

# INSPECTION REPORT

## **HORN PARK PRIMARY SCHOOL**

Lee, Greenwich

LEA area: Greenwich

Unique reference number: 100132

Headteacher: Mrs M Underwood

Reporting inspector: Mr M J Fitzgerald  
1246

Dates of inspection: 17<sup>th</sup> – 20<sup>th</sup> September 2001

Inspection number: 196706

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

© Crown copyright 2001

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## INFORMATION ABOUT THE SCHOOL

Type of school:	Community
School category:	Infant and Junior
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Alnwick Road Lee London
Postcode:	SE12 9BT
Telephone number:	0208 857 5003
Fax number:	0208 851 5317
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs C Ladbrook
Date of previous inspection:	10 <sup>th</sup> – 11 <sup>th</sup> November 1999

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
1246	Michael Fitzgerald	Registered inspector	English	How high are standards? The school's results and achievements How well are pupils taught? How well is the school led and managed?
9219	Anne Ferguson	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?
23588	Charanjit Ajit Singh	Team inspector	Geography History English as an additional language Equal opportunities	
12764	Wendy Thomas	Team inspector	Areas of learning for children in the foundation stage Science Music	
21796	James Walsh	Team inspector	Mathematics Art Physical education	How good are the curricular and other opportunities offered to pupils?
7813	Kevin Wood	Team inspector	Information and communication technology (ICT) Design and technology Religious education (RE) Special educational needs (SEN)	

The inspection contractor was:

PPI Group Ltd  
7 Hill Street  
Bristol  
BS1 5RW

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager  
Inspection Quality Division  
The Office for Standards in Education  
Alexandra House  
33 Kingsway  
London WC2B 6SE

## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>5 - 8</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>HOW HIGH ARE STANDARDS?</b>	<b>9 - 12</b>
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
<b>HOW WELL ARE PUPILS TAUGHT?</b>	<b>12 - 14</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>	<b>14 - 16</b>
<b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>	<b>16 - 17</b>
<b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?</b>	<b>17 - 18</b>
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	<b>18 - 19</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>20 - 21</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>22 - 25</b>
<b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b>	<b>26 - 41</b>

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

### **INFORMATION ABOUT THE SCHOOL**

Horn Park primary school is bigger than other primary schools nationally with 316 pupils on roll, including 50 part-time pupils in the Nursery. There are slightly more boys than girls in the school. The school has a multiethnic population. Approximately seven pupils in ten are white. The proportion of pupils who come from homes where English is an additional language is above average and the majority of these pupils are fluent in English. Pupils' socio-economic backgrounds are below national averages. Attainment on entry in Reception is below average and well below average in communication, language and literacy. The proportion of pupils entitled to free school meals is well above the national average. The percentage of pupils with special educational needs (SEN) and with statements of SEN is above average. The number of pupils who leave and join the school other than in Reception is high. The school is part of the Greenwich Education Action Zone (EAZ).

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

The majority of the pupils make sound progress in their learning as a result of satisfactory and, at times, good teaching. Standards are average in mathematics and science, but below average in English. In a number of subjects, more able pupils are not given tasks that are sufficiently challenging. As a consequence, standards are not yet high enough in English or consistently high enough in mathematics and science and in some other subjects. The headteacher provides clear leadership and works well with staff to improve the school. Support for and monitoring of the teaching is systematic, but the school lacks leaders for several subjects. The governors are not involved enough in evaluating the effectiveness of the school. The school provides satisfactory value for money.

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

- The headteacher provides clear leadership focused on improving quality and standards.
- There is systematic monitoring of teaching and learning, particularly in English.
- Procedures for improving behaviour are good and are increasingly effective as the pupils get older.
- Overall provision for the spiritual, moral, social and cultural development of the pupils is good.
- Effective use is made of funds from the EAZ to improve provision and raise standards in ICT.

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

- Standards in English.
- The teaching of more able and higher attaining pupils, particularly in mathematics and science.
- Attendance and punctuality.
- The management of subjects other than English, mathematics, science and ICT and the provision for under fives.
- The use of assessment in most subjects and in the nursery to help plan further teaching.
- The role of the governing body in evaluating the effectiveness of the school.

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

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

As recommended in the last inspection in November 1999, the school has taken appropriate action to improve standards in English and mathematics. At the end of Years 2 and 6, standards in mathematics and science have improved, but test results in mathematics at the end of Year 6 have fluctuated significantly. There has been little change in standards in English, except for a rise in reading standards at the end of Year 2. It is too soon for the action taken by the school to have had an impact on results in English. Significant improvements have been made in information and communication technology with the help of the EAZ. Standards have risen as a result and are now about average and improving. Support and monitoring by co-ordinators of work in English, mathematics and SEN has been strengthened. Planning for the development of the school is good with a clear focus on raising standards. The procedures for identifying targets for school development have been improved.

## STANDARDS

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

Performance in:	Compared with			
	all schools			Similar schools
	1998	1999	2000	2000
English	E	E	E	C
Mathematics	D	D	E*	E
Science	D	E	E	C

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

At the age of 11, results of national tests in English and science in 2000 were well below national averages but were average in comparison with those in similar schools. Results in English have improved from a low base in 1998, but declined slightly in 2001. Provisional results in science improved significantly in 2001. They are above national averages and show a rising trend since 1998. Results in mathematics dipped to very low in 2000 - the results were in the lowest five per cent nationally and well below average in comparison with those in similar schools. However, the provisional results for 2001 show significant improvement and are broadly in line with national averages. Inspection findings indicate that at the age of 11, standards in English are below, but not well below, average. There are weaknesses in reading for meaning while spelling and expression are weak in writing. Boys generally achieve lower standards than girls. This reflects attainment on entry to the school, but small numbers of boys are more likely to be inattentive in some English lessons. Standards in mathematics are broadly average. The national numeracy strategy, some additional teaching and the consistently good teaching in Year 6 help to raise standards. Overall standards in science are average. Efforts to raise standards further are hampered by weaknesses in pupils' literacy skills. Pupils joining the school during Years 3 - 6 lower the test results at the end of Year 6, particularly in English.

Most boys and girls, including pupils with special educational needs and English as an additional language, achieve appropriately and make satisfactory progress. At the age of seven, standards in English are below average. Standards in mathematics and science are average. However, standards are not yet high enough in English or consistently high enough in mathematics and science because more able pupils are not sufficiently challenged in all mathematics and science lessons. By the start of Year 1, most children achieve the expected standards in mathematical, physical and creative development. Standards are below average in knowledge and understanding of the world and in personal, social and emotional development and well below average in communication, language and literacy. The children make satisfactory progress except in communication, language and literacy due to inconsistent attention to language development in the Nursery. Standards in other subjects at the age of seven and 11 are average, except for music at 11; standards are below average because of weaknesses in the teaching. Most pupils achieve appropriately in each subject, but more able pupils are not always extended sufficiently. Target setting in English and mathematics has improved and helps to raise standards.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good for the majority of boys and girls. They respond well to good teaching, but can become inattentive when not fully involved.
Behaviour, in and out of classrooms	Satisfactory in lessons and around the school. Where there are lapses, it is often due to inattention and pupils not waiting for their turn.
Personal development and relationships	Satisfactory overall. Younger pupils have significant difficulty concentrating, but this improves as they get older. Pupils generally get on well with each other and with adults.



Attendance	Unsatisfactory. Punctuality in the morning is also unsatisfactory.
------------	--

The majority of pupils are keen to learn. Despite the best efforts of the school, attendance is well below national averages due to parents taking holidays in school time and the mobility of pupils. Several boys and girls arrive late in the morning and miss work in English during registration.

## TEACHING AND LEARNING

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

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

The teaching is satisfactory, overall, but it ranges from excellent to unsatisfactory in spite of systematic monitoring. In Year 6, the teaching is consistently good, and on occasion excellent. It is frequently good in some lessons in other years. This effective teaching helps pupils to make good progress in their learning. Teaching which has weaknesses or is unsatisfactory affects adversely the way in which pupils learn. For example, the teaching of more able pupils in most subjects, except English, is too dependent on the individual teacher. The teaching of pupils with special educational needs is satisfactory and sometimes good. Staff support pupils with English as an additional language appropriately. Teaching in the Nursery and Reception is satisfactory, overall. However, the day to day arrangements for assessing the children's progress in the Nursery and the use of such information to plan further teaching are insufficient and result in unsatisfactory progress in language and literacy. In Reception, teaching is carefully planned so that class and group activities consolidate pupils' learning. The majority of the teaching and learning in English, mathematics and science is satisfactory. Some teaching is good, but an unsatisfactory lesson was observed in both English and science. In general, literacy and numeracy are taught effectively. The teaching of information and communication technology (ICT) is good, although ICT is not yet used enough to enhance pupils' learning in all subjects. Teaching and learning in other subjects are generally satisfactory. There is some good teaching in most subjects, particularly in history, and some very good teaching in a few subjects. A small proportion of the teaching is unsatisfactory. Teachers' expertise in subjects is generally secure, except in music. This has resulted in standards of the oldest pupils being below average, but specialist teaching in music is now mostly very good. Generally where the teaching is unsatisfactory, tasks are not matched clearly enough with what the pupils already know and understand. In such lessons, pupils make insufficient gains in their learning. Homework supports pupils' learning satisfactorily.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory, including a good range of extra-curricular activities. Planning for literacy and numeracy is secure. In other subjects, it is generally satisfactory except for more able pupils. In Year 6, there is lack of continuity in a few subjects because of the time gaps in teaching different units of work.
Provision for pupils with special educational needs	Satisfactory with a number of good aspects. Pupils' needs are identified well. Specialist teaching is good. Support in lessons is at least satisfactory and most frequently good in English and mathematics. In other subjects, individual educational plans are not used consistently enough to plan appropriate work.
Provision for pupils with English as an additional language	Satisfactory, as the majority of the pupils are orally fluent in English. Staff sometimes use their own bilingual expertise well to help pupils. A few of the very small number of pupils with limited English are not supported appropriately on some occasions because of weaknesses in assessment.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. It is satisfactory for pupils' spiritual development. Provision is good for moral, social and cultural development and is a strength of the school.

How well the school cares for its pupils	Procedures for promoting good behaviour, supporting personal development and improving pupils' attendance are good. Not enough use is made of information from assessments to plan further work, other than in English and mathematics.
--	---

Pupils are well known to staff who provide well for pupils' personal development. Pupils' cultural diversity is celebrated. The monitoring of pupils' progress in English and mathematics is well organised.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The clear leadership of the headteacher ensures that staff are focused well on raising standards. The senior management team supports and monitors learning and teaching appropriately. The management of English, mathematics, science, ICT and SEN is effective. The management of other subjects and of the provision for under fives is not yet satisfactory because of the lack of co-ordinators.
How well the governors fulfil their responsibilities	The governors ensure that the school's finances are managed effectively. A small number are particularly active, but the governors' committee structure is not working satisfactorily. Governors' evaluation of the effectiveness of the school is too limited.
The school's evaluation of its performance	Teaching is systematically monitored. Some assessment information is used well to secure improvements, for example in English. In other areas, assessment does not pinpoint sufficiently the action that may be necessary. The school is in a good position to address this.
The strategic use of resources	The school development plan is used effectively to identify appropriate priorities. Key co-ordinators have sufficient time to monitor quality and standards. Staff are deployed appropriately. Available resources inside and outside the school are used efficiently.

The involvement of staff in improving the school is good. Systems to evaluate the impact of the spending, for example on staffing, have been partially developed, but are not yet satisfactory. The school is generously staffed. Classroom accommodation is very good. The resources available for learning are satisfactory and good for ICT.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their children like school.</li> <li>• The progress pupils make.</li> <li>• The good behaviour of the majority of pupils.</li> <li>• The attitudes and values that are taught.</li> <li>• Children are expected to achieve their best</li> <li>• The good teaching.</li> <li>• The help for pupils to become mature and responsible.</li> <li>• The new school building.</li> </ul>	<ul style="list-style-type: none"> <li>• Provision for more able pupils.</li> <li>• Homework.</li> <li>• Being kept informed about how their children are getting on.</li> <li>• How the management of the school responds to parents' concerns.</li> </ul>

Inspectors agree with the positive comments made by parents, except that there is too much variation in the teaching. Inspectors consider that concerns over homework are not justified. Homework is set appropriately and systematically monitored. Difficulties in 2000/1 were due to temporary teachers in a few classes. Parental concern over provision for more able pupils is partly justified because of lack of consistent planning for these pupils. Parents have regular opportunities to discuss their children's progress, but annual reports do not indicate clearly enough pupils' strengths and what they need to do to

improve. Inspectors consider that the management responds satisfactorily to parents' concerns. The school identified concerns that parents might have through meetings and a questionnaire to all parents. This led to a partnership action plan to improve communication and cooperation between parents and the school.

