial and error to find two unknown numbers, looked for patterns, checked for errors and verified their answers by working through another example. By the end of the lesson their understanding of different variables had deepened, demonstrating the very good progress made during the lesson. The analysis of work shows that most pupils make good progress and work at levels appropriate to their age or abilities. They can use

fractions to describe proportions of a whole and more able pupils can calculate simple fractions and percentages of quantities and measurements. Most pupils choose the appropriate unit when measuring, and higher attaining pupils understand the use of a formula when calculating the area of a rectangle. All are able to construct and interpret simple line and pie graphs and use computers for handling data and graphical work. In other lessons observed, pupils in Year 3 showed a good understanding of simple fractions and were moving on to recognising that some fractions have the same value, for example, four eighths is equal to a half. In Year 4, skilful teaching and well-paced questioning kept pupils attentive and eager. A timely reminder from their teacher, “Think of a number near it for doubling – like we did yesterday” enabled pupils to apply what they knew in a different situation. Good teaching in Year 5 ensures that all work hard. Teaching staff work closely with different groups and clear diagrams written on the board provide guidance on how they should record their work. There are high expectations for presentation, in this and other year groups, and pupils respond very well to this challenge. Pupils in Year 5 were able to calculate five and ten per cent and higher attaining pupils, using calculators and rounding strategies, were able to find compound interest over five years. They showed interest in pamphlets showing the different rates of various building societies, which was a good focus for their future development.

104. Teachers in both key stages are conversant with the National Numeracy Strategy and use it effectively to plan pupils’ work. This year’s results indicate that numbers are rising in Key Stage 1, for pupils achieving average levels, and in Key Stage 2, for pupils achieving above average levels, demonstrating that the strategies for teaching numeracy skills are beginning to have a positive effect in both key stages. For the most part, pupils make good progress in relation to their abilities but progress is slower in Year 2, where most make satisfactory improvement. Evidence in pupils’ books in Year 2 shows that some work since the beginning of the year has been less challenging than that in the previous term although higher attaining pupils have made good progress during this time. Numeracy skills are used appropriately across other curricular areas. For example, in Year 1, pupils have done repeating patterns in art and graphs have been used in design and technology by Years 1 and 3. Measurement has been widely used in design and technology for making and designing products and following recipes, for example, to make bread, in Year 5. Pupils in Year 6 have constructed line graphs for geography showing temperature based on altitude and have interpreted the information appropriately.

105. The school has made a good improvement since the last inspection although this is not clearly evident from its results in the national tests. At both key stages, the number of pupils taking the tests each year is small but the percentage of pupils with special educational needs is high and this can give rise to considerable variation from one year to the next. The school has done in-depth analysis of pupils’ performance, including gender, pupils with English as an additional language and pupils with special educational needs but has found nothing of significance, nor was there evidence during the course of the inspection. Since the arrival of the new headteacher many changes have taken place to improve curricular provision. For example, some pupils in the speech and language centre attend mathematics lessons in the school and higher attaining pupils are well catered for by being taught with pupils of an older age group. Regular, good quality homework is provided throughout the school and homework and numeracy clubs are well attended by infant and junior aged pupils. The impact of these initiatives is taking time to work through the school but this is the third year running that the number of pupils in Year 6 achieving above average standards has risen compared with the previous year’s results. There are very good procedures in place, in addition to national testing, to assess pupils on a regular basis. The outcomes are carefully analysed, question by question in some tests, by the mathematics co-ordinator and are used to group and target pupils according to their individual needs. The headteacher, mathematics and assessment co-ordinator monitor and evaluate progress closely and all have a very clear understanding of the issues that impinge on attainment and progress in each class. The mathematics co-ordinator also monitors the subject planning, the quality of teaching and pupils’ books. She is a very effective co-ordinator who is knowledgeable and proactive and provides clear leadership and direction for the subject.

## SCIENCE

106. The findings of the inspection are that, in Year 2, standards are well below average in science. The findings of the school's last inspection were that standards were below average. In the 2000 end of Key Stage 1 assessments made by teachers in science, standards were in the lowest five per cent at Level 2 and above and average at Level 3 and above. Differences between the findings of the inspection and other judgements are due to weaknesses in teaching and learning in Year 2. At this key stage, pupils, including those with special educational needs and those for whom English is an additional language, do not make enough progress and do not achieve well enough. Progress and achievement in Year 1 are good. There are no differences in the attainment of boys and girls.

