

## INSPECTION REPORT

**Belleville Primary School**

Battersea

LEA : Wandsworth

Unique reference number: 100998

Headteacher: John Grove

Reporting inspector: Paul Canham  
1353

Dates of inspection: 14<sup>th</sup>-17<sup>th</sup> January 2002

Inspection number: 196777

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 – 11 years
Gender of pupils:	Mixed
School address:	Belleville Road Battersea London
Postcode:	SW11 6PR
Telephone number:	020 7228 6727
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Appropriate authority:	The governing body
Name of chair of governors:	Sue Harries
Date of previous inspection:	June 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
1353	Paul Canham	<i>Registered inspector</i>	Physical education.	What sort of school it is? The school's results and pupils' achievements. How well pupils are taught? How well the school is led and managed?
9388	Anthony Mundy	<i>Lay inspector</i>		Pupils' attitudes and personal development. How well does the school care for its pupils; How well does the school work in partnership with parents?
19001	Caroline Cable	<i>Team inspector</i>	English; English as additional language.	
20457	Brian Fletcher	<i>Team inspector</i>	Mathematics; Music; Special educational needs.	How good are the curricular and other opportunities offered to pupils?
21313	Harold Galley	<i>Team inspector</i>	Science; Geography; Religious education.	
26292	Helen Mundy	<i>Team inspector</i>	The Foundation Stage; Information and communication technology; History.	
3242	Mike Newman	<i>Team inspector</i>	Art; Design and technology; Equal opportunities.	

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

### **INFORMATION ABOUT THE SCHOOL**

Belleville Primary School is a popular school which is much larger in size than most other schools of the same type. The nursery has places for a maximum of 26 children. The number on roll increases during the year as children are admitted to the Foundation Stage. Currently, there are 524 pupils on roll aged from three to eleven years, with a similar proportion of boys and girls. A significant number of pupils come from minority ethnic backgrounds and 31 per cent have a language other than English being spoken at home. The percentage of pupils eligible for free school meals is similar to the national average. The proportion of pupils (27 per cent) with some form of special educational need, including those with statements, is above the national average. When they enter reception, children's attainment levels are average. The school has undergone a period of considerable change since the previous inspection and 70 per cent of the staff, including four headteachers and members of the senior management team, have either left or joined the school during the past two years.

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

The school is successfully overcoming the effects of a prolonged period of instability. It is now an effective school because the current headteacher has introduced substantial changes which are having a direct impact on standards. By the age of eleven, pupils achieve well above average levels of attainment in English, mathematics and science when compared with similar schools. The vision and commitment to high levels of achievement and standards of the headteacher and staff, effectively supported by the governors, help to provide pupils in Years 1 to 6 with a well-structured learning environment. Consistently good quality teaching in Years 3 to 6 and high expectations contribute to pupils' good progress and well above average levels of achievement. The school provides good value for money.

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

- The good teaching, particularly in Years 3 to 6, ensures that pupils achieve well in English, mathematics and science by the time they leave school at the age of eleven.
- Very good leadership and management ensure that the school now has clear structures and routines that effectively support teaching and learning.
- Provision for pupils' moral and social development is good, and reflects the school's strong values. Consequently, pupils have good attitudes to their work, behave well and want to achieve. They enjoy good relationships with one another, and develop into mature individuals by the time they leave school.
- The school makes good provision for pupils with special educational needs and those for whom English is as an additional language.
- Parents have very positive views of the school and value the considerable improvement it has made.

## WHAT COULD BE IMPROVED

- Provision for children in the nursery.
- The use of information and communication technology to support all subjects.
- Attendance levels.
- The poor condition of the fabric of the building in some teaching areas.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made substantial progress since its last inspection in June 1997. Pupils are now benefiting significantly from a settled school with a clear management structure and good monitoring procedures. Strong leadership has been established with a sharp focus on levering up standards, which have improved significantly in English, mathematics, science, and design and technology. The provision for information and communication technology is now good. The quality of teaching has improved substantially, particularly in Years 3 to 6. Weaknesses in the curriculum have been addressed, and subject guidance has been successfully introduced; teachers' detailed planning includes clear learning intentions, closely matched to the needs of pupils. Good assessment procedures have been introduced in English, mathematics and science, though they remain under-developed in other subjects. Some aspects of the accommodation have been improved although some of the window frames are broken. Attendance registers are accurately completed and the health and safety policy is fully implemented.

## STANDARDS

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

Performance in:	Compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	C	D	B	A
mathematics	D	D	B	A
science	C	D	A	A

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

The most recent results show a significant improvement when compared with results over the previous three years. The overall trend is above that found nationally. The proportions of pupils reaching levels above those expected for their age were above average in English, and well above average in mathematics and science. The overall results indicate that pupils achieve very well by the time they leave school in Year 6. Pupils who have been at the school all their careers, achieve substantially better in all subjects than those who joined the school in Years 3 to 6. Evidence from this inspection broadly reflects the results of the tests, although the current Year 6 has a greater proportion of pupils with special educational needs than the group which took the tests last year. Pupils aged seven are working at levels that are similar to the national expectation in reading and writing and science, and above the expectation in mathematics. The good teaching overall in Years 1 to 6 ensures that all pupils, including the higher attainers, pupils with special educational needs and those for whom English is as an additional language, benefit from well-focused support. The school has set very challenging targets in English and mathematics for the Year 2002.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have positive attitudes and they are keen to learn. Good attitudes contribute considerably to the progress they make in lessons. Pupils show their maturity by being responsive and responsible.
Behaviour, in and out of classrooms	Behaviour is good in lessons and around the school. Pupils clearly understand what is expected of them. No pupil has been excluded during the past year.
Personal development and relationships	Good. Pupils are given a wide range of opportunities for them to take responsibility. Good relationships are a distinctive feature of the school community.
Attendance	Unsatisfactory. Attendance was below national average during the last reporting year. However, the level of attendance has improved and is currently similar to the national average.

## TEACHING AND LEARNING

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

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

The consistently good teaching in Years 3 to 6 is the main reason pupils are achieving so well in several subjects, including English, mathematics, and science. However, teaching in the Foundation Stage was judged to be unsatisfactory overall despite the satisfactory teaching seen in the lessons in the Reception classes. This is due to the poor teaching in the nursery. In Years 1 to 6, pupils benefit significantly from a committed team of adults who are sensitive to their needs and have a thorough understanding of the stages at which they are learning. Teachers manage classroom activities well and create a positive learning atmosphere. Pupils, particularly in Years 3 to 6, benefit significantly from dynamic and exciting teaching which inspires their learning. Pupils are captured by the infectious enthusiasm of the committed team of teachers. The progress made by pupils, including those with special educational needs and those for whom English is as an additional language, is carefully monitored and the information used to help with planning. The good relationships are used effectively to underpin teachers' high expectations of behaviour and standards. Consistently good teaching was seen in several subjects, including English, mathematics, science, history, music, and design and technology. The strengths of very good teaching are in the detail of the planning and the stimulating range of teaching methods that capture pupils' attention. Teaching is underpinned by high quality explanations and well-focused tasks.



## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good emphasis is placed on the teaching of English and mathematics. This balances the good quality provision in music and design and technology, which encourages pupils to express themselves and develop their confidence. However, information and communication technology is not used well to support learning in all subjects. The good range of extra-curricular activities gives pupils more opportunities to develop their skills and interests.
Provision for pupils with special educational needs	The provision is good because pupils' needs are identified at an early stage. Pupils in all years are given work closely matched to their learning. The detailed individual education plans are used well to help with assessments.
Provision for pupils with English as an additional language	The provision is good and pupils are given work closely matched to their learning.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. The school makes effective provision for pupils' personal and social development, teaching them to tell right from wrong. The provision helps pupils to develop personal responsibility, trust and mutual respect.
How well the school cares for its pupils	Staff know the pupils well and take care of them in a safe and supportive environment. Sound Child Protection procedures ensure that staff are sensitive to the needs of the pupils. Systems for monitoring and promoting attendance have improved since the previous inspection and they are satisfactory.