## **PART B: COMMENTARY**

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

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

1. When children enter the Nursery, their speaking skills are well below expected levels and this has an impact on their learning in all areas of the curriculum. Their mathematical skills are also below age related expectations. By the time they start Year 1, most children achieve the expected standards in mathematical, physical and creative development. They achieve below average standards in knowledge and understanding of the world and in personal, social and emotional development and well below average standards in communication, language and literacy. They make satisfactory overall progress by the time they enter Year 1. Progress is satisfactory in personal, social and emotional development, in mathematical, physical and creative development and in knowledge and understanding of the world. The children's progress in language, literacy and communication skills is not satisfactory due to inconsistent attention to language development in the Nursery.
2. Results of national tests in English at the end of Year 6 are well below national averages since the last inspection, although the results in 2000 were average in comparison with those of similar schools. The results have improved from a low base four years ago, but there has been a slight decline in the last two years. The provisional results of boys were significantly lower than those of girls in 2001, but not in previous years. At the end of Year 2, results in reading are well below national averages, but have improved since 1998. Writing results are also well below national averages and have not moved over that time. Boys' results in writing are lower than those of girls, but the difference is not significant. Results in 2000 in comparison with similar schools were average in reading, but above average in writing.
3. Inspection findings indicate that at the end of Year 2 and Year 6, standards in English are below, but not well below national expectations, because small proportions of pupils achieve each of the expected levels. The mobility of pupils has had an adverse effect on results in Year 6. The majority of pupils - boys, girls, more able pupils and pupils from a minority ethnic background - are achieving appropriately and making satisfactory progress. Classroom assistants make a sound contribution to the learning of pupils with special educational needs (SEN) and English as an additional language (EAL). Although standards have not risen since the last inspection, systematic action has been taken throughout the school to improve provision and to raise standards. For example, the performance of pupils in end of year writing tests has been analysed to identify termly targets in writing for each pupil in Years 3 - 6. Literacy targets have also been introduced for pupils in Years 1 - 2 and a literacy project was introduced in Year 1, initially with the support of the EAZ. Although boys' attainment is lower than that of girls, any difference in standards is most frequently linked with levels of attainment on entry to the school. The analysis of assessment results by gender and by ethnicity, for example, indicates that the lower achieving pupils identified in each class are most frequently boys. Action has been taken to address this through additional resources to enhance the learning of boys, learning mentors and inviting visitors who are good role models to inspire boys. Occasionally, however, small numbers of boys are inattentive in some classes. It is too soon for the action taken during the previous year to have had an impact on improving the school's results at the end of Year 2 and Year 6. As a consequence, pupils' standards are still not high enough.
4. Boys and girls' listening skills improve significantly and are in line with expectations by the end of Year 6, as a result of growing maturity and skilful teaching. In Years 1 and 2, a significant number of boys and girls find it difficult to listen because of lack of self-discipline. In a few classes, a small number of boys have difficulty concentrating. Although the ability of the oldest pupils to convey opinions clearly remains below expectations, pupils' speaking skills develop as they go through the school, because teachers regularly provide pupils with good opportunities to prepare orally for writing. Standards in reading are below expectations at the end of Year 2 and Year 6, but pupils of differing attainment generally make satisfactory progress. The younger pupils learn to recognise the sounds of letters and are taught how to use phonic and context

clues when reading unfamiliar words. By Year 6, pupils' literal understanding is sound, but their ability to read and deduce meaning remains weak, even though there are increasing efforts across classes to develop these skills. There are weaknesses and some unsatisfactory teaching in the specific lessons observed for guided reading in Years 1 and 2 because these are not always managed satisfactorily. Although standards in writing are below average at the end of Year 2 and Year 6, the range of pupils' writing and overall progress are satisfactory. By the end of Year 6, pupils have opportunities to write for different purposes. Particular attention is paid to improving pupils' ability to write stories in a fluent narrative style. Handwriting improves as pupils move through the school as a result of crisp sessions at the start of each day. Standards in spelling are below average because not enough support is provided for spelling in a number of lessons, particularly for lower achieving pupils. Insufficient use is made of ICT to help pupils to draft their writing, although electronic whiteboards are used very effectively to enhance pupils' learning, for example in Year 6.

5. Results of the national tests in mathematics at the end of Year 6 have fluctuated markedly over the last three years. They were below average in 1998 and 1999, but dipped to very low in 2000 - the school's performance being in the lowest five per cent nationally and well below average in comparison with that of similar schools. The dip in standards in 2000 was in part due to high pupil mobility and the range of ability of that particular group of pupils in mathematics. However, provisional results for 2001 show significant improvement and are broadly in line with national averages. The implementation of the national numeracy strategy, the impact of booster classes and the consistently good teaching in Year 6 have contributed to the rise in standards. Inspection findings show that the standards achieved by the current eleven-year olds reflect the most recent test results in 2001 and are broadly average. Standards have improved since the last inspection in 1999. Over the last three years there is a rising trend in results in mathematics in Year 2 after they declined from a 1998 high. The provisional results for 2001 are in line with the national average. The results in 2000 were below national averages, but above average in comparison with those in similar schools. Results were below national averages because the percentage of pupils reaching the higher level was well below average. There are no significant differences between the results of boys and girls in Year 2 and Year 6. Inspection evidence shows that standards at the end of Year 2 are average and similar to those observed at the time of the last inspection. The implementation of the national numeracy strategy has had an effective impact on maintaining standards. The majority of boys and girls, including pupils with SEN and EAL, make satisfactory progress in Years 1 - 5 and good progress in Year 6. Individual targets have been introduced for all pupils to help raise standards. However, standards are still not consistently high enough. Higher attaining pupils are not always challenged sufficiently in all lessons, because they are generally given similar activities to pupils of average attainment.
6. There is a rising trend in the results of the national tests in science for eleven year olds since 1998. Results of the tests in 2000 were well below national averages, but average when compared with results in similar schools. The provisional results for 2001 show a significant improvement, with a good proportion of pupils attaining the higher level expected of some pupils at this age. There are differences in the results of boys and girls from year to year, but these are not significant. The trend in results at the end of Year 2 showed a gradual decline from 1998 until 2000. The results in 2000 were well below national averages. No pupils attained the higher level expected for some pupils. In comparison with results in similar schools, the overall results in 2000 were average, but the higher level results were below average. The provisional results for 2001 show improvement and are likely to be broadly average. The results of boys and girls fluctuate, with boys' results now slightly higher. Standards observed in the inspection show that the attainment of pupils at the age of seven and 11 is average. Currently, there are no significant differences between the standards achieved by boys and girls. Pupils have good attitudes to learning in science lessons. Boys and girls in each year, including pupils with SEN and EAL, make satisfactory progress, but efforts to raise standards are hampered by weaknesses in pupils' literacy skills. In addition, in all of the lessons observed, the tasks presented were the same for all pupils and, on occasion, higher attaining pupils were not given work that was sufficiently challenging. Standards are not yet consistently high enough. In general, the school has maintained the standards observed at the time of the last inspection and results in Year 6 have improved in 2001.

7. Standards in ICT are average and improving in the work seen in Year 2 and Year 6. The progress made by all boys and girls is satisfactory in Years 1 - 2. It is good in Years 3 - 6 as a result of good teaching in specialist lessons and the confident use of very good equipment and resources. The progress made by pupils with SEN and EAL is similar to that of other pupils throughout the school. Since the last inspection, standards have risen as a result of the significant improvements in provision, the support of the EAZ and the guidance provided for staff by the ICT coordinator. However, although ICT is used in a number of subjects, it is not yet fully integrated into the work in several subjects, for example English.
8. In the work seen in other subjects, standards are average at the end of Year 2 and Year 6, except in music. At the end of Year 6, standards are below average in music because of weaknesses in teachers' subject expertise in the past. However, all boys and girls are now beginning to make satisfactory progress in music throughout the school in response to the very good teaching by the specialist teacher and the training she is providing for all staff. Throughout the school, except in English, there is lack of rigour in the use of assessment information in planning further work to cater for the range of pupil attainment in each class. This results in tasks for more able pupils that lack challenge in some classes.
9. Boys and girls with SEN achieve satisfactory standards relative to their prior attainment. They make satisfactory progress towards the learning targets on their individual education plans (IEPs) and are generally meeting the targets in their IEPs. Where there is individual support in classes, the progress of pupils is enhanced. When such support is lacking, however, some teachers do not have enough strategies to support the pupils' differing needs. The vast majority of pupils who come from EAL backgrounds are orally fluent in English. The standards they achieve reflect the spread of attainment in the school. They make progress in a similar way to other pupils. Some receive additional support from a bilingual support assistant. Some of these pupils have learning difficulties and are given appropriate help by learning support staff. A few of the very small number of pupils who are at an early stage of learning English are not given sufficient support, because their needs, particularly in speaking and listening, are not being assessed quickly enough.
10. Target setting for pupils in English and mathematics has improved. The targets are sufficiently challenging and help to raise standards, but some assessment information is not yet used sufficiently to evaluate pupils' progress. All pupils have copies of their termly targets in aspects of writing and they are reminded to use them in lessons. This is a systematic, well thought out measure to address weaknesses in writing. Targets in mathematics have also been introduced for each pupil. Targets for English, mathematics and science in Year 2 and Year 6 were included in the school development plan for 2000 - 2 following the last inspection. These targets have needed to be revised, because they were not securely based on pupils' prior attainment. However, the steps now taken to establish targets have improved considerably. They involve the teachers making predictions which are subsequently moderated by the senior management team. Progress towards these targets is systematically monitored and recorded each year. In some areas, there is scope for further development. For example, baseline assessments have not been used to predict likely attainment at the end of Year 2, although this process has now started. The school's analyses of results are not consistently used, as yet, to target areas for improvement.

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

11. The attitudes of most boys and girls, including pupils with SEN and EAL, to the school are generally good. Pupils like coming to school and are keen to be involved in the activities provided. This helps all pupils in their learning. However, pupils' response is influenced by the quality of the teaching and by their developing maturity. This impacts on the progress they make. Generally, pupils' have good attitudes in the Nursery and in Reception. In Years 1 and 2, attitudes are generally satisfactory, but pupils have significant difficulty taking turns and sustaining concentration for any length of time. The pupils in Year 3 have the same difficulties but attitudes improve significantly as the pupils get older. In response to good teaching, boys and girls concentrate and work hard. For example, in a Year 6 art lesson, all pupils were engrossed in making sculptures and as a consequence made very good gains in their understanding and use of natural materials to create a sculpture. When pupils are not fully

engaged by tasks in lessons, a number lack self discipline and attitudes to learning can deteriorate. For example, pupils in a Year 4 ICT lesson tended to be rather noisy and disruptive when not directly involved in a task. Similarly, in a Year 1 guided reading lesson, pupils became very noisy and distracted others and, as a consequence, pupils made little progress in early reading skills. In the lessons where attitudes were unsatisfactory, pupils inevitably did not make the progress expected. Pupils are enthusiastic about the extra-curricular clubs and groups and the number of children involved in these is increasing.

12. Despite strong procedures and determined efforts by the school, attendance is still unsatisfactory, due to unauthorised absences. Some of this is due to a strict policy of not authorising some of the holidays parents take in school time and some relates to the mobility of pupils. For example, non-attending pupils cannot be taken off roll until the school is officially informed and parents do not always do this promptly. There is some variation in the attendance rate across year groups, but this changes from term to term. Punctuality in the morning is unsatisfactory. Several boys and girls in most classes are losing a lot of time by arriving after the start of school. These pupils miss activities during registration such as sharing news, recording spellings or handwriting practice. The school analyses attendance and punctuality by gender, ethnicity and attainment but has not detected any significant differences.
13. On the whole, behaviour is satisfactory. Boys and girls abide by the school code, often opening doors for other pupils. They show their appreciation of the new building and facilities, for example, by treating computers in the ICT suite and displays around the school with care. Year 1 pupils were seen to hand round Jewish artefacts reverentially. Pupils relate well to each other, their teachers and their classroom assistants. They are able to think about others. For example, a young white boy spotted a young black boy crying in the playground and gently took him by the hand to find a teacher. Despite good procedures, pupils consider that there is some bullying of younger children by older ones which takes the form of name-calling. Teachers or other staff always deal appropriately with this, but it does re-cur on other occasions. Exclusions during 2000/1 were above average, but related to a small number of older pupils who have now moved on to secondary school.
14. The ability of boys and girls to show initiative is limited, but improves as they get older. For example, older pupils are better able to organise their own work and work without direct supervision. Pupils respond well when given the chance to take on responsibilities, for example representing their class on the school council, taking 'Absent' books to the office or bringing in equipment from the playground. They are much motivated by the possibility of gaining credits and will seek out jobs such as watering the plants at lunchtime to add to their credit totals. Relationships are good. Pupils' attitudes, values and their personal development continue at a similar level to those at the time of the last inspection.

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

15. The majority of the teaching and learning is satisfactory. Teaching and learning were satisfactory or better in slightly over nine lessons out of 10 observed. Teaching was good or better in slightly under half of these lessons. One lesson in ten was very good and a small proportion of these lessons was excellent. Teaching was unsatisfactory in six per cent of lessons. In Year 6, the majority of the teaching is consistently good, frequently very good and, on occasion, excellent. Specialist teaching in music is consistently good and frequently very good. Teaching is also frequently good in some lessons in other years and in withdrawal work with pupils with SEN. As a consequence, pupils make good progress in their learning in these lessons. The quality of the teaching has improved since 1999. However, there is a range in quality from excellent to unsatisfactory, in spite of the systematic monitoring of both planning and teaching. This has an adverse effect on the way in which all pupils make progress in acquiring knowledge and skills and results in standards being lower than they should be.
16. Teaching of the pupils who are under five is satisfactory, overall in all areas of learning. In the Nursery, it is generally satisfactory, but there are a number of important weaknesses in the way in which children learn, particularly in language and literacy. In Reception, teaching is at least satisfactory and half of the teaching observed was good. In the Nursery, all the areas of learning are planned for, but the arrangements are not systematic enough to ensure that all children

experience the full range of activities on offer and learn effectively across the areas of learning. The approach is not rigorous enough to identify children's particular strengths or educational needs and results in unsatisfactory progress in communication, language and literacy. In Reception, teaching is more carefully planned to ensure that whole class activities are linked with group activities to consolidate children's understanding and develop their vocabulary.

17. The majority of the teaching and learning in English, mathematics and science is satisfactory. In English, some good teaching was observed in Years 3 - 6, including one excellent lesson in Year 6 while one unsatisfactory lesson was observed in Key Stage 1. The teaching of spelling is not systematic enough. In mathematics, teaching and learning in Year 6 are good. In science, one very good and one unsatisfactory lesson were observed in Key Stage 2. The teaching in ICT lessons is good, although ICT is not yet used enough across subjects to enhance pupils' learning.
18. In other subjects, the overall quality of teaching and learning is satisfactory. In history, some good teaching was observed and the teaching of PE was good in Years 3 - 6. In geography, music and RE, there is some inconsistency in each subject as quality ranged from very good or excellent to unsatisfactory. For example, a very good geography lesson was observed in Years 3 - 6, but an unsatisfactory lesson was also observed in the same key stage. Music teaching was good in most lessons seen in Years 1 - 2, but one unsatisfactory lesson was also observed. The teaching was very good in Years 3 - 6 in lessons taken by the specialist teacher. The teaching of RE ranges from excellent to unsatisfactory in Years 3 - 6. In art, it is not possible to make a judgement on the teaching in Years 1 - 2 as no lessons were observed. However, on the basis of evidence from completed work and teachers' planning, pupils are achieving appropriately and learning is satisfactory.
19. Although the majority of the teaching observed was satisfactory, the extent to which the planning and the teaching extend more able pupils in most subjects, except English, is too dependent on the individual teacher. This is linked with shortcomings in assessments in several subjects. These inconsistencies have an adverse effect on the progress made by more able boys and girls in some classes. The teaching of pupils with SEN is of satisfactory, sometimes good quality, in English and mathematics. The work set is linked with pupils' individual education plans (IEPs) and supported by clear records. Learning support assistants are generally effective, helping pupils in lessons with tact. Teachers generally make appropriate and effective use of support staff during group work. On occasion, assistants are not used as effectively as they might be during whole class work. In subjects other than English and mathematics, the use of IEPs is not consistent. Classroom assistants support pupils from an EAL background appropriately. When teachers or assistants are bilingual, they sometimes use their own language expertise appropriately to create a positive atmosphere and to help the pupils to settle in school. Because of pupils' levels of fluency in English, teachers are able to provide support in the same way as they provide support for others, particularly in literacy and numeracy. A few of the very small number of pupils who are at a relatively early stage of learning English do not receive appropriate support on some occasions because of weaknesses in assessing their fluency in English. This inhibits their learning.
20. Teachers' expertise in subjects is generally secure, except in music. Where teachers' expertise is secure, for example in English and mathematics, learning objectives for each lesson are clear and shared with pupils. There is good continuity in experiences for pupils in each year group. This generally promotes learning which is at least satisfactory. Limitations in expertise in music in the past have inhibited the progress and the standards achieved, particularly by the oldest pupils. However, this is currently being addressed effectively. Discipline is at least satisfactory throughout the school. Teachers almost always manage pupils well. They establish clear expectations about standards of behaviour. Pupils are aware of what is expected of them and the majority concentrate well. Resources are used appropriately, except that insufficient use is made of ICT to support pupils' learning in some subjects.
21. When the teaching is good, work is planned to engage and present a challenge to all of the pupils, so that all can learn and make progress, whatever their prior attainment. In such lessons, teachers' management skills are usually very good and pupils respond with enthusiasm and concentration. In an excellent English lesson in Year 6, for example, the



teacher's planning catered extremely well for the wide range of attainment in the class. He managed the pupils very well, deploying classroom assistants very carefully to support pupils at all times during the lesson. He used every opportunity during the introduction to get pupils to consider carefully how their choice of words and sentences could emphasise intent. This was particularly effective when pupils wrote their own narratives. More able pupils, particularly girls, used words for telling effect and made very good use of description, action and dialogues in their narratives. The very good support enabled all pupils, particularly some lower achieving boys, to make very good progress. Generally where the teaching was unsatisfactory, class management was not effective, because the tasks set were not matched clearly enough with what the pupils already knew or understood. The slow pace in the lesson resulted in unsatisfactory concentration on the part of some pupils. In such lessons, pupils made insufficient gains in their learning. In an unsatisfactory music lesson in Key Stage 1, for example, the planning was insufficiently detailed because of weaknesses in the teacher's subject expertise. This resulted in a slow pace and activities pitched at too low a level. This resulted in the majority of the pupils not making enough progress.