107. In Year 6, standards are average. This is the same judgement as that made by the school's last inspection. Standards in the end of Key Stage 2 tests in 2000 compared with all schools were well below average in science. Compared with similar schools, standards were above average in science. The difference between the 2000 test results is because a different group of pupils is involved and because the tests do not include investigative science which is strong in Years 5 and 6. Standards show an improving trend which is above the national trend. The data show that girls do significantly worse than boys in science over a three-year period but no evidence of differing attainment was seen during the inspection. At this key stage, progress and attainment are good for all pupils.

108. At Key Stage 1, the quality of teaching and learning is unsatisfactory. In the school's last inspection, teaching was judged to be satisfactory at this key stage. In Year 1, the lesson observed and the analysis of the pupils' work indicated that teaching and learning were good. The pupils' work is carefully marked, assessed and annotated. Their work is very well presented, which reflects the teacher's high expectations. All pupils make good progress and achieve well in Year 1. There is clear evidence that pupils are often working at levels higher than those expected for their age. For example, they are aware of the life cycle of a hen and can identify the common properties of some materials. In Year 2, although the lesson observed was satisfactory, it had significant weaknesses. These related to the way in which the pupils were managed, the slow pace of learning, unclear explanations and a failure to value pupils' contributions to the lesson. These shortcomings, in conjunction with weaknesses identified in the analysis of pupils' work, make teaching and learning in Year 2 unsatisfactory. The analysis of the pupils' work shows that too much of the work is the same for pupils of all abilities and that there is too much unproductive cutting and pasting of worksheets. Marking of the pupils' work is not developmental and insufficient work has been produced. The use of assessment information is unsatisfactory as most of the work is set at the expected level for children of this age. This gives the more able very little chance to fulfil their potential. Investigative work is particularly weak, especially in the pupils' abilities to record their work. In other aspects of the subject, whilst most pupils recognise that different living things are found in various habitats, few identify ways in which animals are adapted to their environment. When working with materials, few pupils can classify changes, such as freezing of water, as reversible or irreversible. The pupils are aware of different sources and uses of electricity but their understanding of electrical circuits is underdeveloped.

109. In Key Stage 2, the quality of teaching and learning is good. In the school's last inspection, teaching at this key stage was judged to have "significant weaknesses". A good Year 6 lesson about the dangers of electricity typified the strengths of the teaching at this key stage. The teacher's very confident manner motivated the pupils well and created a productive, controlled learning environment. The pupils worked hard and behaved very well. The teacher's good knowledge of the subject was clear and she developed the pupils' technical vocabulary well by making sure that they understood terms such as "short circuit" and "flow". The teacher gave a very good demonstration of the effects of a short circuit through the use of a simple circuit board with two light bulbs. This demonstration was supported by very clear explanations so that the pupils fully understood the objectives of the lesson and that a short circuit could

cause a fire through overheating. Good provision was made for pupils with special educational needs through appropriate work and help from the learning support assistant. The lesson was well matched with the needs of average pupils but provision for the more able did not challenge them enough. The analysis of work shows that pupils' work is well presented. Curricular provision is broad and careful revision of the work covered takes place. Investigative work is well related to other aspects of the subject although it is sometimes over directed by the teacher in the early part of the key stage. In Year 6, good work on recording the variations in the heart beat following exercise had been carried out. Work on materials showed, for example, that pupils fully understood why different parts of a bicycle were made of differing materials. Pupils do not make enough use of information and communication technology in the subject.

110. The subject is well managed by an enthusiastic co-ordinator. Progress since the last inspection has been good. A suitable scheme of work and a policy are in place and progress at Key Stage 2 is much less varied between classes than it was at the time of the last inspection. The quality of the teachers' planning, in Key Stage 2 and Year 1, has also improved. There are, however, weaknesses in progression and planning in Year 2 and, unlike in English and mathematics, this has not been addressed by allowing the more able pupils to work with those in Year 3. Written work produced by the pupils has been carefully monitored and the end of Key Stage 2 national test results have been carefully analysed. The result of this work is that standards are improving at a rate faster than the national trend. There is a good action plan for the subject which, for example, recognises the need to make greater use of information and communication technology and contains plans to make greater use of the school grounds. Resources support the teaching of the subject appropriately. There are good assessment procedures but, in some cases, these are not used sufficiently well to plan the pupils' work. The subject makes a good contribution to the pupils' spiritual, moral, social and cultural development, for example, through the study of the life cycle.