Parents make a very good contribution to their children's learning. They are keen to be involved, and make very good use of the many opportunities offered.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher gives outstanding leadership and management. He has a very clear vision for the work of the school in raising standards, and is establishing clear and robust structures that enable staff to have a good understanding of their roles and responsibilities. The headteacher is well supported by the deputies and other key staff. Several subjects are very well managed.
How well the governors fulfil their responsibilities	The governing body now plays a strong role in the school's development. Members are very supportive, reflective, and exceptionally well informed about the work of the school. The school benefits significantly from the professional expertise and knowledge of the governing body. It is effective in fulfilling its statutory responsibilities, with the exception of providing parents with all the required information in the governors' annual report.
The school's evaluation of its performance	The school is beginning to establish very effective procedures for monitoring and evaluating its performance. Systems for monitoring the quality of teaching have been particularly well developed. Detailed information from assessment and test data is analysed for trends of achievement. The school has established effective strategies to identify the value added to its work.
The strategic use of resources	The school's budget is well managed, spending decisions are carefully considered, and the school effectively applies the principles of best value. Very good financial planning focuses funding at the school's priorities. Very good financial systems also ensure that the school makes effective use of its resources, although there are weaknesses in the deployment of some support staff.

The school has attracted highly effective teachers. They work together well as a team and pupils benefit from additional support in lessons and around the school.

Accommodation is satisfactory overall, with a wide range of positive features alongside significant weaknesses. Resources are good overall.

## 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>• Children are encouraged to work hard, and they make good progress.</li><li>• Behaviour is good.</li><li>• The school is well managed.</li><li>• Children are helped to become mature and responsible, and they behave well.</li><li>• Teaching is good.</li><li>• Parents feel comfortable about approaching the school with questions or problems.</li></ul>	<ul style="list-style-type: none"><li>• Homework consistently set and marked.</li><li>• Being kept informed about their children's progress.</li></ul>

Parents' views of the school are very favourable. There has been a significant shift in the strength of feeling about the school since the previous inspection. Parents who attended the pre-inspection meeting with the registered inspector reported that levels of communication have improved significantly since the appointment of the headteacher. In contrast to the views of a significant number of parents, the homework seen during the inspection supported pupils' learning.

## **PART B: COMMENTARY**

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

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

1. A small number of children transfer each year from the nursery to the reception classes. They are joined by a much larger number transferring from playgroups and private nurseries, and a small number entering without pre-school experience. Evidence from initial assessment indicates that children enter the nursery with average attainment in communication, language and literacy, mathematical development and personal, social and emotional development. Children make unsatisfactory progress in the nursery owing to the poor provision. However, children make satisfactory progress in the reception classes where the provision is satisfactory and they will achieve the expected standards (Early Learning Goals) in all areas, except physical development. A small proportion will exceed the Early Learning Goals in mathematical development and information and communications technology.

2. Throughout the school, pupils made good and very good gains in their knowledge and understanding in 59 per cent of the lessons observed, and satisfactory progress in all but 5 per cent of the remaining lessons. The number of pupils for whom English is an additional language is small and most are not at an early stage in their acquisition of English. Owing to the good support received from the specialist teacher, they make good progress. Pupils benefit from the additional opportunities for oral work and support during whole class teaching and group work sessions. The majority of pupils who receive support from the specialist teachers are of Caribbean heritage. Pupils with special educational needs make good progress against their individual education plans particularly in literacy and numeracy. The good progress is largely due to the very good quality of the individual education plans because they contain specific targets that are measurable and easily understood by the pupils.

3. The results for the 2001 national tests show that standards in Year 2 were above average in reading and writing, and well above in mathematics. When these results are compared with schools with a similar proportion of pupils eligible for free school meals, standards were well above average in reading and mathematics, and above average in writing. The proportions of pupils reaching the higher level (3) in these subjects were also well above average in reading and mathematics and above average in writing. In science, the performance levels of pupils in the teacher assessments were close to the national average. Over time, the performance of boys and girls has exceeded the national average.

4. The results of the 2001 national tests show that standards in Year 6 were above the national average in English and mathematics and well above average in science. When compared with schools having a similar percentage of pupils eligible for free school meals, standards were well above average in the three subjects. The proportions of pupils reaching levels above those expected for their age were above average in English and well above average in mathematics and science. The most recent results show a marked improvement when compared with results over the previous three years. The overall trend is above that found nationally. The most significant gains were made by girls in science and English, and boys in mathematics. The overall results indicate that these pupils had achieved very well since taking the national tests when they were in Year 2. Analysis made by the school shows that pupils who joined the school at the usual time of admission achieve substantially better in all subjects than those who joined the school in Years 3 to 6. Taking into account the exceptional circumstances in which the school has worked, very challenging targets for English and mathematics have been set for the Year 2002.

5. Evidence gathered during the inspection broadly reflects the results of the most recent national curriculum tests in English, mathematics and science for pupils aged eleven. Speaking and listening skills are well developed throughout the school. Pupils aged seven are working at levels that are similar to the national expectation in reading and writing and science, and above the expectation in mathematics. Standards in information and communication technology match the national expectation for pupils aged seven and eleven, although computer skills are not used well enough to support learning in all other subjects. For example, there is little evidence of word-processing of final drafts in English. Pupils are making enough progress in religious education to meet the objectives of the locally Agreed Syllabus by Years 2 and 6. Standards in other subjects match the national expectation for pupils aged seven and eleven, but they are above age expectations in design and technology, and in musical performance.

6. The National Literacy Strategy has now been successfully introduced, and the school places a strong emphasis on the development of literacy skills to support learning. Pupils make steady progress in their reading because materials are carefully selected by teachers to match ability levels. Throughout the school, pupils learn to write for a wide range of purposes and audiences. For example, a particular strength in science is the way in which teachers use science lessons to encourage pupils' writing skills. The school provides well-targeted support for all pupils, including the higher attainers, in order to ensure that they will attain or exceed the standards expected for their age.

7. Pupils listen to their teachers thoughtfully and are eager to respond to questions. Discussions are often lively and sustained. By Year 2, pupils are able to talk about the features of different narrative texts and to describe characters, plot and settings. By Year 6, pupils express themselves clearly in standard English and are confident in speaking publicly. By Year 2, pupils are familiar with a range of fairy stories and other traditional stories including those from a range of cultures. Most pupils enjoy reading and, by Year 6, higher attainers are avid readers who are familiar with a range of fiction, poetry and non-fiction books including fables, play scripts, biographies and discussion texts. Many pupils read with expression, have a range of strategies to tackle new words and are able to talk about their response to the text. Pupils benefit significantly from guided writing sessions and good opportunities for extended writing. Standards of presentation are consistently good in all subjects. By Year 2, pupils learn to retell stories, write imaginative alternative story endings and compose their own stories modeled on stories or fables. By Year 6, pupils have a good grasp of the conventions of different forms of writing and develop the ability to empathise with the experiences of famous people such as Gandhi. Much of the writing in all year groups is closely directed, and this approach reduces the opportunities for potentially higher attaining pupils to take responsibility for the writing process and to develop their creative writing. Standards of spelling and punctuation are satisfactory and pupils are taught how to use the very good word banks displayed in classrooms, dictionaries and thesauruses.

8. The National Numeracy Strategy has now been successfully introduced, and many features are securely embedded, but the school does not yet put a greater emphasis on independent and investigative learning. Pupils' numeracy skills are used well to support work several subjects. In design and technology, pupils use measuring skills in designing a toy. In history, pupils use a timeline to chart events and, in geography, they use their knowledge of co-ordinates to read maps. In science, pupils use number skills in preparing and conducting experiments and illustrate the results on a bar chart. In mathematics lessons, all pupils are achieving well and making good progress, due largely to the teaching of groups, which are arranged in similar attainment groups. By Year 2, pupils know how to halve and double and are beginning to identify the patterns in numbers. Most pupils know

the multiplication tables for 2, 5 and 10 and the higher attainers go beyond to 3 and 6. Many pupils are able to work out the answer if they cannot recall it. By Year 6, most pupils are confident in their use of number, shape and measure and data collection. Many pupils are excited by the possibilities of mathematics.

9. From an early age, pupils gain a sound knowledge and understanding of all aspects of the science curriculum, but with particular strengths in "life and living processes". Pupils develop their scientific enquiry skills very effectively through well-panned tasks and investigations and, by the age of eleven, almost all pupils understand the principles of fair testing. All pupils can successfully predict, measure, record results, and draw conclusions while carrying out an investigation. The effective promotion of scientific vocabulary enables pupils to acquire a good understanding of scientific terms.

10. Standards in other subjects are at the levels expected for pupils' ages, with the exception of design and technology where pupils acquire good skills, such as a good understanding of how to build strong structures, and how to analyse products.

11. In music, standards in performance are above those found nationally because pupils are encouraged to participate in all activities, and they sing and play musical instruments with style and vigour.