22. The use of homework to support pupils' learning is satisfactory. Pupils take a reading book home regularly. On Friday, pupils are given homework in English and mathematics and on a topic, depending on their age. Teachers require the homework to be handed in by the following Thursday. The arrangements are regularly monitored by the headteacher. Parents raised a number of concerns about homework, but their concerns are not justified. The school made significant efforts to communicate the change of policy on homework to parents, but very few attended a meeting where the changes were explained and advice provided on how parents could help their children. Despite the clearly laid-out homework scheme and use of homework books, there was, however, some inconsistency in the provision in the previous year. This was linked to staff turnover and the use of temporary teachers.

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

23. The quality and range of learning opportunities offered to children in the Nursery and Reception classes are satisfactory. The curriculum is planned to take account of all of the required areas of learning for children of this age. The learning opportunities in Reception build satisfactorily on the provision in the Nursery.
24. The curriculum in Years 1 - 6 is suitably broad, relevant and inclusive. It meets the statutory requirements for National Curriculum subjects and RE. There are policy statements and schemes of work for all subjects and for other aspects of school life. The school uses national subject guidance and the locally agreed syllabus for RE as the basis for its planning, with the exception of music. Appropriately, the school uses a music scheme which caters for the non-specialist teacher. The school's curriculum framework indicates when some subjects and aspects of each subject should be taught in different years. For example, design and technology, history, geography and art are allocated to three half terms per year. This tuition time is generally used satisfactorily by alternating subjects such as art and design with design and technology, although there is some lack of continuity in history in each key stage. Pupils in Year 6, however, have limited access to subjects other than English, mathematics and science apart from during the summer term after the statutory tests. This means that there are considerable time gaps between different units of work with a resultant lapse in knowledge, skills and understanding. More time than usual is allocated across the school for PE. The school is aware of this arrangement. With the help of the EAZ, the school has made significant improvements for ICT with the setting up of the ICT suite and the introduction of electronic whiteboards. Planning in subjects is generally satisfactory, but, at times, there are weaknesses in planning for higher attaining pupils in subjects other than English. Although the school has very recently started to identify more able pupils more formally, higher attaining pupils are not always sufficiently challenged in all classes, restricting the progress they make. Parental concern about provision for more able pupils is partly justified because of weaknesses in planning for these pupils.
25. The school has satisfactory strategies for teaching literacy and numeracy. The literacy hour is consistently planned and taught in all classes. Oral work is used well across the school to

prepare pupils for writing tasks. Subject vocabulary is prominently displayed in classrooms. Good opportunities are provided in some classes to extend pupils' writing skills in subjects. However, help for pupils to organise their writing in subjects other than English, for example through the use of writing frames, is limited. Planning for numeracy lessons is generally good. The structured approach to lessons, with time given to mental arithmetic and the development of mathematical language, is an important factor in the improvement in standards. Opportunities are also provided for the pupils to develop their numeracy skills in subjects such as science, ICT and history.

26. Equal opportunities are strongly reflected in the school's aims and in practice. There is equal access to the curriculum for both boys and girls. The school is aware that boys are not doing as well as girls in some national tests. It has taken action to improve the situation by providing mentors to build boys' self esteem and in inviting suitable role models to inspire boys' learning. For example, a well-known footballer opened the new school building. Pupils with SEN and EAL are supported in classes and withdrawn only for clearly focused tuition. Provision for pupils with SEN is satisfactory, with a number of good aspects. Clear procedures are in place which closely follow the Code of Practice on identifying and assessing pupils' needs. Pupils with statements of SEN are given suitable support in line with the requirements of their statements. Their statements are reviewed as required. Individual education plans (IEPs) are satisfactory and are reviewed regularly. Support for pupils with SEN in lessons is usually at least satisfactory and most frequently good in English and mathematics lessons. In other subjects, the extent to which IEPs are used to plan appropriate work is not consistent enough. The provision for pupils with EAL is satisfactory as the majority can speak fluently in English. Where necessary, pupils are given help to improve their language skills with additional emphasis on speaking and listening. Generally, support by teachers and assistants is matched appropriately to the pupils' needs, except for the very few pupils who have limited English because of weaknesses in assessing their needs. Cultural and ethnic diversity is celebrated, for example in the teaching of English, music, RE, dance, art, history and geography. Any racist incidents are briskly dealt with, logged and monitored and reported to the governing body and the local authority.
27. A good range of extra-curricular activities is provided, including drama, dance, music, basketball, football, study and computer clubs. Most of these clubs are funded by the EAZ or through the new opportunities fund. There is also a breakfast club and an after-school club which is organised and funded by Greenwich Council Leisure Services. All of these clubs are well attended. Pupils have opportunities to take part in some sporting competitions with other schools, for example cricket and five a side football, but opportunities are limited beyond this. Year 5 pupils have the opportunity to go to a residential centre in Swanage.
28. The provision for pupils' personal, social and health education (PSHE) is at least satisfactory. Sex education and awareness of drugs are fully covered within lessons for the older pupils and comply with requirements. Parents are well informed about the school's approach and invited to come in to talk about any concerns. Health education is taught effectively through the science curriculum. However, the sex education policy needs updating in line with current practice.
29. The school has good links with the local community to enrich pupils' learning. Pupils take part in a range of visits outside school in connection with their work. They visit museums and other places of interest, including the local church. Visitors to the school have included a Jewish Rabbi, a Muslim parent who read the Koran, musicians from South Africa and Chinese puppeteers. Parents are invited in regularly to work and to extend their computer skills. The local vicar contributes to RE and leads an assembly per term. There are strong links with Horn Park football club who use the school facilities on Saturdays. A volunteer readers' service contributes to pupils' learning. Links with partner institutions are good. There are close links with primary and secondary schools. These links help pupils when they move to another school, particularly when they move at the age of eleven.
30. The provision for the spiritual development of the pupils is satisfactory. Daily assemblies contribute effectively to pupils' moral and social development. Some assemblies also contribute effectively to pupils' spiritual development. In some observed in the inspection, for example, a Christian story was told, a prayer was said, a candle was lit or hymns were sung. Each assembly had a moment for reflection, but this was often too fleeting to have an influence on the

pupils. Acts of collective worship are not always consistently provided. Lessons in art and RE contribute to pupils' spiritual development. In an art lesson in Year 6, for example, pupils reacted with awe and wonder when working on natural sculptures as a result of very good teaching. In general, teachers use events, such as the birth of a brother or sister or the death of a pet, to reflect on who we are, why we are here and our place in the world.

31. There is good provision for pupils' moral development. Adults set a good example for pupils. Sound principles which distinguish right from wrong underpin the school's approach to behaviour. Most teachers establish and achieve high expectations of behaviour. They communicate a strong sense of right and wrong through the reinforcement of the school's rules which are displayed in classrooms and around the school. These are accepted readily by pupils. Each class also makes their own rules to help them work better together. Good use is made of these class rules as teachers remind pupils regularly of what they have agreed to encourage them to think about the consequences of their actions. The school rewards system promotes a positive and caring approach, kindness and respect. Moral themes are discussed in circle time and PSHE lessons. These include being sensitive to other people, listening to and understanding others, arguments and fighting, and discussing the reasons why people feel bad about themselves. The need to examine ideas from different angles, see things from another person's point of view and show respect for each other is fostered in classes and around the school. This results in good order and in the pupils' willing commitment to fairness.
32. Provision for pupils' social development is good. Pupils are often arranged to work collaboratively in pairs or in groups and to share their learning by supporting each other. The school council helps to develop pupils' responsibility for others. It is made up of councillors elected by each class who meet regularly with the headteacher. School councillors bring issues about school life to the meeting which they have identified in their classes or discussed in PSHE lessons. Some of the recent decisions which have been implemented include more play equipment for lunchtime, new playground tables for sitting quietly and an anti-bullying statement. There are helpers in each class who lead the class to assembly, as well as dinner and graffiti monitors. Older children take responsibility to show the school to younger children at the beginning of the new school year. These opportunities help pupils to become familiar with the responsibilities of citizenship. Pupils are asked to take responsibility for their actions and the real meaning of saying sorry.
33. The provision for pupils' cultural and multi-cultural development is good. Pupils make a range of visits linked with the topics they are studying, for example to the local church, Greenwich museum and Horton Kirby village. Cultural and ethnic diversity is celebrated and provision is made for the contributions of a range of cultures to the curriculum. Teachers' planning shows that they challenge stereotypes and develop cultural awareness. Visitors invited to the school contribute to pupils' cultural development. For example, last year an Imam read from the Koran and a Rabbi brought a ram's horn (Shofar) for pupils to explore its sound. This is reinforced by celebrations of festivals such as Diwali, Eid, Hanukkah, Christmas and Easter. The pupils have had experience of Sri Lankan and Japanese costumes and music and of an African Caribbean carnival. Books are displayed around the school, featuring a range of cultures. Most displays and notices reflect a range of cultures and there are attractive welcome posters featuring a number of languages. Multilingual signs are prominent on doors.

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

34. The school is safe and secure. Arrangements for health and safety and child protection are sound. There is good awareness of the issues involved. There are generally good links with outside agencies. Standards in care for the pupils have been maintained since the last inspection.
35. The school has satisfactory procedures for assessing and monitoring pupils' progress in English and mathematics, but not enough use is made of information about pupils' academic performance to plan the curriculum in other subjects. In English and mathematics, assessment information is used to group pupils appropriately in class activities. This enables teachers with the help of classroom assistants to focus on the specific needs of each group and helps pupils, especially lower attaining pupils, to make sound progress. The co-ordinators for English and

mathematics regularly moderate samples of pupils' work with class teachers, so that teachers have a good understanding of levels of attainment in all years. Targets are set and reviewed regularly. The assessment of pupils' progress in subjects other than English and mathematics is carried out, but is less systematic. The assessments do not outline the next steps in learning for pupils at different stages of attainment to help plan further teaching. For example, most teachers merely record which pupils have met the required objective and which have exceeded or not met it. The assessments do not outline the next steps of learning for pupils of differing attainment. The absence of co-ordinators for some subjects restricts opportunities for development. The school is aware of this and is taking some steps to make assessment more consistent in all subjects.

36. The school carefully assesses the needs of pupils with SEN. Teacher and parent concerns lead to carefully crafted individual education plans with specific targets. Together with reports from outside agencies, statements of SEN are coherent. Targets are drawn from observations of behaviour, of speech and language difficulties and increasingly from mathematical aspects. The concepts involved are carefully identified. The SEN register is a working document with pupils moving up and down the stages, or off the SEN register when concerns diminish.
37. There are weaknesses in assessing the fluency in English of some pupils with EAL needs. Assessments are carried out by teachers using the national guidance which is linked with national level descriptions in English. This is appropriate for most pupils from EAL backgrounds as they are orally fluent in English. The assessments, however, do not make clear the difference between pupils with EAL needs and pupils with special educational needs. For example, some of the pupils who receive EAL support have learning difficulties as shown in their standards in reading and writing, but are able to speak English fluently. A very small number of young pupils have more limited English, but, at the time of the inspection, their EAL needs had not been identified. A few of this very small number do not receive appropriate support on some occasions because of this. The use of the analysis of results by ethnicity for planning and prioritising provision in relation to EAL needs is still under-developed.
38. The procedures for promoting good behaviour, supporting personal development and improving pupils' attendance are good. The school policy on behaviour was put together appropriately in consultation with parents as part of the Partnership Action Plan. It is explicit and suitably displayed throughout the school. Individual classes draw up their own rules based on the school policy. Good use is made of praise, reinforced by the well-understood awarding of blue or red marks to encourage good behaviour. The credit system assists the supporting and monitoring of pupils' personal development well. For example, initiative and helpfulness can result in blue marks. 'Credit' displays are a feature of all classrooms. Although there are insufficient opportunities for pupils to take responsibility, those that are available bring success. For example, assemblies and circle time develop such skills as 'working together' and 'listening'. In addition, midday meals supervisors contribute appropriately to the credit system and the awarding of marks. Parents are informed of both good and bad behaviour through individual letters from the headteacher and associated interviews. Learning mentors, through EAZ funding, work effectively with children and their carers to promote behaviour which encourages success. There is a clear anti-bullying policy drawn up with the involvement of parent governors and discussed by pupils in the school council. There is appropriate documentation and reporting of, for example, racial incidents. The school is committed to improving attendance, has efficient registration procedures and takes a strong line on holidays in term time. Attendance targets are specified in the school development plan. An EAZ-funded project involving the Educational Welfare Service helps in tackling some of the absence and lateness condoned by parents.