## **ART AND DESIGN**

111. Judgements are made from an evaluation of one lesson seen, analysis of planning and pupils' work, discussion with pupils and teachers and from work displayed in classrooms and around the school. In Years 2 and 6, standards, including those of pupils with special educational needs, are average. These standards are similar to those reported at the time of the previous inspection. The current temporary co-ordinator for the subject has considerable expertise to offer colleagues and, as a result, some work of good quality is on show in public areas of the school.

112. Pupils develop satisfactory skills for mixing primary colours and in their understanding of line, texture and pattern in the things around them. They are learning to observe carefully and concentrate well. Displays show an increasing confidence and control in the use of a good variety of materials, tools and techniques. Scissors, sticky tape and glue are used to good effect in the manipulation of a wide variety of papers to make three-dimensional models and collage pictures.

113. The quality of teaching and learning is satisfactory overall at both key stages although the lesson seen was of very good quality. Here the teacher used questioning and praise to good effect to raise the standard of work produced and encourage any reluctant artists. Planning for lessons is clear and resources well organised. Teachers are able to refer to a progressive scheme of work but are only just beginning to plan to develop pupils' skills progressively over a sequence of lessons. Insufficient attention has been given to elements of the revised National Curriculum, particularly relating to the opportunities for pupils to explore and develop ideas from a single starting point. Limited use of sketchbooks at Key Stage 2 gives pupils few opportunities to collect visual and other information for later use in their work. Very good links are made with other subjects of the curriculum, particularly literacy. For example, large-scale artwork linked to stories read by pupils in Key Stage 1, such as 'Elmer' and 'The Rainbow Fish', enhance areas of the school. Teachers make insufficient use of examples of the work of famous artists and artefacts from the wider world. The use of information and communication technology as a tool in the art and design process has not been explored by teachers.

114. In the lesson seen, pupils behaved very well. They shared equipment, and opinions of each other's work, and were generous in their praise. Those arriving from therapy sessions were welcomed and quickly included. Many pupils were reluctant to 'have a go' and needed constant encouragement. The lack of sinks in classrooms throughout the school makes it difficult for pupils to develop the level of independence normally associated with this subject. Equipment is usually brought to the classroom from the resource area and cleared away afterwards by members of staff.

115. Resources are satisfactory although little use is made of features of the local area as a source of inspiration. The quality of display throughout the school is very good. The co-ordinator maintains a good overview of the subject's development and has done much to raise expectations of what pupils can produce.

### **DESIGN AND TECHNOLOGY**

116. Only two lessons were observed during the course of the inspection, one of which was in the school's speech and language centre. In both lessons, the quality of teaching was very good. Discussions took place and pupils' work in books, in photographs and on display was scrutinised. The evidence indicates that standards are average at ages seven and 11. In the last inspection, design and technology was a strength of the school and attainment at both key stages exceeded the national expectation for pupils' ages. Although the current judgement reflects a lowering of standards, there are no significant weaknesses evident, either in the quality of teaching and learning or in the curricular provision. The subject has not been the centre of attention while the school has been focusing on raising standards in literacy and numeracy.

117. The evidence indicates that the quality of teaching and learning is satisfactory and most pupils are making suitable progress at both key stages. In Year 1, pupils have made 'moving pictures' such as a pop-up snake and, using card and paper-fasteners, a jointed man. They have also designed and made houses and have begun to evaluate their work and say how it could be improved. The act of self-evaluation is one facet where there has been an improvement on the last inspection. In Year 2, pupils are making a good attempt at recording their work either by drawings alone or with the addition of writing. For example, pupils listed materials when making a pizza and when making a model car. Some pupils are beginning to record their instructions for making products, aided by a 'prompt' sheet, which focuses them on what they did first, next and so on.