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

12. In keeping with the positive findings from the previous report, pupils have good attitudes to learning. The response of pupils during the inspection was good or very good in 73 per cent of lessons. The most positive response was seen in Years 3 to 6 where good and very attitudes were seen in almost 86 per cent of lessons. This picture reflects the variation in the quality of teaching, which was judged to be at its most dynamic and challenging in Years 3 to 6. Ninety-six per cent of the parents who returned the pre-inspection questionnaire confirmed that their children like school. The inspection evidence, including many conversations with pupils, endorses the parents' view.

13. Children in the Foundation Stage learn positive attitudes by observing the good relationships between their parents, carers and teachers. They enjoy meeting other children, and are confident and secure in classroom and school routines. The children relate well to adults, and usually listen to them attentively. They are polite and very well behaved.

14. Pupils come to school enthusiastically. They enjoy lessons and, when given opportunities, work independently without needing close supervision. They usually listen attentively to their teachers and to each other, and are keen to answer questions and participate in discussions. In all year groups, a significant number of pupils have well developed speaking skills and they feel confident when participating in discussion or when responding to questions. For example, during a very good literacy lesson, pupils in Year 3 captured the teacher's infectious enthusiastic approach and could not wait to begin work on their fables. All pupils responded confidently to the teacher's probing questions which helped to clarify their own thoughts. Similarly, pupils in Year 5 were very enthusiastic and imaginative in their response to inventing a hero for their legend during a lesson on different models of writing. Outstanding attitudes were seen in a Year 3 history lesson where pupils' behaviour was exemplary, and they were self-assured when responded to incisive questioning. In a good Year 5 information and communications technology lesson, pupils spontaneously helped each other create and save complex animations and, at the end of the lesson, closed their programs with good-natured reluctance. Pupils work well in groups, readily exchanging ideas, sharing materials and often making good use of time.

15. During the small number of unsatisfactory lessons, a small proportion of pupils became restless and distracted others in the group. A small number of teachers have yet to develop teaching strategies to maintain the pace of a lesson and hold the attention of fidgety pupils. During otherwise satisfactory lessons, pupils became restless when they were seated on the carpet for extended periods of time, sometimes for as long as thirty minutes

16. Pupils at all levels of attainment have similarly good attitudes. In discussion with visitors, they are polite and relaxed, and proud of their achievements. Attitudes in extra-curricular activities are very good, and pupils in all year groups sing tunefully and enthusiastically in the choir.

17. Behaviour in classrooms is good. Pupils' focus upon learning contributes to their good progress, and allows lessons to continue without frequent pauses or distractions. In the few lessons where the pace is slow, or the content not stimulating, behaviour is not consistently good but is very rarely unsatisfactory. Three sets of behaviour rules are displayed in classrooms. Few pupils know all rules to the letter, but they cheerfully conform to the spirit of the rules and respond very well to teachers' skills in class management.

18. Behaviour is good in the open areas of the school building and in the playgrounds, and is often very good at lunchtimes in the dining halls. However, during the inspection, in two lunchtime sessions observed in Years R-2, the noise level was very high. In one of these sessions, behaviour was briefly unsatisfactory when many pupils were shouting, and a number were arguing about the allocation of cutlery.

19. Discussions with parents and pupils during the inspection confirm that incidents of serious misbehaviour, or aggression between pupils, are rare, and are dealt with effectively when they do occur. Since the appointment of the current headteacher, no pupil has been excluded from school.

20. Pupils' personal development is good. All pupils willingly carry out everyday duties in classrooms and, when given opportunities, throughout the school. Pupils in Year 6 provide valuable help as librarians, staircase monitors and lunchtime helpers. Pupils of all ages perform confidently in assemblies. Within the curriculum, opportunities for personal development are good in science, where pupils in Year 6 are adept at selecting resources for their experiments. Pupils respond well to the good range of opportunities in design and technology and physical education to work independently of the teacher and solve problems for themselves. In mathematics, pupils develop their confidence and self-esteem during energetic and pacy oral sessions at the start of lessons.

21. Relationships throughout the school are good. Pupils respond politely and confidently to each other and to adults. They are not afraid to be seen to make mistakes, and they are mutually supportive. Each member of the school community receives sensitive and effective support at work and play.

22. Attendance was unsatisfactory in the school year ending July 2001, and the number of unauthorised absences was double the national average for similar schools. Attendance improved significantly in the autumn term 2001, and the number of unauthorised absences was greatly reduced. If these trends are maintained, the school will attain or exceed national averages by the end of summer term.

23. Most pupils arrive in good time for morning school, but a small number are persistently brought late by their parents. Late arrival in class causes stress to these pupils, who miss important instructions at the start of the school day.

24. Class registers are completed neatly, and conform to legal requirements. Registration periods are efficient, and some teachers encourage pupils to respond in their home languages.

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

25. Teaching has improved since the previous inspection. The quality of teaching is now good overall but it is inconsistent and there is a stark contrast in the teaching seen in Years 3 to 6, where 75 per cent of teaching was good or better, to that observed in the Foundation Stage, where it was unsatisfactory overall.

26. Throughout the school, teaching was judged to be satisfactory or better in 95 per cent of all lessons seen. Good teaching was seen in 43 per cent of lessons, and very good and excellent teaching in a further 16 per cent. Examples of good, and very good teaching were seen in Years 1 to 6. Examples of excellent teaching were seen in Reception and Year 2 classes.

27. The most consistently good teaching was seen in Years 3 to 6, where 55 per cent of the lessons seen were judged to be good, and a further 20 per cent were very good. During these lessons, pupils benefited significantly from dynamic and exciting teaching which inspired their learning. In the best lessons, pupils were captured by the infectious enthusiasm of the teachers, which closely linked teaching to learning. For example, in two Year 3 classes, pupils were so motivated they could not wait to begin writing about fables and their imaginary heroes following stimulating and animated introductions. In Years 1 to 6, consistently good teaching was seen in several subjects, including mathematics, science, history, music, and design and technology. In addition, teaching was good in English in Years 3 to 6.

28. However, teaching in the Foundation Stage was judged to be unsatisfactory overall despite the satisfactory teaching seen in most lessons in the Reception classes. This is due to the poor teaching in the nursery. Although behaviour management is good, and staff have a sound knowledge of the development of young children, they have an unsatisfactory knowledge of the Early Learning Goals. The staff are receptive to new ideas but they have yet to develop planning to reflect current practice. As a consequence, planning is poor in the Nursery and generally under-developed throughout the Foundation Stage. Common weaknesses include: unclear learning objectives; insufficient planning for children who attend full time; and inadequate planning for children of different attainment levels, including children with special educational needs and those for whom English as an additional language. However, one outstanding lesson, involved children in Reception making a visit to a local bakery. This lesson was very well organised and the children were excited by the innovative approach which covered all the areas of learning.

29. Features of the good teaching in Years 1 to 6 are the effective management of pupils and the clarity of the learning intentions. Teachers sustain good levels of learning through incisive questioning to maintain pupils' interest. The use of day-to-day assessment procedures underpins much of the good and very good quality teaching and learning. Very good teaching uses information from assessments to plan challenging and stimulating activities to capture pupils' attention and encourage them to want to learn more about the subjects. In English, mathematics and science, teachers' expertise leads to high expectations and well-planned lessons, with the result that pupils learn at a good rate and achieve well. For example, the teaching of mathematics was judged to be very good in several lessons because the oral sessions at the start of each lesson have energy and pace and stimulates a very enthusiastic response. In a very good science lesson, pupils in Year 6 were encouraged to settle quickly with the help of lively questioning which led to a wide



range of responses. Pupils wanted to participate and learn. The quality of direct, whole-class teaching is high, with clear explanations, demonstrations and probing questioning to ensure that pupils understand. For example, during a well-organised physical education lesson in Year 3, pupils responded well to accurate demonstrations and worked hard to repeat the netball skills. Pupils enjoyed the subject and worked hard; these qualities have a positive impact on learning. The best lessons in science included a good balance of direct teaching and opportunities for pupils to apply their enquiry skills to finding things out for themselves. Where pupils are challenged by the teaching, they behave very well, concentrate on what they are doing and work hard to overcome difficulties. The pace of lessons is generally good although some whole class teaching sessions in English and mathematics are over-long and lower attaining pupils find it difficult to concentrate.

30. A particular strength in teaching is the energetic and supportive approach used by teachers and other adults. Pupils benefit significantly from a relatively new but cohesive team that already reflects the school's aims. All but a few pupils reciprocate the good relationships that have been established. In many lessons, the good relationships are used to raise standards in the quality of pupils' work. For example, in a music lesson, pupils in Year 5 benefited significantly from the balance between creativity and control; outstanding relationships between the teacher and pupils are often used well in music lessons to raise expectations. The teaching of English was often judged to be good due largely to the encouragement given to pupils and their enthusiastic response. In several subjects, including science and mathematics, there is a close match of tasks to pupils' prior learning. The activities stimulate pupils' interest, ensuring that they are well motivated and work productively. In consequence, pupils are motivated by the tasks and activities, which successfully extended their thinking and understanding.