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

39. Parents and carers have positive views of the school. Most parents are well satisfied with the school provision. In particular, they appreciate the new facilities and the increasing range of after school clubs. Parents of pupils with SEN are appropriately involved in reviews and target setting. The school uses a translation service to make school information available in local community languages, if required. Tamil and Turkish speaking school staff are available to assist parents. The school provides a very welcoming front for parents, with a good display of relevant information in the foyer. There is a school notice board in the playground. A well-equipped

parents' room is used by a small number of parents. Courses for parents, for example on using ICT, are held in school with the support of the EAZ. Parent governors have been involved in drawing up the anti-bullying policy and the home-school agreement. The agreement was fully signed up to when first introduced two years ago, but now needs a boost to increase responses. The school association, Friends of Horn Park, is run by a small number of parents who get good support from the bulk of parents at fund raising events. There is limited parental involvement in lessons, but the small amount seen during the inspection was very effective.

40. The school has satisfactory links with parents and carers, but it is continuing to seek to improve the links which were started during the last inspection and embodied in the partnership action plan. The links provide a sound contribution to pupils' learning, but with scope for further improvement. There are regular newsletters and open evenings to explain what pupils are studying in each year. However, parents do not consistently receive the level of curriculum information discussed at such meetings in writing to support children's learning at home. There are daily informal opportunities for parents to talk to class teachers about their children's progress. Pupil reports cover all subjects and provide results for standard tests. However, they often do not give a clear enough indication of how well pupils are doing or what they could do to improve for those parents or carers who are unable or unwilling to attend the informative, termly teacher consultations. Parental concerns over information on their children's progress are partly justified because of the weaknesses in reports. The annual report to parents and the otherwise excellent school brochure omit some information and do not fully comply with requirements. Despite the school's best efforts, some parents fail to ensure that their children get to school on time every day. This results in a significant minority of pupils losing out on valuable tuition time in English. Unauthorised absence is also well above national averages.
41. A very small number of parents raised some concerns over the way in which the management responds to parents' concerns. Inspectors do not consider that these views are justified. In response to any parental concerns, the school held a meeting in 2000/1 for parents which was poorly attended. The management of the school also circulated a questionnaire to parents to establish their views on a wide range of school matters. Following this, a partnership action plan was drawn up to improve co-operative working between parents and the school.

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

42. The headteacher provides clear leadership for the school. As a consequence, the school is well focused on raising achievement and there is good consultation. The school has clear and appropriate priorities based on improving standards. Systematic and regular monitoring of the work of the school is undertaken. The leadership provided by the headteacher and the co-ordinators for English, mathematics, science, ICT and SEN is successful in valuing the pupils as individuals and in building their self esteem. This is evident in the good pupil attitudes and behaviour by the time the pupils reach Year 6. This enhances substantially the quality of the provision. The school's aims and values are reflected in its work.
43. The headteacher has reviewed and clarified the support and monitoring roles of postholders with management responsibility. Co-ordinators for English, mathematics, science, ICT and SEN have a clear brief to improve quality and to raise standards and the time to carry out this work. They use this time appropriately to support and monitor teachers' planning and to scrutinise samples of pupils' completed work. The co-ordinators for SEN and mathematics, the advanced skills teacher and the headteacher together with the help of external advisers and inspectors have systematically monitored the teaching in English and mathematics and the provision that is made for pupils with SEN. This has enhanced teaching standards, for example in mathematics. In addition, general areas for improvement across the school in English have been identified and discussed at staff meetings, as a result of the monitoring. The coordinator for ICT has provided significant support for colleagues to enhance the provision across the school. There is good communication between the governor with responsibility for SEN, the co-ordinator for SEN, learning assistants and outside agencies. Significant progress has been made in the provision in these areas since the last inspection. The management of other subjects and of the provision for under fives is weak and unsatisfactory. The lack of co-ordinators for under fives, history, geography, art, music and RE limits opportunities to improve the provision and to raise standards in these areas. At present, some thought has been given to strengthening the

management of a number of subjects, but governors have not yet planned a management structure which can be introduced when staffing and finance allow.

44. To improve provision and to raise standards, the headteacher works closely with staff to identify and prioritise areas for development in the school development plan (SDP). The SDP is used successfully to implement and monitor developments and it links very closely with the action plan from the last inspection. It provides a well thought out and detailed basis for improving the school, particularly in English and mathematics. This has contributed to improving the planning for and the monitoring of the teaching. The targets in the SDP, however, have been changed and the process for setting targets when the SDP was first produced was not secure. The arrangements have now been improved and the Year 2 and Year 6 targets are more closely related to what pupils could achieve. Educational priorities are discussed when the budget is being established, so that the setting of the budget and the production of the SDP are linked. The school has added its own funds to the SEN budget to enhance the current SEN provision. Specific grants, for example from the EAZ for computers are used effectively for ICT. However, there are some weaknesses currently in the use of the Ethnic Minority Achievement grant as there is insufficient identification of EAL needs.
45. The systems used to evaluate the impact of the spending on the standards achieved by the pupils have been partially developed, but are not yet satisfactory. The school has a satisfactory range of measures to identify cost effectiveness when buying material resources and services. It has a good range of assessment information, some of which is used well to take action to secure improvements. For example, analyses of the performance of pupils in end of year writing tests in English have been used well to identify pupils' strengths and weaknesses in writing and to set targets for individual pupils. In addition, assessment results are analysed by gender and by ethnicity and used to target the deployment of classroom assistants. Similarly a start has been made on analysing the results of those pupils in Year 6 who completed Year 2 tests in the school four years ago. In other areas, the analysis of assessments is not in sufficient detail to help pinpoint the action that may be necessary to improve quality and standards. For example, the school has identified that pupils who arrive during Years 3 - 6 achieve lower results in Year 6, particularly in English, than pupils who joined the school in the Nursery or Reception. However, what may now need to be done for such pupils has not yet been identified. Similarly with the help of the EAZ, significant sums of money have been spent to create an ICT suite, but the extent to which this will boost pupils' standards in ICT is not identified. Current expenditure on all staffing is higher than national averages, but there are insufficient means to gauge the effectiveness of the contribution this makes to quality and standards. However, the school is in a good position to address these issues as information from assessment is readily available on a computer program.
46. Since the last inspection, the governing body has continued to support the school, but the role of the governors in evaluating the effectiveness of the school is not yet satisfactory. A small number of governors are particularly active. For example, governors are linked with subjects and areas, notably literacy, numeracy and SEN, and some governors visit regularly to develop their knowledge and understanding of the provision and the curriculum. Representatives of the governors' finance committee keep a regular check on income and expenditure with the assistance of the local education authority bursarial service. The recommendations in the recent auditors' report have been or are in the process of being carried out. Governors are generally fulfilling their legal responsibilities. However, the provision of a daily act of collective worship is inconsistent, parental rights and withdrawal arrangements from collective worship are not specified in the prospectus and sufficient information is not included as required on National Curriculum assessment results in the prospectus and in the annual report to parents. The annual report does not fully comply with statutory requirements on disabilities and on professional development undertaken by teaching staff. The governors' committee structure is not working effectively. Terms of reference are not being fully adhered to and there is insufficient formal recording of committee meetings. Governors' strategies for identifying the strengths and weaknesses in the standards achieved in the school to help influence the direction of the school are too limited and unsatisfactory.
47. The school is generously staffed, both with teachers and classroom/learning support assistants. All teaching posts are filled, but, currently, there are two temporary teachers. Some lessons in

music now taken by specialist EAZ staff contribute significantly to improving provision and raising standards in music. Classroom/learning support staff, many of whom have undergone training, usually provide effective support for pupils with SEN. Generally, assistants are deployed well during group work, but their contribution is slight during whole class activities in some classrooms. There are good induction procedures for new staff. Office staff contribute effectively to the smooth running of the school.

48. The resources available for learning are satisfactory and significantly enhanced through a loan agreement. Resources for English are good, with particularly good provision for cultural diversity. The good resources for SEN are accessible to staff and helpers. The new computer suite is a very good provision. Resources are generally well used and do much to assist pupils to learn effectively. The school also makes frequent and good use of outside resources, such as visitors to the school.
49. The new school building provides a very pleasant environment for learning. It is clean and well maintained by the premises' manager, with interesting displays prepared by teachers. This contributes to the quality of the learning environment for the pupils. The school's grounds provide an attractive area for pupils to use for play. There is also access to the neighbouring park. The building is accessible to pupils and staff who may have physical disabilities.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

50. There are six key areas for improvement. In implementing these recommendations, the governing body should meet all of their statutory responsibilities fully for the school prospectus, the governors' annual report to parents and the provision of a daily act of collective worship.

51. The governing body, headteacher and staff should:

i. raise standards in English by:

- a. improving communication, language and literacy in the nursery by providing more focused adult interventions with the children which include planned opportunities for the pupils to speak as well as listen and by using systematic observations of the children's progress to plan further work;
- b. introducing a systematic programme to improve the teaching of spelling throughout the school;
- c. improving the organisation and management of guided reading in Years 1 and 2;
- d. continuing with the systematic support for and monitoring of the teaching.

[Paragraphs 1, 4, 16, 17, 43, 45, 54, 56, 62 - 68]

ii. improve the teaching of more able and higher attaining pupils in subjects, particularly in mathematics and science, by ensuring that:

- a. assessments are used effectively to identify higher attaining pupils;
- b. planning for lessons includes appropriate attention to the way tasks and activities provide sufficient challenge for more able pupils.

[Paragraphs 5, 6, 8, 10, 19, 24, 35, 79, 84, 86, 90, 91, 95, 109]

iii. improve attendance and punctuality by continuing to:

- a. work to achieve the attendance targets as planned in the school development plan with a view to reaching national attendance figures as soon as possible;
- b. impress upon parents the importance of their children getting to school on time.

[Paragraphs 12, 38, 40]

iv. improve the leadership and management in respect of the children who are under five and of subjects other than English, mathematics, science and ICT by:

- a. planning a management structure for the school to be implemented as staffing and finance allow;
- b. using the team leader structure for performance management to assist this process.

[Paragraphs 43, 83, 85, 90, 95, 108, 111]

v. improve the use of assessment in subjects and in the Nursery to help plan further teaching by:

- a. introducing manageable, formal arrangements for the regular assessment of individual pupils' progress in all subjects;
- b. ensuring that records are maintained which will help teachers plan the next stages of teaching;
- c. ensuring that focused observations in the Nursery are planned and used to help children learn effectively across all of the areas of learning, but particularly in communication, language and literacy.



[Paragraphs 1, 19, 35, 54 - 56, 83, 85, 90, 95, 99, 103, 108, 111]

- vi. increase the effectiveness of the governing body in evaluating the effectiveness of the school by ensuring that governors
  - a. consider the results of base line assessments and test results at age seven and 11 annually to monitor standards;
  - b. evaluate cost effectiveness and value for money formally - for example by evaluating the impact of the spending on different aspects of staffing on the outcomes that pupils achieve;
  - c. meet all of their statutory responsibilities fully;
  - d. review the committee structure of the governing body.

[Paragraphs 10, 45, 46]

52. In addition to the issues above, the following less important weakness should be considered for inclusion in the action plan. This is indicated in paragraphs 9, 19, 37, 44:
- introduce more rigorous assessment of the English needs of the small number of pupils who are at an early stage of learning English.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	97
Number of discussions with staff, governors, other adults and pupils	34

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	21	8	37	44	6	0	0
Percentage	2	8	38	45	6	0	0

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

### Information about the school's pupils

#### Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	25	266
Number of full-time pupils known to be eligible for free school meals	-	137

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	7
Number of pupils on the school's special educational needs register	1	110

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	43

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	35
Pupils who left the school other than at the usual time of leaving	29

### Attendance

#### Authorised absence

	%
School data	4.9
National comparative data	5.2

#### Unauthorised absence

	%
School data	2.9
National comparative data	0.5

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

### Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2000	25	24

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	15	17	23
	Girls	18	18	20
	Total	33	35	43
Percentage of pupils at NC level 2 or above	School	67 (66)	71 (70)	88 (78)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	23	21
	Girls	17	18	18
	Total	32	41	39
Percentage of pupils at NC level 2 or above	School	65 (66)	84 (78)	80 (84)
	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 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2000	24	27

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	10	18
	Girls	15	12	20
	Total	28	22	38
Percentage of pupils at NC level 4 or above	School	55 (60)	43 (60)	75 (73)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	12	20
	Girls	18	14	19
	Total	28	26	39
Percentage of pupils at NC level 4 or above	School	55 (60)	51 (60)	76 (73)
	National	70 (68)	72 (69)	79 (75)

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

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	11
Black – African heritage	8
Black – other	11
Indian	8
Pakistani	2
Bangladeshi	2
Chinese	2
White	187
Any other minority ethnic group	31

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

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

	Fixed period	Permanent
Black – Caribbean heritage	1	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	4	1
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)	15.1
Number of pupils per qualified teacher	17.6
Average class size	22.2

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

Total number of education support staff	12
Total aggregate hours worked per week	189

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

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	25
Total number of education support staff	1
Total aggregate hours worked per week	35
Number of pupils per FTE adult	12.5

*FTE means full-time equivalent.*

### **Financial information**

Financial year	2000/1
----------------	--------

	£
Total income	860,975
Total expenditure	848,540
Expenditure per pupil	2,489
Balance brought forward from previous year	39,812
Balance carried forward to next year	52,247

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	6.0
Number of teachers appointed to the school during the last two years	8.0

Total number of vacant teaching posts (FTE)	1
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	2
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	337
Number of questionnaires returned	49

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	69	31	0	0	0
My child is making good progress in school.	61	39	0	0	0
Behaviour in the school is good.	37	53	4	0	4
My child gets the right amount of work to do at home.	45	45	4	0	2
The teaching is good.	65	35	0	0	0
I am kept well informed about how my child is getting on.	59	33	8	0	0
I would feel comfortable about approaching the school with questions or a problem.	65	27	6	0	0
The school expects my child to work hard and achieve his or her best.	76	24	0	0	0
The school works closely with parents.	47	45	6	0	0
The school is well led and managed.	31	57	8	0	4
The school is helping my child become mature and responsible.	59	39	0	0	2
The school provides an interesting range of activities outside lessons.	41	51	4	0	4

### Other issues raised by parents

No issues raised

## **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**

53. At the time of the previous inspection, the communication, language and literacy skills of many of the children in the Foundation Stage were below the levels expected for their age. Their progress in all of the areas of learning was judged to be sound. Overall improvement since the last inspection is satisfactory. When children enter the nursery, their speaking skills are well below expected levels and this has an impact on their learning in all areas of the curriculum. Their early mathematical skills are below those expected nationally. By the time they are ready to start Year 1, the majority of the children achieve the expected standards in mathematical, physical and creative development. Standards are below average in the children's knowledge and understanding of the world and in personal, social and emotional development and well below average in communication, language and literacy. The children make satisfactory overall progress by the time they enter Year 1 and particularly in their mathematical, physical, creative and personal and social development and in their knowledge and understanding of the world. Language, literacy and communication skills remain well below expected levels and progress is not satisfactory, due to weaknesses in the provision in the Nursery.
54. Teaching in the Foundation Stage is variable, but satisfactory, overall, in each area of learning. In the Nursery, it is generally satisfactory, but with a number of important weaknesses, particularly in communication, language and literacy. Focused observations to identify children's particular strengths or educational needs are not systematic enough. Although all of the areas of learning are planned for and adults each have a focused activity for sessions, they do not, however make detailed notes about which children take part in these activities or about their progress and attainment. They make observations about children related to the early learning goals as and when they notice anything relevant and record these comments under the six areas of learning. Too much time elapses between these recorded observations. As a consequence, this system is not sufficiently rigorous to ensure that the provision builds on children's specific strengths and addresses any weaknesses. In Reception, the teaching is at least satisfactory and half of the teaching observed was good. The curriculum has a more focused structure. For example, a well-structured mathematics session began with the whole group working on the language of size and order. This related well to the week's theme of "The three bears". There was good development of children's vocabulary. After the group session, the children were allowed free choice of activities which were mathematical and related to the introduction. This helped children to consolidate and develop their understanding. The adults in Reception make regular assessments in order to prepare for the standard baseline assessments.