118. In Year 3, pupils have done work on textiles involving sewing and simple weaving to make 'God's Eye' patterns. Last term, they completed a focused practical task on pneumatics using plastic syringes. Year 4 pupils have studied mechanisms such as levers and used electrical components when designing and making burglar alarms. In the lesson observed, in Year 5, the teacher's planning and preparation were very good and there was a wide range of materials, tools and equipment for pupils to use, which they did with good attention to care and the safety of others. Pupils chatted amiably with one another while working productively making musical instruments. They were highly motivated and one pupil used the computer to investigate the different sounds made by musical instruments. All pupils persevered well with difficult tasks, for example, one pupil was trying to join plastic cups end to end for a rain stick. This also involved testing the sound emitted by using different seeds and pulses as well as testing the size of the apertures through which the seeds had to pass. A wide range of ingenious ideas was evident; for example, the base of a bamboo steamer had been used for a drum and the top as the structure from which to hang wind chimes. Pupils worked with accuracy and took great care about the look and quality of their finished products. Papier mache was built up to strengthen the bodies of different instruments and then carefully covered with white paper to form the base for painting and decorating. The teaching assistant and parent-helper gave very good support and guidance and pupils' behaviour was very good throughout the lesson because of the very effective teaching methods and the high expectations of good behaviour. In Year 6, pupils are using motors when making vehicles and are also designing structures, such as air-raid shelters, with very clear drawings showing different views. These drawings

are annotated with measurements and different materials are itemised and the use they will be put to is made clear. Photographic evidence shows that they are able to design and make purses from their own paper patterns.

119. The temporary co-ordinator is knowledgeable and enthusiastic. Although she has only recently taken over this role, she has a clear idea of what is going on in school and has done an informal audit of evidence to ensure that the schemes of work are being implemented. The policy and schemes of work are appropriate and dates have been set for their review. The medium-term planning is good but a list of skills with the developmental stages, to guide teachers' lesson planning, is not available. The subject does not have a school record to log information about pupils' progress over time. This makes it difficult for teachers to have a clear picture of the progress made by individuals or the class. There is insufficient time allocated for teaching design and technology at Key Stage 2 and formal monitoring of teaching and pupils' standards has not taken place.

## **GEOGRAPHY**

120. Standards of attainment are average in Year 2 and above average in Year 6. This judgement is an improvement on the findings of the school's 1997 inspection when standards were unsatisfactory at both key stages. The difference is explained by the school's efforts to raise standards in the subject. In Key Stage 1, the pupils' progress and achievement are satisfactory. In Key Stage 2, progress and achievement are good. Pupils with special educational needs make very good progress and achieve very well. Pupils with English as an additional language make the same progress and achieve similarly to other pupils. There are no differences in attainment between boys and girls.

121. The quality of teaching and learning at Key Stage 1 is satisfactory, which is the same judgement as that made by the school's last OFSTED inspection. This is illustrated by a satisfactory Year 2 lesson in which the pupils found out information about the seaside. The teacher settled the pupils well after break and led an effective discussion about how to find out about the seaside. She gave clear instructions about the tasks involved and her sound knowledge of the subject was evident in the confident, informative explanations she gave to the pupils. The work was well differentiated at three levels of difficulty. Lower attaining pupils had large colourful photographs of seaside scenes and could name them appropriately although they could not say why they would like to visit the seaside. Average attainers located seaside towns such as Blackpool but could not write down the name of a seaside location near London. Higher attainers wrote short sentences about a beach and the jobs people do but not all of them understood how a cave is formed. The teacher used simple specific questions to probe pupils' understanding. She developed their vocabulary well when she explained what an inlet was. The pupils made satisfactory progress in this lesson. Progress was not any better than this because of weaknesses in the teacher's management of the pupils. Overreaction to minor misdemeanours resulted in the loss of valuable teaching time.

122. At Key Stage 2, the quality of teaching and learning is good. This is an improvement on the satisfactory judgement made by the school's last inspection. A very good Year 5/6 lesson about the effects of tourism on the environment illustrated the strengths of the teaching at this key stage. A particular strength of this lesson was the way that the pupils from the speech and language centre were fully integrated into it. The pupils were highly stimulated by this lesson. Five adults adopted the roles of developer, local resident, shopkeeper, an unemployed person and an environmentalist regarding a mythical proposed local development. The pupils worked in groups with one of these adults to develop ideas relating to the point of view of the role adopted by the adult with whom they were working. For example, the group working with the "resident" discussed ideas for and against the proposed development. There was a good exchange of ideas, an analysis of the history of the area and good use of a magazine article. There was a good link with literacy as the group discussed the format and structure of a letter to the council opposing the development.