31. The good and very good teaching is based on good knowledge of the subject and, particularly in Years 3 to 6, the teaching of basic skills. For example, in English pupils in Year 6 made very good progress in the use of language when responding to a complaint about a damaged toy. Careful planning in several subjects, including music and mathematics, is underpinned by a thorough understanding of the subject material. This leads to well thought-out instructions that emphasise pupil involvement, and well-structured activities that guide all pupils in applying and extending their knowledge. However, in physical education, the pace is slow in some lessons because teachers do not strike a balance between giving sufficient instructions and allowing pupils to practise the skill. Good and very good teaching in music reflects the expertise of the subject specialist, whose knowledge underpins their questioning of pupils, which makes them think and tests their understanding. The quality of the evaluative comments helped pupils in Year 5 to make good gains in their learning. They responded by showing a willingness to refine their work. Teachers' depth of understanding is often used to underpin clear explanations and incisive questioning to help pupils extend their thinking. During a good lesson in religious education, pupils in Year 3 were motivated by the lively and in-depth questioning that helped them to learn about Hindus.

32. Pupils with special needs are well taught when given specialist help; they are well integrated into class groups. Teachers have expert knowledge of the wide range of learning difficulties and offer precise, targeted support. Pupils take part in a carefully chosen range of activities that engage them mentally, physically and emotionally. As a result, these sessions are productive because pupils realise for themselves that they are learning well. In class lessons, they work with other pupils at a similar level and are given additional support wherever possible. Their progress is carefully monitored, and adjustments made to their individual education plans so that future lessons meet their needs. The teaching of pupils who have English as an additional language is good when they are supported by specialist

teaching. Teachers of these groups place a high priority on listening, comprehension and vocabulary skills. The quality of this teaching ensures that these pupils have full and equal access to the curriculum. However, primary helpers are not as well deployed as they might be and there is a need for better co-ordination of the good quality support they offer.

33. There is a good range of methods and strategies to support learning. Teachers who have established a good rapport with pupils manage groups well, while focusing their attention on individual pupils. The teaching of pupils in similar attainment groups, such as those seen in mathematics, is effective because pupils benefit from well-targeted support. Final summary sessions are used well to consolidate and share what has been learnt. For example, pupils in Year 6 were well managed during a lesson in mathematics that gave pupils good opportunities to work independently. Homework is set to reinforce and extend pupils' learning; regular homework supports achievement in English, science and mathematics.

34. Pupils' progress is secured over time because their achievement is closely monitored and planning builds on their learning. Examples of helpful and informative marking were seen in all years, although marking throughout the school is not consistent and does not properly follow school policy.

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

35. The curriculum has been extensively reviewed during the past year and now provides for a broader range of learning experiences than were reported in the previous inspection. In particular, the curriculum for pupils in Years 3 – 6 offers good opportunities to build systematically on their learning. This change has had a significant impact upon standards, which are rising steadily, especially in mathematics, English and science. The school day has been reorganised to reduce movement around the school and to increase teaching time. This has been beneficial to learning, although the structure of the timetable in the afternoon is still under review. All teachers have worked hard to secure a curriculum that serves the needs of all pupils equally well.

36. Curricular opportunities in the Foundation Stage are unsatisfactory overall, although provision is good for children in the reception classes with special educational needs, and for those for whom English is as an additional language. The Foundation Stage curriculum is unsatisfactory because activities are not timetabled. Children in the nursery have free choice of each day's activities. Activities in the nursery are not structured or monitored, and children attending full-time receive the same choice of curriculum in morning and afternoon sessions. This arrangement is unsatisfactory. Children in the reception classes are directed to activities during an integrated day, but no account is taken of individual strengths and weaknesses

37. In Years 1 to 6, the school offers a curriculum that includes a wide range of learning experiences. The teaching in all subjects is systematically planned and carefully monitored. Teachers plan collaboratively and set clear learning objectives. Each subject has a teaching and learning policy. The National Literacy and Numeracy Strategies are firmly in place and due emphasis is placed upon pupils' acquisition of the basic skills that give full access to all parts of the curriculum. The development of skills in information and communication technology is in its early stages and, at present, each class has one lesson a week in the well-resourced information and communication technology (ICT) suite. However, pupils are not given sufficient opportunities to use their ICT skills when working in other subjects, although examples of good presentation skills were seen in art and geography.

38. All subjects in the National Curriculum are taught, including religious education. Sex education and drugs awareness are taught as part of the science curriculum. Pupils in Year 6 have additional lessons in sex education, when questions are encouraged and factual answers are given. The curriculum is enhanced by the provision of a club for French conversation that helps to prepare pupils for secondary school and enhances their knowledge of other cultures. While personal, social and health education underpins much of the curriculum, elements have yet to be systematically implemented, monitored and assessed.

39. There is good provision for mathematics and English, although the library is not used as often as it might be and some valuable learning opportunities are lost. The national schemes have been successfully introduced. The prominence of the core subjects detracts a little from time allocated to other subjects but pupils' benefit considerably by the emphasis placed upon acquiring and applying the basic skills of numeracy and literacy. The curriculum give pupils some good opportunities to develop their creative and performing skills in areas such as music, physical education and design and technology. However, the limited allocation of time given to art hinders pupils' learning.

40. The school makes sure that all pupils can experience all aspects of the curriculum. The needs of all pupils are taken into account in all stages of the planning. The school evaluates its own performance by close analysis of the test results and careful scrutiny of lesson planning. Necessary adjustments are made as a matter of course and have the effect of strengthening the curriculum and improving learning. For example, classes in Years 5 and 6 are divided into three smaller groups for mathematics. This strategy provides pupils with a larger share of personal attention and ensures that all pupils can work at the level that is most appropriate to them.

41. The provision for pupils with special educational needs has improved since the previous inspection and it is good. Provision is particularly good in literacy and numeracy. The Belleville Education Support Team unit provides an excellent base for pupil support. It provides a secure environment where pupils work in small groups and thereby gain in self-esteem and confidence. Support provided by non-teaching support staff is not as good as that given by teaching staff because they are not always well deployed. The quality of individual education plans is good. The plans contain personal targets that are easily understood by pupils who can measure the progress they are making. Pupils with special educational needs make good progress and have good access to the curriculum.

42. Pupils for whom English is an additional language receive good support for learning from the part-time specialist teacher. She plans and liaises closely with class teachers. Pupils benefit from the additional opportunities for oral work and support during whole class teaching and group work sessions. The school recognises the need to distinguish between the needs of pupils for whom English is as an additional language, and those with special educational needs.

43. A good range of extra-curricular activities, similar to that noted at the previous inspection, enriches the curriculum. There are clubs for soccer, gymnastics and cricket. Many pupils learn to play musical instruments; there is a school choir and a recorder club. There is a French club for pupils and parents and also a gardening and computer club. To round off an impressive list, there is a creative workshop for pupils in Years 1 and 2. All clubs are well attended.

44. The school makes frequent contact with the local community. Pupils from the reception class visit the local bakery and sample the produce. Pupils take Harvest gifts to the charity for the homeless and give Christmas performances at the local church. Theatre groups, musicians and writers visit the school regularly. Links with the local secondary

schools are good and this allows a smooth transition at the end of year 6. Good quality information is exchanged. There are strong links with other primary schools and good practice is often shared. The school is also home to several graduate trainee teachers. It offers them good quality support and at the same time is receptive to the new ideas that they bring.

45. The school's provision for the spiritual, moral, social and cultural development of its pupils is similar to that reported in the previous inspection. It is good overall. Belleville is a caring school. The quality of relationships between children from all ethnic groups is harmonious and leads directly from the example set by the adults who work in the school. It is also strong in the role played by staff and other adults in support of pupils with special educational needs and those for whom English is an additional language.

46. Pupils are encouraged to gain an insight into the values of others. They are given good opportunities to reflect on their experiences and develop their awareness. These qualities are promoted by well-planned assemblies, especially those themed on the contribution of role models, such as Martin Luther King. Pupils are encouraged to respect each other's views; this quality was evident in many lessons where pupils listened and valued the opinions of others in the group, and in assemblies, which encouraged pupil participation. The school makes a particular effort to include representatives of all groups and all levels of ability. The school introduces pupils to the religious beliefs and practices of different groups, although this could be further developed in the case of some major religions, such as Judaism. Assemblies comply with statutory requirements and make good use of music and reflection to explore questions of meaning and purpose.