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

55. The majority of children enter the Nursery with immature skills in personal and social development. In the sessions observed, children were happy and settled and used to the Nursery routines. At this early stage in the school year, they are given a lot of free choice in their activities and most play happily. In the Reception class, which was very small at the time of the inspection, the children were happy and settled and getting used to the routines of their new class. In the Nursery and Reception, the children are generally enthusiastic about their learning, for example in making houses for the three bears or in using the apparatus in the hall. In the Nursery, each area of the curriculum is planned for. However, the children choose their own activities for most of the time and this limits opportunities for them to develop independence, confidence and self control. This means that many still find it difficult to share and take turns by the end of Reception. They do not have enough access to more structured play activities where these social skills can be effectively developed. In Reception, the activities are planned more effectively to ensure that children benefit from the activities provided. The children make satisfactory progress, but the majority are still to meet the early learning goals for personal, social and emotional development by the time they enter Year 1. For example, the children who have just entered Year 1 have difficulty in adjusting to the demands of their new classes. Several of them find it difficult to co-operate, take turns and share resources.



## **Communication, language and literacy**

56. When they start school, the children's speaking skills are well below expectations. Few children have attained the early learning goals by the time they enter Year 1. However, the teaching is satisfactory as a result of the improvements made in Reception, but there are important weaknesses in the Nursery which result in the children not making enough progress by the time they join Year 1. In the Nursery, the children enjoy listening to stories and sharing books. They particularly enjoy books of the "lift the flap" type. All adults use language well with the children and are concerned to develop their vocabulary. However, they do not place enough importance on encouraging the children to speak and often allow them to express their needs through nods and gestures. Adults often miss opportunities to guide children in clarifying their thinking and explaining reasons for their actions. Overall, there is insufficient adult interaction to promote language development. The group introduction sessions are brief and are mainly concerned with informing children about what is on offer. The interactions with children largely depend on children visiting the focused activity. When working on these, adults use language well but there is no system to ensure that all children have access to all of what is on offer. At this early stage of the school year, the children in Reception are given plenty of opportunities to read and write. They make birthday cards for their friends and write notes to each other. Pencils, crayons and different kinds of paper are readily available which children regularly use. They have favourite books and can retell the stories. Some use the illustrations to "read" the story. They enjoy talking about the stories they have read. Children are encouraged to take books home to share with adults and the school produces short leaflets to support and encourage parents and carers to read with their children.

## **Mathematical development**

57. Most of the children are on course to attain the early learning goal for mathematical development by the end of Reception. This is confirmed by observations in Year 1. The children make sound progress and the teaching is satisfactory. In the Nursery, children enjoy counting rhymes and games. A small number of older children can write numbers to 10 recognisably. Children in Reception can count to five and many can count reliably beyond this. In Reception, children were able to order teddy bears in size and confidently used appropriate vocabulary, such as bigger than, smaller than, biggest, middle sized. In a group session, they could offer a range of alternative words for big and small. They can recognise and order numbers to 9 though a few are insecure beyond this. They are able to match sets of objects to the correct numeral.

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

58. By the time the children enter Year 1, they make satisfactory progress in some aspects, but standards are below those expected at this stage. Teaching is satisfactory. When the children enter the Nursery, they have limited experience and understanding of the world. A few have a good, basic, general knowledge, but most show understanding below expected levels. The school uses photographs to help children understand and talk about what has happened to them since they were babies. In the Nursery, the practice of allowing children free choice of activities whilst staff work on focused activities results in missed opportunities for adult intervention, for questioning children about their activities and for commenting on their observations. More structured planning in Reception enables adults to interact with children more effectively. For example, a child for whom English is an additional language greatly enjoyed using a computer to play nursery rhymes. Adults talked to him about what he liked, asked questions and modelled language well. This promoted his confidence and supported his language development. Children in the Nursery and Reception classes have access to computers and greatly enjoy using these. They are competent in using the mouse to select objects and can operate simple programmes competently. Children in the Nursery were learning how to operate a programmable toy. They could clear the toy's memory and move it forward, though they have not yet mastered the instruction to make it change direction.

## **Physical development**

59. By the end of Reception, most children are on course to attain the expected early learning goals. This is confirmed by observations in Year 1. The sound teaching is helping the children to



make satisfactory progress. Both the Nursery and Reception classes have their own outdoor play area. The fixed climbing apparatus in the Nursery area helps children to make good progress in the development of their physical skills. Children in Reception also have access to the hall for PE lessons. Children can run, jump, balance and climb, using a good range of equipment. They show awareness of the needs of others in the space around them. They use wheeled toys safely and competently and are learning to throw and catch balls. In the Nursery, some good links were made with mathematical development when children were throwing or rolling large rubber dice and identifying the numbers on them. In both the Nursery and Reception, children use brushes, scissors, pencils and other small items of equipment with increasing confidence and skill.

### **Creative development**

60. The children achieve appropriately in the work seen in the Nursery and Reception classes and the majority are likely to attain the expected early learning goals by the end of Reception. This is confirmed by observations in Year 1. Teaching, overall, is satisfactory, with several good features, particularly in musical activities. The children enjoy making pictures in paint and collage. They have opportunities to draw and explore a range of materials. The Nursery has a very well developed music area and the children enjoy listening to music and exploring a range of instruments. They have made attempts at writing their own music. In Reception, children benefit from a lesson with a specialist music teacher. In the lesson observed, the teacher's very good subject knowledge and understanding of the learning needs of young children helped them to make very good progress in developing their rhythmic and aural skills. The children show great enjoyment of singing and music making activities. They enjoy role-play and are enthusiastic about acting out familiar stories such as the "Three little pigs" and "Goldilocks and the three bears". The role play opportunities in both classes could be further developed to provide children with enhanced opportunities for imaginative play. The role of adults in modelling this sort of creative ability is as yet underdeveloped.

### **ENGLISH**

61. Since the last inspection, results of National Curriculum tests at the end of Year 6 are well below national averages. Although the results have improved from a low base four years ago, there is some fluctuation from year to year and the results show a slight decline over the last two years. The provisional results of boys were significantly lower than those of girls in 2001, but not in the previous two years. The results in 2000 were average in comparison with those in similar schools. At the end of Year 2, results in reading are well below national averages, but have improved over the last four years. Results in writing are also well below national averages and have not moved. Boys' standards in reading and in writing are lower than those of girls, but the differences are not significant. Results in 2000, in comparison with those in similar schools, are average in reading, but above average in writing. There are no significant differences between the results of tests and teacher assessments.
62. Inspection findings confirm that, at the end of Year 2 and Year 6, standards are below but not well below national expectations. The test results are well below national averages because small proportions of pupils achieve the expected levels. The findings from the analysis of the results of Year 6 tests indicate that pupils joining the school at times other than in Reception achieve lower results than pupils who have spent more time in the school. Information from assessments indicates that the lower achieving pupils in each class are most frequently boys. In general, the standards achieved by boys in reading and in writing are lower than those of girls, but the differences are most frequently linked with levels of attainment on entry to the school. Occasionally, however, small numbers of boys are inattentive in some classes. Since the last inspection in November 1999, action has been taken to improve provision and to raise standards. To raise the standards achieved by boys, resources have been scrutinised and additional appropriate resources have been acquired. Learning mentors have also been engaged to help boys with their learning. End of year writing tests have been analysed well with the help of external consultants to identify pupils' strengths and weaknesses in writing. This has been particularly helpful for teachers in identifying termly writing targets for each pupil in Years 3 - 6. All pupils also have literacy targets in Years 1 - 2 and a focused literacy project was introduced in Year 1, initially with the support of the EAZ. Additional teaching time is now provided for

reading. The majority of pupils - boys, girls, more able pupils and pupils from a minority ethnic background - achieve appropriately and make satisfactory progress as a result of the use of assessment to plan appropriate tasks for pupils with differing levels of attainment. The work of classroom assistants is targeted to make a sound contribution to the learning of pupils with SEN and EAL. It is too soon for the action taken during the previous year to improve the school's results. As a consequence, pupils' standards are still not high enough.

63. Pupils' listening skills are below national expectations at the end of Year 2, but in line with expectations by the end of Year 6. In Years 1 - 2, a significant number of boys and girls find it difficult to listen and to concentrate when asked to work in groups. Listening skills are also linked with the quality of the teaching. When managed effectively, all pupils respond quickly, but where there are weaknesses in the teaching, boys and girls' ability to listen is limited because of lack of self-discipline. In a few classes, a small number of boys have difficulty concentrating. However, listening skills improve significantly as pupils get older and, by the end of Year 6, all pupils show significant improvement. Pupils' speaking skills are below expectations at the end of Year 2 and Year 6. For example, the vocabulary of many pupils is below age-related expectations and the ability of the oldest pupils to speak with confidence and convey opinions clearly remains below expectations. Pupils talk more freely in groups, but make limited contributions to class discussions. They frequently need constant prompting and support to contribute to some class discussions. However, pupils' oral skills develop as they go through the school because teachers provide pupils with regular opportunities to participate in paired activities, sometimes taking on roles, to extend their speaking skills. They also have many opportunities to prepare orally what they will subsequently write. For example, pupils preparing a newspaper report in a good lesson in Year 4 worked in pairs to ask each other a number of questions which they had previously agreed. This helped all boys and girls to prepare for the writing. Higher attaining pupils made more elaborate responses to the questions while lower achieving pupils were helped to participate by the structured support in the activity. Classroom assistants often help pupils with SEN and EAL to contribute to and participate fully in class discussions.
64. Standards in reading are below expectations at the end of Year 2 and Year 6, but pupils of differing attainment make satisfactory progress in each year. The younger pupils learn to recognise the sounds of letters and are taught how to use phonic and context clues when reading unfamiliar words. By the end of Year 6, pupils' literal comprehension is sound, but their ability to use deduction and inference when reading for meaning remains weak, even though there are increasing efforts across classes to develop these skills. Pupils have access to an appropriate variety of fiction and non-fiction books throughout the school. The standards achieved by lower achieving pupils improve as they get older but their fluency in reading and their ability to interpret meaning remains weak by Year 6. There were some weaknesses in the specific lessons observed for guided reading in Years 1 - 2, and one of the lessons observed was unsatisfactory. A good range of activities was provided in each of these lessons. However, these activities were not always managed satisfactorily enough to ensure that they were matched with pupils' prior attainment, so as to develop pupils' differing early reading skills.
65. Standards in writing are below expectations at the end of Year 2 and Year 6, but the range of pupils' writing is satisfactory. As pupils enter Year 1, their standards in writing are below average while some pupils are well below. By the end of Year 6, pupils have opportunities to write for different purposes and progress is satisfactory in each key stage. Particular attention is paid to improving pupils' ability to write stories in a fluent, narrative style. In a Year 6 lesson, for example, the teacher managed the pupils very well and provided good support for their writing. This enabled all pupils, particularly some lower achieving boys, to make good progress in developing their understanding of how to make complex sentences, although they found this difficult initially. In general, pupils make clear gains in their knowledge and understanding in lessons, but their ability to apply what they have learnt in their writing is slower to be achieved. This is on occasion linked with some shortcomings in the way in which pupils are guided to note the language required for particular effects, for example in describing character in a Year 5 lesson. Handwriting improves as pupils move through the school as there are brief, brisk, well-focused handwriting sessions during registration each morning in the majority of classes. Standards in spelling are below average. Not enough support is provided for spelling in a number of lessons, particularly for lower achieving pupils. ICT is insufficiently used to help pupils to draft

their writing, although electronic whiteboards are used very effectively to enhance pupils' learning in some lessons.