123. The subject has made a good improvement since the school's last OFSTED inspection and is well managed by an experienced co-ordinator. Curricular provision is broad and balanced with local fieldwork a particular strength. In addition, pupils in the speech and language centre have visited the New Forest to study settlements. There are, however, still weaknesses in the pupils' understanding of an area which contrasts with their own locality at Key Stage 2 and in the pupils' enquiry skills at Key Stage 1. The co-ordinator monitors teachers' planning and pupils' books but has not undertaken classroom observation in the last year. Assessment procedures are informal although plans exist to implement a computer program which is intended to address this matter. Resources satisfactorily support the teaching of the subject. Geography makes a very good contribution to the pupils' spiritual, moral, social and cultural development, for example, through the study of the environment and the local area.

## **HISTORY**

124. Standards of attainment are average in Year 2 and in Year 6. This judgement is the same as the findings of the school's 1997 inspection. In both key stages, the pupils' progress and achievement are satisfactory. Pupils with special educational needs make very good progress and achieve very well. Pupils with English as an additional language make the same progress and achieve similarly to other pupils. There are no differences in attainment between boys and girls.

125. The quality of teaching and learning is satisfactory at both Key Stage 1 and Key Stage 2. A satisfactory lesson in Year 4 about Sir Francis Drake's voyage around the world exemplified the quality of teaching and learning throughout the school. A quiet, purposeful manner was established in the class because of the teacher's manner and effective control of the pupils. The objectives of the lesson were explained to the pupils in a way that they fully understood. The teacher explained that he had travelled around the world – although more quickly than Drake – and this caught the pupils' interest and helped them to learn. The teacher stressed the importance of Drake's voyage was because he was only the second person known to have travelled around the world. This led to an interesting discussion about how people to-day know about the past. The pupils offered, "from digging things up" and "diaries" and the teacher skilfully led them to understand that written sources are the main evidence for Drake's voyage. The lesson was well prepared and planned and good use was made of resources. Planning made suitable provision for pupils with special educational needs, although those of average and above average attainment completed the same work. In some instances, for example, when the teacher said "Spices were very valuable in those days" ideas were not followed up in sufficient depth.

126. The subject has made a satisfactory improvement since the school's last inspection and is appropriately managed. Curricular provision is broad and balanced and is enriched by a range of educational visits and visitors. These include visits to Gunnersbury Museum and the Imperial War Museum and grandparents talking to the pupils about the war and the seaside in the past. Pupils have a good knowledge of historical characters, such as Grace Darling, in Year 2 and they have a clear understanding of chronology at Key Stage 2. However, the analysis of work shows that there are weaknesses in the pupils' enquiry skills at Key Stage 1 and in their knowledge of how the past may be interpreted differently at Key Stage 2. The co-ordinator has not observed teaching and learning directly recently but has monitored teachers' planning and pupils' books. Assessment procedures are informal although plans exist to address this matter. Resources are adequate to support the teaching of the subject and are supplemented through the use of loan services. History makes a good contribution to the pupils' moral, social and cultural development, for example, through the study of past societies such as the Ancient Greeks.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

127. By the ages of seven and eleven, pupils' attainment is broadly average. This was the case at the time of the previous inspection. The school is only just keeping pace with other schools but the recently installed computer suite means that it is now better placed to do so. The potential of this new facility has yet to be fully exploited by teachers and the impact upon the standard of pupils' work has yet to be

realised. Information and communication technology is not well used in other subjects. Pupils with special educational needs make satisfactory progress in line with their peers and, in lessons, sometimes do better as a result of individual attention and support from their support workers.