47. The provision for moral development is good. A sense of value is promoted effectively in assemblies. All adults set strong moral examples. Positive attitudes are fostered by the example of the teachers and by behaviour management based on respect and understanding. The rules and expectations have been arrived at through pupil discussion; systems are outlined in all classrooms and are adhered to. Pupils are rewarded for a range of good and cooperative behaviours through stickers, star of the day systems and valuing assemblies. Moral education is also fostered by very conscious attempts to promote inclusion and equal opportunities, such as the support given to pupils with special needs and a general level of empathy with others, such as in the reflective assembly on Beethoven's deafness.

48. The social development of pupils is also good. Pupils are given a good range of opportunities to cooperate in lessons, particularly during practical activities, such as those seen in physical education and design and technology. During music, teachers give pupils a wide range of tasks; pupils are encouraged and they are expected to collaborate well and work harmoniously with each other. Older pupils help with the organisation of the school day by taking some responsibility for the day-to-day running of the school. Assemblies make a strong contribution to the social and ethical understanding of pupils. For example, pupils in Years 5 and 6 were given good opportunities to listen to each other's views about homework. With the fostering of staff, pupils listen attentively and show respect for each other's views. Social development is fostered by the school's consistent approach to positive behaviour management. This is based on praise and understanding of the need to behave in a socially aware way. It is further promoted by good levels of participation in extra-curricular events, sensitivity to the local environment, and education trips such as the one in support of the pupils' Tudor project.

49. The school makes a sound contribution to children's understanding of their own and other cultures. This is assisted by the emphasis on music, both in assemblies, lesson time, and the high participation in instrumental music. The pupils are introduced to cultural strands such as black history, and music from other cultures. The school's participation in a

cultural heritage championship (a game called Oware) makes a strong contribution to the inclusion of all ethnic groups and to an understanding of African contributions to world culture. One area that is underdeveloped is exposure to the rich artistic contribution from Islamic, African and Caribbean cultures.

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

50. In keeping with the findings from the previous report, the school provides pupils with a safe and caring environment. This has a positive effect on the standards pupils achieve. Satisfactory procedures are established for child protection and ensuring pupils' welfare, and the headteacher is the responsible officer. The headteacher and all staff implement the school's child protection procedures, but they have not had recent, systematic training owing to the loss of some key staff.

51. The school has adopted the local education authority's health and safety policy, including procedures for ensuring the safety of pupils on site and during out of school visits. Good health and safety practice is supplemented by risk assessments for the site and for specific activities. Several members of staff are qualified in first aid, and all staff are sensitive to the needs of pupils. Frequent fire alarm practices ensure that the complex three-storey building can quickly be evacuated. The headteacher and premises officer sharpen the responses of staff and pupils by unpredictably increasing the complexities of evacuation. For example, the alarm may be sounded when a staircase is blocked, or a teacher briefly absent from class.

52. Good supervision ensures pupils' safety in the playgrounds at break times and lunchtimes. Most midday assistants are conscientious and attentive, and they take close interest in pupils' activities. However, during the inspection, mealtimes in the Year R – 2 dining hall were very noisy. Midday assistants have yet to develop pupil management strategies to address the needs of pupils and the challenging circumstances during lunchtimes. The school recognises the need to provide staff with training and professional support.

53. Teachers and other adults know the pupils well, and are skilled in assessing their needs. Pupils receive very good individual care and support from class teachers, and from the headteacher, who is accessible and reassuring. Classroom assistants develop good relationships with pupils, and most are skilled in curriculum and personal support. Procedures for monitoring pupils' personal development are satisfactory. Teachers have good knowledge and understanding of individuals, although the system does not provide a permanent and cumulative record, thus staff leaving the school are unable to pass on information to their successors.

54. A good induction system helps children settle quickly into the Foundation Stage. Pupils joining other year groups have few difficulties in adapting to the school's routines. Good procedures in Year 6 prepare pupils for transfer to secondary education.

55. The detailed policy promotes good behaviour in the classroom and around the school. Pupils cheerfully comply with the spirit of the school and classroom rules, which are prominently displayed in classrooms. However, the school's anti-bullying policy is brief and places too much emphasis upon pupils completing and submitting bullying incident cards. The anti-bullying notices displayed in classrooms are complex and not easy to read. However, parents and pupils have few concerns about bullying. They know that staff are always accessible at break time and lunchtime, and discussion and reconciliation easily resolve most incidents. Staff and governors have not yet agreed a policy on the use of force by staff, or on procedures for noting incidents of restraint of pupils.

56. The school's informal merit system acknowledges pupils' good behaviour, good work and effort. The headteacher awards a variety of stickers for achievement and effort. Sustained good work and personal qualities are rewarded with merit certificates, presented at weekly achievement assemblies. The school functions very well as a happy and orderly community.

57. Procedures for monitoring and promoting attendance are satisfactory, and contribute to improving levels of attendance and punctuality in each year group. To maintain current trends, the procedures require greater rigour, particularly in contacting families over unexplained absence, and in teachers' challenges to pupils who arrive late for morning school. The governors have not yet agreed an attendance policy to ensure that staff and parents are fully aware of expectations.

58. Procedures for assessing pupils' attainment and progress are good in the core subjects of English, mathematics, and science. The headteacher, with the support of key staff and governors, has undertaken a detailed analysis of test results and used this data to set realistic but challenging targets, both for the school and for individual pupils. Understandably, this work has concentrated on the core subjects of English, mathematics and science and assessment strategies in other subjects are much less effective. The school uses a wide range of suitable tests to assess pupils' progress in literacy and numeracy and detailed records are kept to track pupils' progress as they move through the school. This represents a significant improvement since the last inspection. The school analyses the scores of pupils in the end-of-key-stage National Curriculum tests and uses these to help plan the next year's priorities. Where this information is used to plan work for pupils of different ability, as in English, mathematics and science lessons it is a valuable tool that makes a significant contribution to the progress pupils make. In other subjects, such data is not used well to match work to what they have previously learned and progress, therefore, is not so marked.

59. Assessment procedures are unsatisfactory in the Foundation Stage. Achievement records are not helpful because assessment procedures are not closely related to the Early Learning Goals. Nursery nurses do not have a clear understanding of assessment and how it can be used to help with planning.

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

60. Parents' views of the school are very favourable with a significant shift in the strength of feeling about the school since the previous inspection. In responses to the pre-inspection questionnaire, 93 per cent of parents indicated that their children make good progress, and 89 per cent indicated that the school works closely with them. In addition, 93 per cent felt the school is well led and managed. Parents who attended the pre-inspection meeting with the registered inspector confirmed these views. Parents reported that levels of communication have improved significantly since the appointment of the headteacher; this view was in contrast to response in the questionnaires. Evidence from the inspection endorses the positive views and concludes that the work of the school is rightly valued and respected by parents because pupils now achieve well by the time they leave in Year 6. In contrast to the views of a significant number of parents, the homework seen during the inspection supported pupils' learning. Parents make a very good contribution to their children's learning. They are keen to be involved, and make very good use of the many opportunities offered.

61. The school has very effective links with parents, and has invested in a professionally designed website. The inspection confirms very good two-way communication, and very good relationships between parents and members of staff. The staff, including the headteacher, are in the playgrounds each day, before and after school, and are consistently involved in informal discussions with parents and their children. The school has recently sent to each family a professionally designed questionnaire to gauge opinions of numerous aspects of provision. Responses are currently being evaluated. Some parents are school librarians, and many parents and friends provide regular, valuable help in lessons to groups of pupils and to individuals. All parents have recently been invited to volunteer their special skills and interests to broaden the curriculum.

62. The friends' association organises regular social and fund raising events, and contributes significantly each year to the school's budget. Recent purchases have included carpets, a digital camera, decorating materials and numerous small items for classrooms. The friends organise open days for prospective parents, and enthusiastically lead groups on tours of the school. Very good co-operation is established between the friends and the governing body, and some families are active on both committees.

63. The quality of information for parents is good, although the most recent governors' annual report does not include all the required information. Frequent newsletters are informative about school events and important dates. At afternoon and evening meetings, the staff discusses aspects of the curriculum with parents, and offer advice on working at home with children. Specialist clubs for families include French, creative activities and secondary transfer. Parents have the option of paying for their children to attend pre-school and after-school clubs.

64. Parents are given the opportunity to find out about their children's progress during the three consultation evenings held each year. Annual written reports to parents are of satisfactory quality, showing in some detail what children know and can do, although they do not include sufficient information about how they can improve and what targets should be met.