66. The school's strategy for literacy is satisfactory. Work in all subjects contributes to pupils' listening and speaking skills. Good attention is paid to increasing pupils' technical vocabulary and to providing opportunities for discussions in pairs, for example in science, ICT, history, geography and art. To improve pupils' reading, subject-specific and technical vocabulary is prominently displayed in classrooms for several subjects, for example in mathematics. Reading skills are also enhanced by work in history, music and RE. There are several examples of good opportunities being provided to develop pupils' writing skills, for example in mathematics and in design and technology. In general, however, support for pupils to organise and structure their writing in subjects is limited.
67. In the lessons seen, the majority of the teaching was satisfactory. Some good teaching was observed in some classes in Years 3 - 6, including one excellent lesson in Year 6 while one unsatisfactory lesson was observed in Key Stage 1. The withdrawal teaching provided for pupils with SEN is good. The planning for the literacy hour is consistent across the school, as teachers in each year plan together. In addition, all classes have similar amounts of time for guided reading and handwriting. In some of the guided reading lessons observed in Years 1 - 2, however, the detailed planning was insufficient to match tasks with pupils' prior attainment. Otherwise, learning objectives for each lesson were clear and shared consistently with pupils. Activities in the better lessons are matched closely with pupils' prior attainment. This helps more able pupils and pupils with learning difficulty to make progress which is at least satisfactory, often with the aid of the teacher or a classroom assistant. In a small number of lessons, learning objectives were identified for all of the class, but activities were not planned in sufficient detail for pupils of differing attainment. This most frequently had an adverse effect on the progress of pupils with SEN and, occasionally, EAL, as they struggled with spellings. The marking of pupils' written work is sound. Teachers generally make helpful, constructive comments on pupils' work which helps pupils to improve subsequently. Assessment information has been well used to identify pupils' prior attainment. As a consequence, the teaching groups within most classes are well organised, purposeful and help the pupils to make progress. Pupils with SEN and EAL benefit from this organisation, usually with the help of a classroom assistant. When the teaching is good, teachers manage pupils well. The planned work engages and presents a challenge to all of the pupils at an appropriate level so that they can learn and make progress. In response, the behaviour and attitudes of the majority of boys and girls to learning are satisfactory and frequently good, especially by Year 6. However, pupils in Years 1 - 2 and younger pupils in Year 3, particularly boys, have difficulty sustaining concentration for any length of time. When teaching and learning were unsatisfactory in a lesson in Year 1, this had an adverse effect on the progress of all boys and girls. In this lesson, the groups were not managed so that pupils concentrated and worked independently at an appropriate pace. Noise levels rose and distracted other pupils, so that several boys and girls did very little work and made little progress in reading. The arrangements for homework are consistent.
68. The curriculum and the arrangements for assessment are sound. The National Literacy Framework is used well to underpin the planning for the majority of the teaching. The approach to teaching spelling is not consistent enough at present to raise standards. Spelling is timetabled in some classes, but is most frequently linked with the setting of weekly homework. It does not build on pupils' spelling skills systematically enough and is insufficient to improve the unsatisfactory standards in spelling throughout the school. The school policy does not cover spelling satisfactorily. The combined leadership and management of English are very good. Teaching has been regularly and systematically supported and monitored by the headteacher and the advanced skills teacher, together with visiting advisers from the LEA. The results of the monitoring have been discussed at staff meetings and areas for improvement identified across the school. The coordinator has provided extensive support to help teachers with their work on writing. Resources are good. The range of books celebrates the linguistic and cultural diversity of the school and the community.

## **MATHEMATICS**

69. Results of National Curriculum tests at the end of Year 6 have fluctuated significantly over the

last four years. Results in 2000 were very low - the school's performance being in the lowest five per cent of schools nationally. When compared with the results achieved by schools with pupils from similar backgrounds, pupils' results were well below average. Standards were very low because the percentage of pupils reaching the levels expected of eleven year olds were well below national averages. Results in 2000 were much the same as in 1998, but, in 1999, the results were higher. The dip in standards in 2000 was in part due to the high mobility and the range of ability of that particular group of pupils in mathematics. Provisional results for 2001 indicate that pupils' performance is broadly in line with national averages. This is a significant improvement from 2000. Boys achieved slightly higher scores than girls in 1999 and 2000, but the differences were not significant. Results of national tests at the end of Year 2 in 2000 were below national averages, although they were above average in comparison with those in similar schools. Results were below national averages because the percentage of pupils reaching the higher level expected of some seven year olds was well below average. Over the last four years, pupils' performance in Year 2 has been well below national averages, with the exception of 1998 when standards were average. Provisional results for 2001 indicate that pupils' performance is in line with national averages, which is an improvement from the 2000 results. Boys achieved slightly higher results than girls in both 2000 and 2001, but the differences are not significant.

70. Inspection findings show that the standards achieved at the end of Year 6 and Year 2 reflect the most recent tests in 2001 and are broadly average. Standards at the end of Year 6 have improved since the last inspection in 1999 when standards were slightly below national averages. Factors which have contributed to this include the implementation of the national numeracy strategy, the impact of booster classes and the consistently good teaching in Year 6. In Year 2, standards are now in line with the standards observed at the time of the last inspection. The implementation of the national numeracy strategy has had a positive impact. The majority of pupils make satisfactory progress in each year and good progress in Year 6. Lower attaining pupils are given work to match their individual needs. However, standards are still not high enough. Higher attaining pupils are not always challenged sufficiently in all lessons, because average and higher attaining pupils are given similar activities. There are no significant differences in attainment between boys and girls. Individual targets to raise standards have been introduced for all pupils in both key stages and are a priority both in the SDP and the action plan of the co-ordinator.
71. Most boys and girls work confidently with large numbers by the age of eleven. They undertake work in all four rules of numbers. They have a clear knowledge of place value and have sound skills in mental arithmetic. Higher attaining pupils working in four quadrants can carefully plot both positive and negative numbers to make and move a range of quadrilaterals. Many pupils name a range of triangles, such as isosceles and equilateral. They correctly compare, for example, sizes of angles and lengths of sides. Lower attaining pupils find different angles, such as, acute, obtuse and right angles. Pupils are beginning to solve "real life" problems. In work on fractions, pupils change improper fractions to mixed numbers. Most pupils understand the concept of probability and use words such as, "impossible, likely and certain" accurately. Most pupils interpret graphs and pictograms and record the information correctly. By the age of seven, most pupils can count to 100 and identify odd and even numbers. Pupils write numbers correctly and order digits accurately. They use a range of methods, such as "counting on and back", to solve problems mentally. Pupils add two-digit numbers and find the difference by counting up from the smaller to the larger number. Pupils have a clear understanding of halves and quarters, of money in the context of shopping bills and of time on the hour. Most are developing a good knowledge of the 2, 3 and 5 times multiplication tables. They begin to understand multiplication as repeated addition. In measuring activities, most pupils use standard and non-standard units of measure. They have a clear understanding of halves and quarters. Most correctly identify a range of two and three-dimensional shapes and their properties. They have drawn reflections of objects and understand basic symmetry. Pupils collect data and produce simple graphs to display their findings.
72. The school's strategy for numeracy is satisfactory. Pupils use their numeracy skills consistently to support other subjects throughout the school. For example, pupils increase their grasp of block and line graphs in science by reading information on graphs and interpreting the results. In history, the use of timelines contributes to pupils' grasp of chronology. In music, pupils separate musical instruments into different categories and accurately enter the information on a diagram.

73. The quality of teaching and learning is satisfactory throughout the school, but it is good in Year 6. Lessons are carefully planned, based on the National Numeracy Strategy and teachers make the necessary allowance for pupils' differing attainment. While most pupils are supported in learning satisfactorily, the standards achieved by those who are potentially higher attaining are sometimes restricted, due to less challenging work. Pupils with SEN and EAL are included well, as work set is appropriate and challenging for their needs. Learning support staff are well briefed and provide additional support and guidance for such pupils. Where the teaching is good, subject knowledge is secure, explanations very clear, lessons brisk in pace, expectations are high and higher attaining pupils are especially challenged. For example, in both of the Year 6 lessons observed, pupils were given challenging activities to change improper fractions to mixed numbers. All of the pupils responded very well to the tasks and made good progress. Where teaching is only satisfactory, introductions tend to be too long, explanations not sufficiently clear and the work set is not always challenging enough for more able pupils. While pupils make satisfactory overall progress, their interest and concentration is not always well engaged for the full lesson. Most pupils enjoy their work. They settle to their written and practical tasks with interest and enthusiasm. Pupils are mostly well behaved in lessons. At times, a minority of pupils in Years 1 - 2 have difficulty taking turns, tend to call out and this distracts other pupils.
74. Teachers have satisfactory subject knowledge, provide clear instructions and give much well directed support. They expect pupils to concentrate in lessons and this has a positive effect on the quality and quantity of work that the pupils produce. Clear learning intentions for each part of the lesson are shared with the pupils and revisited during the plenary session at the end. All teachers make good use of mental activities at the beginning of lessons. The activities are usually lively and teachers' questioning is penetrating and perceptive. Teachers are very aware of the need to extend pupils' mathematical vocabulary. Pupils use the time well in lessons to improve their learning, particularly in Year 6. Relationships between staff and pupils are good. Teachers use a sound range of methods and resources to develop pupils' understanding. For example, calculators were used effectively in Year 5 to check answers to "real life" problems. Pupils in Year 2 used dice appropriately to add and subtract. Satisfactory use is made of the time at the end of lessons to check pupils' understanding and celebrate some of the work completed. However, plenary sessions were too brief and not sufficiently organised to promote pupils' learning on some occasions. Pupils' work is not marked consistently. When it is marked, neat working and correct answers are praised but there are few examples of comments that help pupils to improve their skills. Suitable homework is set regularly.
75. The school uses the National Numeracy Strategy appropriately as its scheme of work. The leadership of mathematics has improved since the last inspection. The co-ordinator has a detailed action plan. This includes a good range of strategies to improve quality and standards, some of which are already in place. His leadership is sound and, together with the headteacher, he monitors the teaching on a regular basis. Procedures for assessing pupils' attainment and setting targets for individual pupils and for the school are now carried out effectively. Teachers record weekly assessments and information from these assessments is used to guide planning for pupils' needs. However, the recording of these assessments is not always sharp enough in detail. For example, in some cases, pupils are named, but the way forward to cater specifically for the next stage of their learning is not identified. Resources are adequate and are used effectively to promote pupils' learning. ICT is used across the mathematics curriculum, but it is not yet fully embedded.

## SCIENCE

76. Results of National Curriculum assessments for eleven year olds over the last four years, whilst being well below national averages, have shown a rising trend, with a significant improvement in 2001. Results in 2000 were well below national averages, but average when compared with results in similar schools. The provisional results for 2001 show a significant improvement, with a good proportion of pupils attaining the higher levels at this age. In 2001, the results of boys were slightly better than those of girls, but girls have attained higher results in previous years. The overall differences are not significant. The results of National Curriculum assessments for pupils at the age of seven in 2000 were well below national averages. No pupils attained the higher levels. However, the provisional results for 2001 show improvement and are likely to be

broadly average. Inspection evidence shows that the attainment of pupils at the age of seven and 11 is average. Currently, there are no significant differences between the standards achieved by boys and girls. Pupils have good attitudes to learning in science lessons. Boys and girls in each year, including pupils with SEN and EAL, are making satisfactory progress, but efforts to raise standards are hampered by weaknesses in pupils' literacy skills. Standards have been maintained since the last inspection and results in Year 6 have improved in 2001, but standards are not yet consistently high enough. In all of the lessons observed, the tasks presented were the same for all pupils and, on occasion, higher attaining pupils were not given work that was sufficiently challenging.

77. In Years 1 and 2, the curriculum is covered in appropriate depth. All the teaching observed in these years was satisfactory, although pupils were not always provided with enough opportunities to explore and experiment. Pupils in Year 1 show knowledge of the five senses and associate these correctly with appropriate parts of the body. They enjoyed playing a listening game and were able to identify hidden objects by the sounds they made. Some questions requiring a single answer, however, did not always give pupils enough opportunity to develop their ideas and to develop hypotheses. Pupils in Year 2 learned that stretching, twisting and bending can change materials. They discovered that some materials change back to their original shape, but others do not. They enjoyed exploring the properties of different materials and were able to record their findings on an arrow chart. Overall, the pace in parts of these lessons was too slow to extend more able pupils.
78. The teaching observed in Years 3 to 6 was mainly satisfactory, but it was very good in one lesson and unsatisfactory in one. Pupils in these years are interested in science and have very good attitudes when taught well. Pupils' ability to record and explain their work and to use the correct subject vocabulary is weak. The best teaching observed was in a Year 6 class. In a very good lesson, pupils learned how to interpret data and draw scientific conclusions. Following discussion, they were able to conclude that the more a salt and water mixture is stirred, the quicker it dissolves. Pupils made very good progress in this lesson in response to the very good teaching. Pupils in Years 5 and 6 are making good use of mathematical skills to record the findings of their experiments in different ways, using bar charts, line graphs and tables. In Year 4, pupils were able to investigate whether solids that have been mixed together can be separated. Although pupils' ability to plan investigations is limited, they are beginning to apply their existing knowledge satisfactorily. Pupils in Year 3 were devising a test to discover which of six types of paper was the most absorbent. However, their testing was unreliable because many of the pupils did not understand the instructions and could not follow the procedures. The activity was planned as a whole class. This missed opportunities for pupils to predict which type of paper they thought would absorb most water. They were not given the opportunity to devise their own tests, but were expected to follow one model. The class has a significant proportion of pupils with SEN. For these pupils, the task of recording their work was particularly difficult.
79. Teachers plan their work well. Planning follows national guidance and ensures that all aspects of the subject are covered. However, there are insufficient opportunities for pupils to explore for themselves and devise their own tests. Although teachers have introduced the concept of fair testing, most of this work is modelled for pupils. Experimental and investigative work remain areas for development. Teachers' explanations are usually clear and resources are used effectively. In the best lessons, they share the learning intentions with pupils. This helps the pupils to understand what they are to do. Teachers review learning well at the end of the lessons. They use scientific vocabulary effectively, though many pupils find it difficult to remember scientific terms over a longer period. Teachers generally use good questioning skills to extend pupils' understanding and usually ensure that pupils are introduced to the correct scientific vocabulary. In Years 1 and 2, the pace in some lessons is not fast enough and pupils have difficulty concentrating as a result. This slows the progress made by more able pupils who are capable of higher attainment. The assessment system which is based on pupils' understanding of each unit of work covered is very general. Most teachers merely record which pupils have met the required objective and which have exceeded or not met it. The assessments do not outline the next steps in learning for pupils at different levels of attainment. Leadership and management are satisfactory. The co-ordinator has had some opportunities to monitor colleagues' planning and to observe lessons. Resources for the subject are sufficient and good links are made with other subjects.