128. Very little pupils' work was included in that offered for scrutiny. It is evident that pupils make little use of technology in other subjects of the curriculum and judgements are made from observations in lessons, discussions with pupils and work on display around the school. At the end of Key Stage 1, seven-year-old pupils have developed appropriate mouse skills to control and select icons. They are beginning to learn to use research software. Those who are members of the 'Infant ICT Club' successfully insert pictures into simple text and change the style and size of print. Throughout Key Stage 2, pupils demonstrate steadily increasing skills so that, by the time they are eleven, they can create a data base, produce three-dimensional plans and begin to understand how to refine sequences of instructions to make traffic lights work. The level of technical language in lessons gives evidence of pupils' good knowledge and understanding of the subject. However, it is also evident that pupils' abilities vary widely. Word-processing skills are limited and pupils have few opportunities to use and improve them.

129. Teaching and learning are satisfactory overall but expertise and knowledge of the new machines amongst staff vary. This influences the quality of their teaching and that of the pupils' learning in both key stages. Elements of good teaching seen in classrooms are not always evident in the computer suite; some lessons are over directed and pupils are given insufficient time to explore possibilities for themselves. Teachers clearly demonstrate a new skill to the whole class but, subsequently, the whole group is usually given the same task irrespective of ability. As a result, pupils' attention wanes and progress is slow; some pupils waste time waiting for help and others find it difficult to make a start. Pupils with special educational needs benefit from the individual help of their support assistants. Good quality teaching seen during the inspection stemmed from the teacher's own expertise. This meant that there were no problems with equipment, the management of pupils was effective and, after a carefully paced demonstration session, the teacher was free to extend individual pupils' learning through good questioning and also to assess their progress. Teachers do not routinely plan for their pupils' use of technology as a tool to support learning in other subjects.

130. The recently appointed co-ordinator provides good leadership through hard work, knowledge and enthusiasm. She is aware of shortcomings, provides very clear direction for its development and maintains an excellent overview of information and communication technology. There is a brief policy and clear scheme of work for the subject: sensible priorities have been set for future development. Staff will begin a government funded training scheme next term, with the aim of raising levels of expertise amongst staff and also to allow staff to explore the ways that information and communication technology can support and enhance the teaching process. There is a better than average ratio of pupils to computers but shortages in appropriate software still exist. Access to the suite is effectively and efficiently organised and there is an additional computer in each classroom for use during lessons.

## **MUSIC**

131. It was possible to see very few music lessons and so these findings are drawn from those observations, scrutiny of pupils' work, planning documents and discussions.

132. Pupils throughout the school attain average standards for their age and this represents satisfactory improvement since the last inspection. They have the benefit of meeting with a music specialist once a week and singing as a key stage group and this includes pupils with special educational needs throughout the school. Pupils enjoy these lessons and sing with enthusiasm, follow directions well and keep good time. They have opportunities to listen to a variety of music, compose and follow simple notation. Lessons are well planned, using either a commercial scheme, when in classes, or following the music teacher's plans when singing altogether. Some classes have tuition in recorders, which is a good additional musical experience for them. In general, pupils make satisfactory progress throughout the school, including those who have special educational needs and those in the centre.

133. The quality of teaching and learning in the few lessons seen was good. The visiting teacher makes this a lively and interesting session by changing instruments with which to accompany the singing. For example, he used a violin to accompany “Lord of the Dance” and lifted the whole performance so that pupils responded well, clapping spontaneously and joining in with enthusiasm. Later, he used a guitar and, for another song, the piano. Pupils learn the words to the songs quickly and most are keen to join in. A few of the older ones are a little reluctant but even they were caught up into the liveliness of “Lord of the Dance”. They kept good time and observed the rhythm and beat well. Lessons in this specialist time are brisk and keep the pupils motivated well. From the planning, it is clear that pupils are given appropriate opportunities to learn about the instruments both in an orchestra and those that they encounter in school. Worksheets are provided that address the topics of dynamics, tempo and structure. In Year 2, pupils use untuned percussion instruments, play ocarinas and discover pulse and rhythm. By Year 6, pupils are able to understand different musical styles such as dance or film music. They use scales and sequences, notation and musical scores. Some have studied Victorian music and they all have done work on instruments of the orchestra.

134. Year 2 was seen having instruction with their recorders as a whole class. They have made good progress over the year, and are beginning to read musical scores and play simple tunes in unison, with occasional two-part harmony. Pupils learn how to keep the beat and repeat some clapping sequences to “warm up” first. They are also learning simple tonic scales and how to hold the recorder and which holes to cover. Pupils all delight in making this music and are very keen to progress.