65. Parents are well informed of the school's routines and expectations when their children enter the Foundation Stage, or join other year groups. In the nursery, parents have the opportunity to work with their children at the start of each day. Parents of pupils in Year 6 are well informed about transfer to secondary school. Parents of pupils with special educational needs are well informed of progress, and they understand the school's procedures for support and discipline. Good records are maintained by the special needs manager, and she is always available to discuss pupils' progress.

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

66. Leadership and management were in state of flux at the time of the previous inspection and, since then, the governors have appointed four different head teachers to lead the school. During this period, standards achieved by pupils on leaving the school at the end of Year 6 fluctuated between national average figures or well below them. The current headteacher has been in post for just over one year. During this short period, he has provided outstanding leadership and a very clear vision for the school, in which pupils and their achievements are central. The targets set by the school for English and mathematics are 'aspirational' and reflect the school's commitment to high standards. The most recent results from the national tests show a striking improvement in standards. With the close

support of governors, he seeks to create an inclusive school in which all staff and pupils are supported and where standards are high. This is being achieved through some effective leadership strategies, a clear management structure, and a sensitivity to the school's stage of development.

67. During the past two years, just over 70 per cent of the staff have left or joined the school. With very good support from the knowledgeable governing body, the head teacher has sought to appoint some very good teachers who share a commitment to improving the quality of education at the school. The two recently appointed part-time deputy headteachers are very good classroom practitioners, and teachers have benefited significantly from their well-focused support and guidance. They have been influential in the substantial improvement to the quality of teaching, particularly in Years 3 to 6, which was a priority identified by the school. However, the influence of senior managers has not yet reached the poor teaching in the Foundation Stage, though the nursery provision is a focus for development in the school improvement plan.

68. The staff, several of whom have been appointed very recently, already work as a dynamic, cohesive and caring team, committed to the welfare of the pupils and the whole community. These qualities give the school a clear sense of purpose and, as a result, relationships are good throughout the school. The headteacher delegates well, and staff value the levels of responsibilities given to them. The newly introduced management structure includes phase leaders, who monitor pupils' work and development within year groups, and subject leaders, who manage subject provision throughout the school. Pupils are beginning to benefit from the targeted and well-focused support. Subject leaders, several of whom are new to the position, have a clear understanding of their role, and aim to provide colleagues with helpful support and advice. Several subjects are well managed; these include English, mathematics, science and design and technology. The recently appointed Foundation Stage co-ordinator has written a good Foundation Stage policy, and is aware of many current weaknesses. He is beginning to monitor teaching and learning, but has not yet intervened decisively to improve quality.

69. The Belleville Education Support Team unit provides an excellent base for pupil support. The provision is well managed and pupils are given well-focused support. The provision fully reflects national guidance. The knowledge, commitment and organisational skills of the special educational needs teachers are the foundation for the good provision. The development plan for special educational needs takes full account of the need for closer contact to be made between class teachers, learning support assistants, and the special educational needs co-ordinator. Support for pupils for whom English is an additional language is funded through the Ethnic Minority Achievement Grant. This enables the school to engage a teacher on a part-time contract. Provision for pupils is well managed and pupils benefit from good levels of support. Opportunities for pupils in the school are equal and good.

70. The governing body has established a clear role in shaping the direction of the school's work. Key governors are active, conscientious, well informed, and highly supportive of the head teacher and the work of the school. The school has introduced good strategies for monitoring and evaluating its strengths and weaknesses. The head teacher and some other managers have a good understanding of the quality of the school's results. Parents value the improvements brought about since the appointment of the head teacher, and the capacity for further improvement is very good. The school has made substantial progress since its last inspection and pupils are now benefiting significantly from a settled school, strong leadership, improved standards, and much better teaching in Years 3 to 6. The quality of teaching has improved substantially, particularly in Years 3 to 6.



71. The school is meeting statutory requirements, with the exception that the governors' annual report to parents does not include all the required information.

72. The vision of the head teacher and governing body for the school's development is based upon a thorough audit of the current position. The school improvement plan is a clearly laid out document and includes educational priorities which are highly relevant. However, it has yet to include details concerning targets and procedures for monitoring and evaluating the extent to which these priorities are achieved. The governors provide very good support, and have clear systems in place for monitoring the effectiveness of spending and its impact on learning. The improvement plan will provide a secure framework upon which the school can plan effectively and judge value for money. The school makes good strategic use of its resources, including specific grants and other funding. The budget for pupils with special educational needs is identified and targeted well. Short-term financial planning is good, long-term developments are costed, and the headteacher is adept at locating additional funding for specific projects. Best value principles are applied to the purchases of goods and services.

73. Pupils achieve well during their time in the school, due largely to the rapid changes that have been introduced since the appointment of the headteacher. These priorities are already having a striking impact on the quality of teaching and learning, and standards. The school, therefore, provides good value for money, even though the unit costs for each pupil are above the national average.

74. Initial budgeting is the responsibility of the headteacher, but the governors' finance committee has a very good overview of the process, and systematically reviews all areas of expenditure. Other governors are adequately informed about the budgeting process and the effects of spending decisions, and are provided with budget updates.

75. The school's budgeted current-year under spend of 5.3 per cent is slightly above that found in other schools nationally. However, staffing costs already exceed the budgeted figure for this point in the school year and, additionally, the governors are mindful of the impending high costs of window frame replacement and redecoration of the building.

76. Administrative routines are good, and the school office functions smoothly. The school's administrator ensures that financial information is available to the headteacher and to governors. A good system is established for checking and collating purchases, and paying creditors. An audit in 2001 by the local education authority required numerous improvements to financial procedures. The headteacher confirms that these have been implemented. The audit indicates the proper expenditure of all funds allocated to the school, including those for pupils with special educational needs. The core curriculum is adequately funded, and the school makes good use of new technology.

77. The school's deputy headteachers, phase and subject leaders are allocated non-class based time to monitor teaching and learning. The two deputies have had a significant impact on the quality of teaching and learning. Throughout the school, the use of teaching assistants is not systematically monitored, and some are not effectively deployed or satisfactorily trained.

78. Teachers are suitably qualified and have the appropriate knowledge and experience to meet the needs of the Foundation Stage, the National Curriculum and the Locally Agreed Syllabus. A feature of staffing that underpins the very good recent improvements in the quality of education is the prominent and very effective focus given to professional development for teaching staff. Another key factor has been the headteacher's and governors' remarkable skill in attracting highly effective teachers to join the school, especially in the present climate of teacher shortages. Subject leaders are effective,

especially in the core subjects of English, mathematics and science. Non-teaching staff are less effective and training for these staff has not yet been a priority for the school. The number of teaching assistants is slightly below that normally seen, especially in Years 1 and 2. Nursery nurses are not fully involved in classroom planning because their current, outdated, job descriptions do not require them to attend staff meetings.

79. Accommodation is satisfactory overall, with a wide range of positive features alongside significant weaknesses. The school is well served in having three halls, a specialist music room, a superbly appointed information and communication technology suite, a separate library and a room dedicated to the Belleville Educational Support Team. The school's playground is superb and vastly improved since the last inspection, with a wide range of innovative, stimulating and inviting features to encourage constructive play. The last report was critical of the state of décor, and the fact some windows were open to the elements as well as a faulty roof that let in the rain. The school has only been partially successful in addressing these issues. With the support of staff, including a committed and dedicated premises manager, some areas of the school have recently been re-decorated but many areas, both in classrooms and stairwells remain in a very poor state. Teachers have worked very hard to provide a colourful and stimulating learning environment and it is a shame that their efforts have been somewhat frustrated by the very poor state of some of the internal walls and ceilings. Although the faulty roof has been fixed, the windows not been repaired, and some areas of the school are constantly cold as they are near permanently open windows. Accommodation in the Foundation Stage is unsatisfactory overall. Reception classes are very cramped, and no additional space is available in the corridor. The purpose-built nursery provides satisfactory accommodation, but is drab and uninviting.

80. Learning resources are good overall and improved since the last inspection. The headteacher and governors have worked hard to ensure teachers have the necessary resources to provide a high quality education. Resources for the core subjects of English, mathematics and science are good as are resources in design and technology and information and communication technology. Resources to support pupils with special educational needs and those from whom English is an additional language are good. They are centrally located and easily accessible; they help to make a strong impact on the quality of learning. In all other subjects, resources are satisfactory, with the exception of the Foundation Stage where the lack of resources inhibit teaching and learning.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

81. To improve standards of work and pupils' learning, the governors, headteacher and staff should:

- Improve provision for children in the nursery by:
  - \* strengthening the management of the Foundation Stage;
  - \* giving training in the Early Learning Goals to teachers and support staff;
  - \* improving short-term and long-term lesson planning to include clear learning objectives and assessment opportunities;
  - \* ensuring that staff work closely with colleagues in other year groups to help with planning;
  - \* planning additional, specific, activities for full-time nursery children in the afternoon sessions.
  