## ART AND DESIGN

80. By the end of Year 2 and Year 6, the work that the pupils produce is of the standard broadly expected for their age. Standards have been maintained since the last inspection. Pupils experience a range of techniques and media, because the curriculum is adequately covered during the year through the use of the national guidance. There are no significant differences in attainment between boys and girls. The majority of pupils, including those with SEN and EAL, make satisfactory progress in their learning in each year. In lessons seen in Year 6, pupils made good progress as a result of effective teaching. Higher attaining pupils in both key stages make satisfactory progress, overall, although their needs are not specifically planned into art and design lessons. Lower attaining pupils make satisfactory progress as their planned work matches their prior attainment.
81. Pupils in Years 1 - 2 have opportunities to use a range of media, including pencils, paint and pastels. By the end of Year 2, they are able to draw acceptable self-portrait, pastel pictures using a range of colours. They use sketchbooks appropriately to sketch plants. Through the use of ICT, pupils can create computer-generated pictures. For example, they use flood fill and spray tools well to portray houses and clowns in good detail. They have some experience of three-dimensional work, using cardboard, string and wool and have also explored some sculptures. In Years 3 - 6, pupils show a good understanding of scale and perspective when making detailed drawings of plants in pencil or when painting flowers in the style of Van Gogh. Pupils in Year 4 show skills of perseverance when producing good quality sketches of an "electric mobile chair" for a person with a physical disability. Year 4 pupils also use a range of pencils to create line and shade when drawing sketches of what they see inside the local church. Older pupils in Year 6 show good precision and delicate use of the pencil when making sketches of Ancient Greek artefacts. Observational drawings from Year 6 pupils of types of footwear have detail, tone and perspective with good use of shading to create a sense of depth in their pictures. Pupils in Year 6 learn to work in the style of Andy Goldsworthy using natural materials to create an environmental sculpture. For example, pupils used a range of flowers and leaves from different plants and trees to design and make sculptures for an appropriate environment and produced work of a very high standard.
82. It is not possible to make a judgement on the quality of teaching in Years 1 - 2 as no lessons were observed. A very limited number of lessons were observed in Years 3 - 6. On the basis of these observations and evidence from pupils' completed work and teachers' planning, teaching in Years 3 - 6 is satisfactory. In Year 6, teaching ranges from good to very good and pupils' interest is stimulated with a good selection of resources and challenging tasks. Where the teaching is of this quality, lessons were well planned with clear objectives to focus pupils' learning. Teachers had high expectations of pupils' achievements and pupils were challenged to think and try things out for themselves. In all of the lessons observed, boys and girls had satisfactory attitudes to learning, while attitudes were good in Year 6. The school provides a satisfactory range of learning opportunities, but sketchbooks are not used consistently to record observations or to develop ideas.
83. Leadership and management of the subject are unsatisfactory. There is no appointed co-ordinator and the subject is being looked after by a teacher on a temporary basis. The action plan clearly recognises the need to monitor teaching and planning as it is not fully established. Assessment procedures are unsatisfactory and there is no portfolio of pupils' work to show the range of work covered. Resources are satisfactory with a range of materials and equipment. A small number of books, posters and pictures support the art and design curriculum.

## DESIGN AND TECHNOLOGY

84. Pupils achieve average standards in the work seen by the end of Year 2 and Year 6. Standards have been maintained since the last inspection. Boys and girls, including pupils with SEN and EAL, make satisfactory progress. By the end of Year 2, pupils can design and make simple puppets, consolidating their practical skills in sewing, stapling, cutting, and gluing or using pins. Pupils in Year 1 build homes in Lego bricks or in card and junk materials. In Year 2, higher attaining pupils produce designs for a tractor. Average and lower attaining pupils are able to

experiment satisfactorily with weaving, using a cardboard loom, string and wool with obvious attention to the finished product. By the end of Year 6, pupils accompany their work with plans, in some cases producing working drawings and justification for their choices and ideas. Higher attaining pupils in Year 6 are able to make design decisions, for example for a Staedtler Norris pencil. Average and lower attaining pupils can design and make stick puppets using papier-mâché, with raffia for hair and eyebrows. These features are clearly added for effect and to impress an audience. Pupils in Year 5 made detailed evaluations of a range of biscuits but missed the opportunity to use ICT to produce an evaluation sheet. Pupils in Year 3 deepen their knowledge and understanding of free-standing structures that need a wide base to make them stable. Throughout the school, there is a lack of rigour in the assessment of pupils' attainment. This results in tasks that lack challenge in some classes for more able pupils who are capable of higher attainment.

85. The quality of the teaching is satisfactory, overall, but the extent to which the teaching extends more able pupils is too dependent on the individual teacher. Activities are planned and managed satisfactorily to promote pupil interest and to support the progressive development of design and technology skills through the scheme of work. In a good lesson in Year 2, for example, the teacher consolidated pupils' skills in cutting, sewing and using a template through the provision of an appropriate variety of resources. In Years 3 - 6, younger pupils were given opportunities to test the stability of structures, whilst older pupils were encouraged to make their own evaluations of the characteristics of biscuits. The quality and range of learning opportunities provided are satisfactory. Good links with RE have been established through the pupils' construction of a Sukkah booth in Year 6. In response to the teaching, all boys and girls have good attitudes to learning. In all of the lessons observed, pupils of differing attainment were equally engaged and motivated. They co-operated and behaved well. This helped them to make progress. The arrangements for the assessment of pupils' progress are not satisfactory. Although some notes are made on a weekly basis, the assessment is not systematic enough and usually consists of some notes on particular pupils. However, a portfolio of levelled work is in the assembly stage. Arrangements for the leadership and management of the subject are limited at present because of illness. Although planning for the subject has been monitored during 2000/1, this has resulted in a very limited action plan. This leads to the judgement that the leadership and management of design and technology are unsatisfactory. There have not been any opportunities for recent in-service training for staff. The accommodation is good and there is a satisfactory range of learning resources. ICT is not yet used satisfactorily to enhance pupils' learning in this subject.

## **GEOGRAPHY**

86. Standards are average in the work seen at the ages of seven and eleven. Standards have been maintained since the previous inspection. There are no significant differences between the attainment of boys and girls. Most pupils are making satisfactory progress throughout the school and achieving appropriately. More able pupils, however, are not always being stretched enough in all lessons, because the work given to them is not sufficiently demanding. However, all pupils make good progress in Year 6, as a result of effective teaching matched to pupils' needs. In both key stages, pupils with SEN and EAL achieve satisfactorily in relation to their prior learning and make satisfactory progress, particularly with additional support.
87. By the age of eleven, boys and girls understand the meaning of terms such as source, meander, tributary and mouth when studying the physical features of rivers. After a visit to the village of Horton Kirby, where they studied the depth and the banks of the river Darent at various points, pupils are developing a sound understanding of the processes of erosion, transportation and deposition. However, the skills of the oldest pupils in research and analysis and in interpreting and making maps to scale are not yet adequately developed, because of insufficient emphasis in the teaching. Pupils in Year 4 can use ICT to learn about places in England. They demonstrate sound understanding of settlement and make their own village plans showing high ground, a river, a bridge and houses. In their local study, they learn to justify and balance their observations on the need to preserve local, natural features with the need for homes. Pupils in Year 3 are developing a sound understanding of features of the weather by comparing the weather in cities such as London, Paris, Sydney and Miami and by recording findings on a graph. They also know about weather symbols for the weather forecast of their local area. Year



2 pupils use their reading of a story about the isle of Struay to create their own imaginary island which they surround with water and place natural features on it in plasticine. They are beginning to distinguish between natural and made features on the island by sorting a jumbled list of words, using an electronic white board. They draw and cut their own island shape, modelling on their teacher's example and put houses, beach, jetty, sea and hilly areas on it, but have considerable difficulty representing items pictorially. Pupils' understanding of the difficulties of getting to and from an island is quite limited. Year 1 pupils demonstrate an awareness of some of the places where Barnaby Bear has been on his visits.

88. Work in geography contributes to pupils' progress in literacy and numeracy and there was also some evidence of the use of ICT in some lessons. The subject also supports the spiritual, moral, social and cultural development of pupils. However, pupils' limited vocabulary, particularly in Years 1 - 2, slows progress. Pupils are interested in geography, they concentrate well on their tasks and are keen to answer and ask questions, including those with SEN and EAL backgrounds. Where pupils are not sufficiently attentive or interested, tasks are not matched sufficiently with pupils' prior learning and maturity.
89. The quality of the teaching is generally satisfactory. However, it ranges from very good to unsatisfactory. Teachers use a range of methods to engage pupils such as exposition, question and answer as well as group and individual work. They select and prepare suitable teacher-made and other resources such as worksheets, maps, atlases and books to assist learning. However, the use of ICT is less evident in the completed work seen. Generally, lessons are pitched at the right level for most pupils, with additional support provided by the teacher and classroom assistants for those with SEN and EAL, where possible, but, occasionally, there is lack of additional support for pupils with SEN. Work for above average pupils is not always demanding enough for these pupils to learn at the pace and depth which they are capable of. However, all these different needs were well met in a very good lesson in Year 6. In this lesson, the teacher set a fast pace. He ensured that pupils clearly understood the objectives for pupils of differing attainment and his expectations for the quality of their work by the end of the lesson. The activities were very carefully planned to match the different abilities of pupils and the classroom assistant was deployed very effectively to work with individuals and groups of pupils. As a result, pupils made very good progress in making and using maps with keys and they could explain well how rivers erode, transport and deposit. When teaching was unsatisfactory in a lesson which had had to be altered because of a computer virus, the tasks were not understood clearly enough by the pupils and did not adequately match the resources available. As a consequence, pupils made insufficient progress in using secondary sources and finding places in an atlas. In an otherwise satisfactory lesson in Year 2, all pupils were initially engaged successfully in identifying features of an island. They were insufficiently prepared, however, for drawing a pictorial map to represent an island and this affected the progress of all pupils.
90. Overall, the school provides a satisfactory range of learning opportunities. Organised visits to the local area and trips to rural places such as Horton Kirby village enhance the breadth of the curriculum. However, the scheme of work has not been consistently used. The acquisition of key geographical skills in the use of maps of varying scales, in interpreting maps and in carrying out surveys is not fully reinforced, because of the lack of continuous teaching and the limited allocation of time to the subject in both key stages. The arrangements for assessment are too limited to help plan further teaching which will cater for the range of attainment in classes. Leadership and management of the subject are not satisfactory. There has been no recent monitoring of the teaching. The lack of a co-ordinator hinders effective co-ordination as well as the development of assessment procedures. There are no portfolios of pupils' work. Books, software, maps, globes, atlases and packs for use by pupils and teachers are adequate.

## HISTORY

91. Standards are average in the work seen at the ages of seven and eleven, although no lessons could be observed in Years 2 and 6 as history is timetabled for the second half of the autumn term. Standards have been maintained since the last inspection. There is no significant difference in the attainment of boys and girls. Pupils with EAL and SEN achieve acceptable standards in relation to their prior learning. All pupils generally display sound factual understanding of events and the passage of time. They recognise differences between past and

present and are beginning to acquire the skills to use relevant historical terms in describing and sequencing events. More able pupils are not always doing as well as could be expected, because they are generally given the same tasks as other pupils. They do not always get enough opportunities to do more demanding work, such as researching on their own and studying events from different points of view. Pupils' research skills are steadily improving. Occasionally, pupils' less developed writing skills reduce their ability to express themselves fluently when writing in history.

92. Pupils in Year 6 know about events and people in the past. For example, they can make timelines extending from 2000BC to 2000AD, with special emphasis on the Ancient Greeks. Displays around the school about Ancient Greeks include good quality pupils' work. They extract similarities and differences from the lives of boys and girls and the rich and poor in the past. In a timeline from 1951 to 2001, for example, they were able to link their own family history with main events world-wide. Year 5 pupils can compare changes in transport in Victorian times with transport today, using secondary sources, photographic evidence and their own experiences. Year 4 pupils learn about the role and responsibilities of a Tudor king by studying Henry VIII and his six wives. They are slow to recall any detail about the wives, but they develop their understanding of the role of a king in those times with the teacher's guidance by sorting out a list of what a Tudor king would and would not do. In Year 3, pupils begin to recognise from pictures the differences in the clothing worn by men and women, by the rich and by the soldiers and slaves in Roman times. They know, for example, what the soldiers wore and carried by drawing pictures of them and labelling them. By the end of Year 2, the pupils increase their understanding of chronology, of the passage of time and of the difference between past and present. Year 2 pupils know how the Fire of London started and what its effects on Londoners were. Pupils in Year 1 could compare old toys with new by feeling the fabrics and using such clues as wear and tear, colour and the materials used. In a good lesson in Year 1, for example, they were able to share their views about what is old or new by comparing toys they had brought from home with a few examples of toys their mothers or grandmothers played with. Pupils learnt by discussing and then drawing an old and a new toy, thereby increasing their understanding of the past.
93. History makes a sound contribution to pupils' literacy skills by extending the range of pupils' writing when they cover items such as fact, opinion and empathy. Pupils in Year 4, for example, have written a poem about Henry VIII and have opportunities to write answers to written questions in full sentences. The subject also makes a sound contribution to numeracy, art and design and technology. Pupils are interested in history and have good attitudes to learning. They concentrate well and are mostly keen to express themselves orally, in writing and in drawing and colouring.
94. The quality of teaching is generally satisfactory throughout the school and some good teaching was observed in both key stages. Teachers generally display secure subject knowledge and plan their teaching well. They share the learning objectives with the pupils at the start of lessons. They use a variety of methods to enable pupils to develop knowledge, skills and understanding. In lessons observed in Year 2, for example, toys were passed round for all pupils to observe, feel and judge whether the toys were old or new. In several lessons, pupils were encouraged to ask questions and they had opportunities to discuss in pairs or groups and do individual work. Additional support was provided for pupils with EAL and lower attaining pupils to meet their learning needs and to match the objectives of the lesson. Teachers use appropriate resources to assist learning – books, posters, pictures, artefacts and visits are put to good use. They manage pupils well, with satisfactory organisation and control. They informally assess pupils in lessons. Plenary sessions are used well both for consolidation of learning and for informal assessment. Older pupils have the opportunity to present their learning to others in the class. Opportunities for higher attainers, particularly the older pupils, to do independent research work are limited, however, and this limits their learning.
95. The range of learning opportunities provided for pupils is satisfactory, but there is lack of continuity across the two key stages because Years 2, 3 and 4 are not taught history in the summer term and Years 5 and 6 have no history in the spring term. The breadth of study is enhanced through visits to places of historical interest such as Greenwich Museum. The arrangements for assessment are not systematic enough and there are no portfolios of pupils'

work. This inhibits progress in developing a good sense of chronology and in enhancing research skills through the use of primary and secondary sources. Leadership and management are not satisfactory. There is no co-ordinator for the subject since the resignation of the previous co-ordinator. Although an overview is kept by the headteacher, teaching has not been monitored and plans for the development of the subject are too limited to raise standards. Resources such as posters, books, software and maps are adequate, but there are few artefacts. Good use is made of a museum loan service.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