135. Year 3 all joined together, mainstream and Centre pupils, and used body percussion to repeat the pattern of the clapping from a tape. They understood that music is written in notes or pictures. The use of the commercial scheme was good, and support assistants worked very well with individual pupils who found some movement skills difficult. There was a tendency for the two classes to separate and work with their own staff but this was rectified as soon as the whole group put the performance together at the end of the lesson.

136. The school successfully uses a commercial scheme for the music curriculum. This provides pupils with a good variety of musical experiences and they have the chance to perform, listen to and evaluate music as well as compose simple tunes themselves. They are given worksheets that underpin the work done from tapes and led by the class teachers. The co-ordinator is very newly appointed but has made a good start at understanding the music curriculum, resources and the balance of the programme. The school’s resources are good and enable pupils to experience playing tuned and untuned instruments. A strong feature is that the school has bought a variety of instruments for pupils to borrow so that all who wish to play have the use of the appropriate instrument. After-school clubs also make a good contribution to the music that is taught throughout the school.

## **PHYSICAL EDUCATION**

137. Standards of attainment are below average in Year 2 and average in Year 6. This judgement is the same as that made for Year 6 by the school’s last inspection; however, it represents a fall in standards in Year 2 as they were judged to be “sound” by the 1997 inspection. The difference is explained by differences in the quality of teaching. In Key Stage 1, the pupils’ progress and achievement are unsatisfactory. In Key Stage 2, progress and achievement are good. Pupils with special educational needs in the other subjects in the main school and pupils with English as an additional language make the same progress and achieve similarly to other pupils. There are no differences in attainment between boys and girls.

138. At Key Stage 1, the quality of teaching and learning is unsatisfactory. However, teaching and learning are good in Year 1. The school’s last inspection judged teaching to be “mainly satisfactory”. An unsatisfactory Year 2 dance lesson exemplified the weaknesses in the quality of teaching and learning at this key stage. The lesson started late which wasted valuable teaching time. The teacher began by explaining what they were to learn to the pupils but did not gain the attention of all of them which meant

that they were not all clear about what they had to do. The warm-up activity of moving to music was basically sound but the pupils performed with low levels of skill, interest and application. The teacher's control of the pupils was not good enough to establish a positive working atmosphere and a background of silly behaviour existed throughout the lesson. Space was not well used and the pupils frequently bumped into each other, which restricted their progress and reduced the quality of their movements. Skills were not taught well enough, for example, the pupils were clearly confused when asked to vary right- and left-handed turns. The teacher was hampered by the fact that the tape-recorder broke down some way into the lesson. A good Year 1 lesson showed that the pupils had satisfactory bat and ball handling skills.

139. At Key Stage 2, the quality of teaching and learning is good. Pupils show average skills in running, throwing, bowling over arm and gymnastics. Based on the school's records, swimming is below average. The pupils swim in Year 4 and, by the time they have completed their course, approximately half of them can swim 25 metres safely and unaided. A good Year 6 gymnastics lesson illustrated the strengths of the teaching and learning at this key stage. The lesson started promptly and the teacher showed good judgement and knowledge of the subject in changing the warm-up activity to suit the very hot weather. The activity chosen required less energy but served the purpose fully. The need to act safely was fully stressed. The teacher's relaxed and effective control meant that the pupils behaved well and worked hard. Very clear instructions and demonstrations meant that the pupils knew exactly what was required of them and, for example, they showed average levels of skills when balancing with a partner. There was useful discussion and analysis of the way this exercise was performed and the task was then varied and increased in difficulty. This made a good contribution to the pupils' social and moral development as they learned to cope with the strengths and weaknesses of their performance and to value the work of others. The pupils were diffident when asked to demonstrate their work to the rest of the class. The teacher did not stress the need to show poise and confidence when performing publicly.