- Ensure that information and communication technology is used to support all subjects by:
  - \* Including planned opportunities for the development of pupils' information and communication technology skills in all subject guidance;
  - \* providing teachers and support staff with sufficient resources;
  - \* giving high quality professional development and training in the use of the equipment.
  
- Build on the good relationships with parents so as to help them understand more fully their role in supporting their children's learning and improving their attendance.
  
- Improve the poor condition of the building, and particularly the windows, so that the teaching areas and the quality of learning are not affected by cold and wet weather.
  
- Other areas of improvement which the governors should consider for inclusion in the school's action plan are:
  - \* the training and effective deployment of all support staff;
  - \* including all the required information in the school's brochure;
  - \* the school's library provision;
  - \* the development of the school marking policy to ensure consistency in marking across age and year groups.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	100
Number of discussions with staff, governors, other adults and pupils	45

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
<b>Number</b>	2	14	43	35	4	1	0
<b>Percentage</b>	2	14	43	35	4	1	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	499
Number of full-time pupils known to be eligible for free school meals	0	93

FTE means full-time equivalent.

Special educational needs	YR - Y6
Number of pupils with statements of special educational needs	4
Number of pupils on the school's special educational needs register	131

English as an additional language	No of pupils
Number of pupils with English as an additional language	109

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	46
Pupils who left the school other than at the usual time of leaving	83

### Attendance

#### Authorised absence

	%
School data	6.7
National comparative data	5.6

#### Unauthorised absence

	%
School data	1.0
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year:	<b>Year</b>	<b>Boys</b>	<b>Girls</b>	<b>Total</b>
	2001	39	31	70

<b>National Curriculum Test/Task Results</b>		<b>Reading</b>	<b>Writing</b>	<b>Mathematics</b>
Numbers of pupils at NC Level 2 and above	<b>Boys</b>	35	37	39
	<b>Girls</b>	26	30	30
	<b>Total</b>	61	67	69
Percentage of pupils at NC Level 2 or above	<b>School</b>	87 (90)	96 (89)	99 (95)
	<b>National</b>	84 (83)	86 (84)	91 (90)

<b>Teachers' Assessments</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC Level 2 and above	<b>Boys</b>	34	36	35
	<b>Girls</b>	27	29	29
	<b>Total</b>	61	65	64
Percentage of pupils at NC Level 2 or above	<b>School</b>	87 (89)	93 (96)	91 (86)
	<b>National</b>	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year:	<b>Year</b>	<b>Boys</b>	<b>Girls</b>	<b>Total</b>
	2001	24	24	48

<b>National Curriculum Test/Task Results</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC Level 4 and above	<b>Boys</b>	20	20	24
	<b>Girls</b>	20	16	23
	<b>Total</b>	40	36	47
Percentage of pupils at NC Level 4 or above	<b>School</b>	83 (67)	75 (62)	98 (82)
	<b>National</b>	75 (75)	71 (72)	87 (85)

<b>Teachers' Assessments</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC Level 4 and above	<b>Boys</b>	18	22	23
	<b>Girls</b>	19	21	20
	<b>Total</b>	37	43	43
Percentage of pupils at NC Level 4 or above	<b>School</b>	77 (55)	88 (57)	90 (60)
	<b>National</b>	72 (70)	74 (72)	82 (79)

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

### **Ethnic background of pupils**

	<b>No of pupils</b>
Black – Caribbean heritage	53
Black – African heritage	13
Black – other	46
Indian	9
Pakistani	4
Bangladeshi	3
Chinese	0
White	251
Any other minority ethnic group	38

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

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

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

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

### **Teachers and classes**

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

##### **YR – Y6**

Total number of qualified teachers (FTE)	24.7
Number of pupils per qualified teacher	26
Average class size	26

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

##### **YR – Y6**

Total number of education support staff	19
Total aggregate hours worked per week	178

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

##### **Nursery**

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26
Total number of education support staff	2
Total aggregate hours worked per week	130
Number of pupils per FTE adult	13

*FTE means full-time equivalent.*

### **Financial information**

<b>Financial year</b>	<b>2000-2001</b>
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<b>£</b>
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Total income	1224198.00
Total expenditure	1191404.00
Expenditure per pupil	2219.00
Balance brought forward from previous year	32586.00
Balance carried forward to next year	65380.00

**Recruitment of teachers**

Number of teachers who left the school during the last two years	22
Number of teachers appointed to the school during the last two years	20
<hr/>	
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out  
Number of questionnaires returned

537
163

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	63	33	4	0	0
My child is making good progress in school.	45	48	4	1	2
Behaviour in the school is good.	44	52	2	1	1
My child gets the right amount of work to do at home.	28	50	17	3	2
The teaching is good.	50	45	2	0	3
I am kept well informed about how my child is getting on.	37	44	15	2	2
I would feel comfortable about approaching the school with questions or a problem.	60	32	6	1	1
The school expects my child to work hard and achieve his or her best.	48	44	4	0	4
The school works closely with parents.	42	47	7	1	3
The school is well led and managed.	60	33	3	1	3
The school is helping my child become mature and responsible.	52	42	1	0	5
The school provides an interesting range of activities outside lessons.	44	42	7	0	7



## **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**

82. The nursery has places for a maximum of 26 children. They enter after their third birthday, and stay for three terms. At the time of the inspection, eleven children were attending nursery full time, and a further 24 were attending part time in either the morning or afternoon. Ninety places are available in the school's three reception classes. A few children transfer each year from the nursery. They are joined by a much larger number transferring from playgroups and private nurseries, and a small number entering without pre-school experience. Children enter the reception classes, attending full-time, at the start of the school year coinciding with their fourth birthday.

83. Evidence from the initial assessments indicates that children enter the nursery with average attainment in communication, language and literacy, mathematical development and personal, social and emotional development. However, inspection evidence confirms a wide range of attainment, particularly in speaking and listening. Most children currently in the reception classes will achieve the standards expected of children (Early Learning Goals) in all areas, except physical development. A few will exceed the Early Learning Goals in mathematical development and information and communications technology.

84. The previous inspection reported that provision was satisfactory in the Foundation Stage. However, evidence from the current inspection indicates that provision is unsatisfactory overall, although it is good for children in the reception classes with special educational needs, and for those whom English is as an additional language. The reception classes have some strengths, particularly in personal, social and emotional development, mathematical development and the teaching of information and communications technology.

85. Teaching in the Foundation Stage is unsatisfactory overall, although teaching was judged to be satisfactory in reception where excellent teaching was seen in one of the classes. Teaching was judged to be poor overall in the nursery where there are significant weaknesses in planning and assessment procedures, and in teacher expectations.

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

86. Children enter the nursery with personal and social skills at the expected levels for their age. They settle quickly into the few routines established for them, and soon accept the absence of their parents. Children in the reception classes settle quickly into the school's routines. Nursery staff do not direct children to specific activities, but allow them to spend time as they please. Many activities do not have learning objectives. For example, children apply paint to paper or junk materials without adult guidance or intervention. Their concentration is often poor, and they tend to change activities every two or three minutes because staff do not explain that activities must be completed. Consequently, children do not experience the full range of the nursery curriculum, and staff are unaware of the gaps in their learning. In the reception classes, children's concentration is often good, although some activities are unchallenging or without purpose. Consistent praise from all staff develops children's self-confidence, and encourages them to assume responsibilities. For example, during the inspection, the Foundation Stage coordinator asked a high attaining child to demonstrate information and communications technology skills to a child with special educational needs. Children learn positive attitudes by observing the good relationships between their parents and the Foundation Stage staff. Children rarely disobey instructions. Their behaviour is good overall, and is often very good. Reception children learn to wait

patiently for their turns in activities, and they share equipment amicably. They have some awareness of self-care. They dress and undress for physical development lessons and use toilets which are some distance from their classrooms. Routines for nursery children are much less secure. For example, they are not consistently reminded of the need to wear overalls during painting sessions. All children in the Foundation Stage have some understanding of Christianity and other faiths.