96. Standards are average and improving in the work seen at the end of Year 2 and Year 6. Pupils' progress in knowledge and understanding is satisfactory in Years 1 - 2. Progress is good in Years 3 - 6, given the strength of teaching in specialist lessons and the confident use of very good equipment and resources. The progress made by pupils with SEN and EAL is similar to that of other pupils in each key stage. Since the last inspection, there has been very good improvement in provision with the establishment of a computer suite and the support of the EAZ. Standards have also improved. The use of ICT is encouraged in subjects. For example, there are good links with RE, mathematics, art and with literacy in some classes. However, ICT is not yet fully integrated into the work in several subjects. For example, word processing is not much in evidence in drafting and re-drafting of writing in English.
97. In the work seen at the end of Year 2, higher attaining pupils were able to experiment with images of fish in an aquarium to make them very large or very small. They also showed skill in adventurously adding colour to their art work, using flood fill. Average and lower attaining pupils in Year 1 and Year 2, however, have some difficulty dragging items on screen. Some pupils with SEN are able to begin their art work following set criteria such as 'pencil', 'brush', 'fill yellow' and 'fill red'. In the work seen at the end of Year 6, higher attaining pupils confidently identify formulae and enter them into spreadsheets. They can quickly identify a method of totalling sales in their 'biscuit shop' model. In Year 6, all pupils effectively polished their knowledge and understanding of spreadsheets in the lessons observed. The development of such skills contributes to pupils' progress in literacy and numeracy. Pupils in Year 5 are able to use a shape program to rotate images, comparing and contrasting the processes involved. They can effectively consolidate their skills in using an image and rotating it. Pupils in Year 4 responded to the images on the interactive whiteboard and were able to reorganise the jumbled text of days of the week into chronological order by using 'cut' and 'paste'. To improve their presentation, pupils in Year 3 demonstrate competence in word processing their poems.
98. Teaching is good throughout the school. Teachers' subject expertise is secure, although teachers in Years 3 - 6 are generally more confident in their use of ICT. The curriculum is well planned and its delivery is managed effectively. The enthusiastic coordinator has been instrumental in installing the ICT suite. ICT skills teaching is enhanced by the use of the suite and by the interactive whiteboards in a few classes, especially in Year 6. The coordinator has set sensible priorities and has managed to increase the confidence of staff. Teachers use their subject knowledge well to organise and present their lessons. This ensures that boys and girls are set tasks which match their differing prior attainment. In a good lesson in Year 1, for example, all pupils' knowledge and understanding of the mouse and its associated vocabulary were effectively developed. In Year 2, pupils were enabled to consolidate their skills in an art program and learn how to save it. Two good lessons in Year 4 gave pupils opportunities to reinforce and extend their skills of cut and paste in a word processing program. The teachers use options within the software well to match the needs of lower attaining pupils and those with SEN. Pupils are usually managed well. They are engaged and motivated in ICT lessons. However, pupils in some classes swing on chairs in the suite and distract others. The management of pupils within the suite is inconsistent and detracts from effective learning. All boys and girls demonstrate confidence in using computers and concentrate well. They are able to work independently at computers. They treat the equipment with care.
99. The co-ordinator's leadership and management actively promote high standards. He has used the new suite for school workshops and has supported and monitored teachers' planning for ICT. Teachers' confidence and basic skills have been boosted significantly by contributions from the EAZ, for example by the early introduction of laptops for their use in planning. The third cohort of

staff is about to receive training through the New Opportunities Fund. The school's ICT resources are very good. They are deployed and managed effectively and efficiently. Generally, good use of the ICT suite promotes pupils' skills that can be further developed on class-based computers. The subject is supported by a policy and scheme of work that demonstrates how skills should be developed across the school. Moreover, there is a policy agreed with parents for the monitoring of access to the Internet that represents very good practice. The contribution made by the EAZ to ICT is very good. With EAZ provision, parents are offered ICT workshops in school and the long-term loan of computers to use at home to support the work of the older children. Procedures for assessment of pupils' attainment are in the early stages of development and are not yet fully satisfactory. For example, the school has not yet introduced a personal disk on which each pupil can store work to facilitate the monitoring and assessment of attainment.

## MUSIC

100. Standards in the work seen are average at the age of seven. They are below average at the age of 11 because of weaknesses in teachers' subject expertise in the past. During the inspection, for example, singing, music-making activities and knowledge and understanding of music were observed, but there was little evidence of pupils' skills in graphical or formal notation or use of ICT. The generally insufficient focus on composition throughout the school, but particularly in Years 3 - 6, results in lower standards in Year 6. All boys and girls are beginning to make satisfactory progress throughout the school in response to the very good teaching now being provided by the specialist teacher. Overall progress since the last inspection is now satisfactory. Pupils in Years 1 and 2 enjoy singing. They play rhythmic patterns, using different body parts of their percussion instruments by clapping or tapping in different ways. They understand that sounds vary in pitch and use their voices to demonstrate high or low sounds. In Year 2, pupils show knowledge of different percussion instruments and can recognise them by the sounds they make when listening to a tape. They are able to follow short pictorial scores to play rhythmic patterns, including patterns containing musical rests. The lessons observed in Years 4 and 5 were taken by the specialist teacher. Pupils listened well to a range of recorded music from different periods, cultural traditions and styles. They were able to identify many of the instruments used and sometimes the country of origin. In discussion, they described feelings and emotions while listening to different pieces. Pupils are beginning to understand the difference between pulse and rhythm, although some still find this confusing. Evidence of composing and recording musical pieces is limited. No evidence of ICT being used in music was observed.
101. Pupils showed very positive attitudes to music lessons, especially those taken by the specialist teacher. Relationships and behaviour are good or very good and contribute well to the learning and progress made. Some pupils receive instrumental lessons and greatly enjoy the after-school music club. They are making appropriate progress. The school has just introduced keyboard lessons and the pupils involved showed great enthusiasm in their first lesson.
102. Teaching ranged from very good to unsatisfactory in the small number of lessons observed. It was good in most lessons seen in Years 1 – 2, but one unsatisfactory lesson was also observed. The specialist teacher took lessons in Years 3 - 6 and the teaching was very good. Teachers vary in their confidence and subject knowledge. The work of the specialist teacher is too new to have had an impact on raising standards, but teachers are very enthusiastic and the profile of music is already being raised in the school. Teachers are supported in their planning and are able to use and explain specific terms appropriately. The specialist teacher will be working with classes for half a term each. This means that not all teachers have yet had the opportunity to observe her and strengthen their own skills. As a consequence, planning and musical knowledge are sometimes less secure. The more successful lessons are well organised, with instruments and resources being well matched to activities. In one unsatisfactory Year 1 lesson, the teacher had insecure subject knowledge and had not planned the lesson in enough detail. Sometimes, the instructions given were not clear, which meant that pupils were not sure what they should do. Pupils made unsatisfactory progress in this lesson.
103. The curriculum is currently undergoing changes. Teachers found that the published scheme of work did not meet their needs effectively. The school is now using different materials and

evaluating these with specialist guidance. At the beginning of this term, a specialist teacher, funded by the EAZ, joined the school for one day a week to work alongside teachers to develop their skills, knowledge and enthusiasm for the subject. She has also provided training for all staff and further sessions are planned. This provision is for a fixed period of one year. Arrangements for assessment are unsatisfactory. Formally recorded assessments are not yet well developed, but oral assessment and praise are used well. Leadership and management are satisfactory. The headteacher, who has oversight of music, monitors curriculum plans regularly and has observed some lessons. She has worked closely with the local authority music inspector and with the specialist teacher to raise the profile of the subject and to develop teachers' knowledge and expertise. The arrangements newly in place already show signs of being effective and the school is now very well placed to improve standards in music at the end of Year 6.

## PHYSICAL EDUCATION

104. Standards are average in the work seen of the oldest pupils in Year 2 and Year 6. Standards have been maintained since the last inspection. There are no significant differences in attainment between boys and girls. In general, the teaching provided for pupils of differing physical ability and attainment matches their needs. All boys and girls, including pupils with SEN and EAL, make satisfactory progress as they move through the school and achieve appropriately.
105. By the time they are seven, pupils show an awareness of the capability of their bodies. They learn the effect of exercise on the body and know of the need to warm-up before strenuous activity. Boys and girls move confidently around both the hall and the playground, showing suitable awareness of space and other pupils. They confidently link shapes together, working at different levels. For example, pupils in Year 1 were given the opportunity to show short sequences of movements and boys, girls and minority ethnic pupils demonstrated movements at different levels, both high and low. Pupils confidently balance on different parts of the body showing stillness. Boys and girls in Year 2 combine running, jumping and walking movements with appropriate levels of co-ordination. Pupils satisfactorily control a large softball with their hands before throwing it at a target inside a hoop. They have started to develop the skills of throwing and catching with some degree of accuracy.
106. By the time they are eleven, pupils build on the skills they have acquired in Years 1 - 2. For example, boys and girls in Year 3 develop their confidence well in striking a tennis ball with a racquet. They apply these skills efficiently when working with a partner, ensuring that they strike the ball correctly. Pupils in Year 5 successfully pass, receive and travel with a football. They apply these skills well when taking part in team games. Pupils in Year 5 attend swimming lessons during the year. Of the present Year 6 classes, sixty per cent of pupils have swum twenty-five metres unaided and have won their certificates. Achievement in dance is mainly as expected for the pupils' ages. For example, boys and girls in Year 5, working in small groups, reflected the mood of the music and developed dance sequences successfully by varying shape, speed, size and direction. Year 6 pupils are developing basic hockey skills to which they respond very positively and make very good progress. They learn how to dribble, pass and keep control of the ball under pressure from an opponent. By the end of Year 6, all boys and girls, including pupils with SEN and with any disability, have had the opportunity to take part in all the required areas of activity.
107. The quality of teaching and learning is satisfactory in Years 1 - 2 and good in Years 3 - 6. The teaching has a positive impact on standards and on pupils' attitudes. Most pupils respond well showing high levels of motivation and interest. Pupils work enthusiastically both individually and collectively, showing an enjoyment in all activities undertaken, particularly in Years 3 - 6. Teachers have secure knowledge and understanding of the subject and are confident in their presentation. Lessons start promptly and in a well-organised manner. Good use is made of warm-up activities. For example, pupils run, stretch and do aerobic movements and talk about the effect the movements have on their bodies. Cooling-down activities complete most lessons effectively. By following the scheme of work, teachers provide a structured development of skills as pupils move through the school. Lessons are conducted at a brisk pace and appropriate resources are used well with good attention to safety factors. Teachers show good control and management skills, especially where a wide range of activities is being undertaken. Time is

used effectively in lessons and pupils move smoothly from one activity to the next. Teachers often use pupils to demonstrate good practice and opportunities are given to pupils to discuss the quality of the work seen. For example, in a Year 3 lesson, the teacher observed and analysed the pupils' techniques and movements and then used this information to develop the pupils' skills further. As a consequence, pupils grasped quickly how to strike and catch a tennis ball correctly. Teachers provide help and support to pupils in all aspects of their work and in particular they emphasise the need for safety. Teachers and pupils dress appropriately for all lessons.

108. The curriculum is broad and balanced. National guidelines are used as the basis for the scheme of work. However, the time allocated for PE is high when compared with subjects other than English and mathematics. The school offers a good range of extra-curricular activities and external agencies are used well to enrich pupils' experience, particularly in dance and basketball. PE contributes effectively to pupils' moral and social development. Procedures for assessment are not satisfactory and assessment is not used sufficiently to inform curriculum planning. Although teachers evaluate pupils' work during lessons, this information is not systematically used when planning future lessons. Although the co-ordinator was on sick leave during the inspection, the headteacher is managing the subject in his absence. However, there are important weaknesses in the leadership and management of PE. The action plan is very limited and there is insufficient monitoring of teaching to raise standards further. Resources are sufficient and well used. The accommodation for PE is very good. There is a hall for indoor activities and large playground areas for outside activities. The school has a small grassed area which contributes to a pleasant learning environment and there is easy access to the neighbouring park.

## RELIGIOUS EDUCATION

109. Standards in the work seen at the end of Year 2 and Year 6 are in line with the expectations of the Locally Agreed Syllabus. Standards have been maintained since the last inspection. By the end of Year 2, pupils are able to explain the creation stories shared in common by the Jewish and Christian traditions, using the CD-ROM version of the story of Noah's ark. Higher attaining pupils in Year 2 examining the Torah were able to recognise that it is in Hebrew, uses a different alphabet and is put together as a scroll. Average and lower attaining pupils know that the holy books of Judaism and Christianity have common roots and identify the familiar story of Joseph and his many-coloured coat. They have also studied the story of the Good Samaritan. By the end of Year 6, pupils have a good understanding of other beliefs and cultures. For example, pupils in Year 6 deepen their knowledge and understanding of the Jewish religion through the construction of a Sukkah booth to celebrate the festival of Sukkoth or harvest. Supported by images drawn from the Internet, pupils are able to identify the four symbolic fruits and leaves that decorate the booth. Younger pupils in Year 4 enjoyed the dramatic telling of the story of the Prodigal son's return. Boys and girls, including pupils with SEN and EAL, generally make satisfactory progress, although some unsatisfactory teaching was observed in Key Stage 2 during the inspection. Throughout the school, there is lack of rigour in the assessment of pupils' progress in RE. This limits opportunities to provide sufficiently challenging tasks for more able pupils in a number of classes.
110. The teaching throughout the school is generally satisfactory, but it ranges from excellent to unsatisfactory in Years 3 - 6. This inconsistency has an adverse effect on the progress that all pupils make, particularly the more able boys and girls in some classes. When the teaching is at least satisfactory, all pupils make sound progress. For example, in a class discussion in Year 1, pupils made good progress in their study of Jewish festivals. In Year 2, pupils deepened their knowledge and understanding of the shared origins of the Bible and the Torah. Older pupils in Year 6 made good gains in their knowledge and understanding of the Jewish Sukkoth and its symbolism through the excellent use of multimedia resources and practical observations. Where the teaching was unsatisfactory, pace was slow with over lengthy explanations and work that did not meet the needs of all pupils all the time. In a Year 5 lesson, for example, a significant number of pupils were not extended enough and made insufficient progress in grasping the meaning and significance of a parable because of the slow pace and shortcomings in matching tasks with pupils' prior attainment. In all of the lessons observed, boys and girls had satisfactory attitudes to learning. They concentrated satisfactorily. When attitudes were very good in a Year 6 lesson, the excellent range and use of resources combined with excellent teaching resulted in highly motivated pupils making excellent gains in their knowledge and understanding of the symbolism associated with a Jewish festival.
111. Teachers plan in accordance with the guidance of the Locally Agreed syllabus, and its 'Windows on Faith' scheme of work. There is a systematic cross-curricular link to the PSHE policy. The subject is integrated into the life of the school to give the pupils a range of experiences and to build on their skills, knowledge and understanding. There are good links with ICT and design and technology. The comparisons drawn between Christian beliefs and practices and Sikh, Hindu and Jewish traditions support and promote moral values well. The teaching also supports the school's social values. The arrangements for assessment and the leadership and management of the subject are unsatisfactory. The arrangements for assessment are too patchy and do not identify in sufficient detail the progress that pupils of differing attainment make. The teaching is not monitored, due to the absence of a coordinator. Visitors to the school last year have included an Imam who read from the Koran and a Rabbi who brought a ram's horn (Shofar) for pupils to explore its sound. The school wants to extend its use of local visits and visitors to supplement the good resources that support pupils' learning with first-hand experience.