140. Improvement since the last inspection has been satisfactory, especially when set in the context of the school's other priorities. The co-ordinator is experienced and, through observations, has established the same understanding of the subject's strengths and weaknesses as those identified by this inspection. A good action plan to address these issues is in place. A good scheme of work is in place although it lacks provision for dance at Key Stage 2. This scheme makes good provision for assessment of the pupils' performance. The dance and gymnastics aspects of "Top Sport" have been introduced to the school. Resources support the teaching of the subject well. The school offers pupils a wide range of extra-curricular activities and takes part in competitive fixtures with other schools, for example, in netball and football.

## **RELIGIOUS EDUCATION**

141. Pupils' knowledge and understanding of religious education meet the expectations of the locally agreed syllabus at the ages of seven and 11. This is satisfactory improvement since the last inspection where standards were reported to be below average and the subject was part of the key issues to be addressed. Judgements in this inspection are based upon the observation of a small number of lessons, planning by teachers and the school, analysis of pupils' work and discussions. Some assemblies support pupils' learning in religious education, particularly in their moral content, although there is sometimes a moment of reflection when pupils consider what they have heard. All pupils make sound progress in religious education as they move through the school, including those with special educational needs and those in the Centre. This too is an improvement on the unsatisfactory progress reported at the last inspection.

142. The quality of teaching and learning in the few lessons seen was good, with none unsatisfactory. In the last report, although most teaching was satisfactory, some was found to be unsatisfactory, and so this shows a satisfactory improvement. Younger pupils in the infants' section of the school know some stories from the Bible, such as Moses and the Ten Commandments. They understand that the law was

written on a scroll and that the rules were “there to make life better”, said one pupil in Year 1. They have thought up their own rules for the playground or in the classroom. These younger pupils have studied some festivals, such as Hanukkah in Judaism and they understand about the eight-branched candlestick and the everlasting lamp in the temple. Some of them know New Testament stories such as Jesus stilling the storm, and they explore special places such as Lourdes. Pupils have experienced Harvest and understand that it is a time for thanksgiving. Some have thought about things in their lives that they are thankful for, such as food, families and friends. No religious education was found in the sample of Year 2 books.

143. Later, in the junior part of the school, pupils have a broader base of study and look at other world religions. For example, in the Year 5/6 class of the Centre, pupils were beginning to understand the idea that the Sikh scriptures really represent another of their teachers, or gurus. They also understand the significance of the Qur’an to Muslims and they know the stories about the revelations to Muhammad. They have considered the Trinity of persons in Christianity and understand the Christian belief about Jesus as the son of God. Year 5 know what to expect to find in various churches and what some of the furniture and ornaments represent. For example, they understand about Orthodox pictures, or icons, and the use of incense. They have also studied some denominations of Christianity, such as Methodism, and the Salvation Army. Year 3 know many of the stories surrounding the death and resurrection of Jesus and also some of the principal ideas of the Muslim faith, such as pilgrimage. By Year 4, pupils have extended this knowledge of Islam to include facts about a mosque, the five prayer times a day for Muslims and some of what the symbols represent, such as the dome of a mosque representing the world. They have understood some of the symbolism connected with articles of faith, such as rosary or a crucifix, and they have thought about their own family meals when studying the events of the Last Supper.

144. Pupils across the school study Christianity and several other world faiths, such as Islam, Sikhism and Judaism, and older pupils are just beginning some work on Buddhism. In general, the schemes of work are soundly based upon the locally agreed syllabus but, where longer time is planned for a topic or religion, mainly over twelve weeks, the depth of pupils’ knowledge increases. The criticism in the last report about insufficient time to teach the topics has largely been rectified. However, when a topic is covered in six weeks, there is less opportunity to delve into it and allow pupils to find out more for themselves. Standards have improved satisfactorily since the last report; Christianity now has more emphasis than at the time of the last inspection and this is an improvement.

145. The subject is led satisfactorily and the co-ordinator has sound plans for development. Religious education is well resourced. There is, however, no assessment of pupils’ work carried out and the co-ordinator has no opportunity to monitor the teaching and learning. In some areas of the school, there is an insufficient quantity of written work but pupils have listened to stories and can often repeat the main points of them. The subject contributes well to the spiritual, moral, social and cultural development of the pupils. They have the opportunity to study the attitude of several faiths to prayer and worship and they understand about some festivals and celebrations such as Divali and Easter, Christmas and Harvest. The requirements of the locally Agreed Syllabus are met.