## **COMMUNICATION, LANGUAGE AND LITERACY**

87. In the nursery, children's speaking skills are good, but communication is inhibited because staff do not encourage them to work together. A characteristic of the nursery is the number of children who work alone, without reference to others, and without enquiry from adults about what they are doing. In the reception classes, children's vocabulary is good. They use many advanced words and phrases, and confidently ask staff to explain words they do not understand. However, during the inspection, many opportunities were missed for children to plan collaboratively in construction activities. Although most children in the nursery have satisfactory listening skills, few opportunities are provided for them to listen to each other. In the reception classes, listening skills are satisfactory overall but some staff do not have techniques to retain children's attention during story time. For example, in an unsatisfactory session, children became restless when a nursery nurse persistently digressed from the narrative of a story. All staff use some French words and phrases to ensure that the culture of French speaking children is fully valued. Some equipment is labelled in English and French, and a language specialist visits each reception class weekly to provide additional support.

88. All children enjoy visits to the public library. They understand that pictures tell stories, and that print conveys meaning. Children of all attainments recall features of familiar stories. For example, during the inspection, a special educational needs assistant introduced a child with complex needs to a role-play session with other children, acting the story of Goldilocks. She asked good questions to assess knowledge of the story and the sequence of events. Children in the nursery recognise their own names, but their progress in reading is limited by inadequate extension activities. For example, they are not taught to recognise other children's names. The teaching of reading is satisfactory overall in the reception classes. Children can recognise a few sounds, but often confuse the sound and the name of a letter. In a good group-reading session, higher attaining pupils were taught to look for cues, such as speech and thought bubbles, to enable them to become independent readers. Parents and teachers make good use of home-school reading diaries. Comments are exchanged, and teachers offer much good advice.

89. Throughout the Foundation Stage, children enjoy writing activities. In the nursery, they learn pretend-writing by making marks on paper, but the nursery area for writing is under-used, and progress is too slow. Most children in the reception classes can write their first names, but many write in a random and uncorrected mix of capitals and lower case letters. During the inspection, a child was observed to write his name, beginning from the right, with the letters in correct order when read from the right: moT. A nursery nurse supervising him did not use the mistake to demonstrate that print is written and read from left to right. Children attempt to use phonic knowledge to write captions, labels and short sentences. However, as writing is not taught systematically, progress is slow. A few higher attaining children can write sentences independently. Few children hold pencils correctly. During the inspection, the grips of left-handed children were particularly poor. Assessment is unsatisfactory in this area of learning. Some staff do not understand the difference between written observation of children's work, and assessment of their work. Consequently, planning for individual children is unsatisfactory.

## **MATHEMATICAL DEVELOPMENT**

90. Children in the nursery can count accurately to five. During the inspection, very few number rhymes were used to help children understand the concepts of simple addition and subtraction. For example, a satisfactory music session led by the school's specialist music teacher did not include any number rhymes. The nursery teacher and the music teacher do not plan together to use opportunities for mathematical development. In one reception class, children showed good mental arithmetic skills when calculating the daily numbers of packed lunches and cooked lunches. Most children in the reception classes can count random objects reliably to ten. A few higher attainers can count to twenty. Children of average attainment understand the meaning of 'one more', but do not understand 'one less'. In a satisfactory session, children were asked to put teddy bears neatly into small, medium and large beds, and calculate and pictorially record their totals. Before starting, they were not asked to estimate totals and, on conclusion, their figures were not checked for accuracy. A child with complex special educational needs was very excited when filling a garage with cars. As the final car went in, he exclaimed 'Full !'.

91. All children in the reception classes have satisfactory mathematical language. They all understand the meaning of 'large', 'medium' and 'small'. A few nursery children of average attainment can identify simple shapes, such as square, circle and triangle. Reception children can describe some properties of shapes. During the inspection, a higher attaining reception child knew that a slice of bread made two halves when cut once, and made four quarters when cut again. Children of all attainments have some understanding of space. For example, they are taught to estimate accurately the size of paper they need for a painting or drawing. Children of average attainment have a good understanding of position, including 'in front of', 'behind' and 'on top'. All children have a good understanding of place order. For example, in a line, they can position themselves from first to sixth. All children understand that money may be exchanged for goods. During an excellent lesson, which included a trip to a local baker's shop, each child in the class understood the process of exchanging a 20p coin for a gingerbread teddy bear. Throughout the Foundation Stage, children's recording skills are weak. They are not provided with workbooks, and are rarely asked to record their findings, although many are clearly capable of doing so. Assessment is unsatisfactory in mathematical development. As learning objectives are not always linked to the Early Learning Goals, outcomes are vague and opportunities for assessment are limited.

## **KNOWLEDGE AND UNDERSTANDING OF THE WORLD**

92. Children in the nursery know the difference between wood and metal. In a music session during the inspection they knew that maracas are made from wood, and chime bars from metal. Children in the reception classes have recorded their experiments to find if magnets attract metal. This good progression is a welcome but rare example of continuity of learning between the nursery and reception classes. Nursery children have learned about the human skeleton. They understand the use of x-rays, and how a stethoscope is used to listen to a heartbeat. During the inspection, before an outing to the baker's shop, the teacher in one reception class asked the children to think of questions for the baker. At the shop, they asked the questions and, later, recalled the answers. For example, they remembered that pastry hardens in a refrigerator. However, during the inspection, children had few opportunities to ask questions about how things happen and why things work.

93. Investigative play is underdeveloped in the Foundation Stage. Staff do not provide enough variety in activities to encourage children to solve problems. For example, during the inspection, in one reception class, the objective was to 'make a chair'. The resources provided were plastic construction sets of identical interlocking pieces. Consequently, all chairs were similar, and only one joining technique was required.

94. In the Foundation Stage, children's computer skills are above average for their ages. In the nursery, a child was observed to change the operating colour in a painting program. In the reception classes, children of higher attainment can operate the shift key, and can delete words letter by letter. They have good mouse control. Teachers frequently use a digital camera, recording Foundation Stage events to develop children's historical awareness and their recall of previous learning. During the inspection, the Foundation Stage coordinator skilfully advanced the computer awareness of a child with special educational needs. Together, they located a digital photograph on the hard disk, discussed the relevance of the photograph, briefly wrote about it, and printed the picture and text.

95. Children have a very keen interest in their local environment. During the inspection, nursery children drew a large diagram showing local roads, roundabouts and footpaths. The objective was to plan routes for their model cars, but resources were inadequate to provide a full range of street models. Reception children have good understanding of road safety issues, and they know the locations of various shops in the local area. Challenged by good teaching, children of average attainment firmly expressed likes and dislikes about the local environment. For example, they objected to black bags of rubbish assembled on footpaths in anticipation of the refuse collectors. This was part of an excellent session but, overall, staff do not plan adequately for this area of learning.

### **Creative development**

96. When children enter the nursery, they know the names of some colours. In the reception classes, they know a little about colour mixing. For example, during the inspection, a nursery nurse helped a child to mix brown and white paint into beige for an observational drawing of his teddy bear. Children's work is valued in the reception classes, and is attractively displayed by staff to improve the drab environment of the school. All children in the Foundation Stage enjoy collage with a variety of materials, including sequins, feathers and buttons. However, collage skills are not developed, and lessons rarely have objectives. In the nursery, provision for music is unsatisfactory because children's participation in lessons is optional. Staff do not record children's activities, and do not ensure their acquisition of early musical skills. In a nursery session seen during the inspection, children enjoyed singing, and they listened attentively to the sounds of simple instruments. Children of average attainment recognised sounds when the instruments were out of sight. In a good music session in a reception class, planned and led by the school's specialist music teacher, all children made good progress, including those with special educational needs and English as an additional language. They understood simple notation, and clapped and played simple instruments, following a pattern of beats. In this lesson, good intervention by the class teacher improved the overall quality of teaching and learning. Generally, in the Foundation Stage, class teachers do not contribute to the planning and teaching of music lessons, and many opportunities are lost to improve lessons by including other areas of the curriculum. Imaginative play is under-developed in the Foundation Stage. In the nursery, children play in the doctor's surgery. They understand the meanings of 'patient' and 'emergency', and the importance of making an appointment. In a reception class, children were uncertain of the function of their post office, and the area had few resources to stimulate their imaginative play.

## **Physical development**

97. Children's physical development is unsatisfactory. The recently appointed Foundation Stage coordinator is aware of planning and resource deficiencies in this area of learning. During the inspection, no timetabled physical development sessions were seen. Nursery children have unlimited, unplanned access to a satisfactory range of climbing equipment and small apparatus. Their physical education is unstructured. The play area for reception children is regularly used by other year groups. It has no fixed equipment for climbing or balancing, and is unsatisfactory. Small apparatus is used extensively. Children of average attainment throw and catch large balls, and make good attempts at scoring basketball goals. They successfully play skittles. However, they are rarely challenged by staff to improve their skills by standing further away from targets, or controlling a ball with one hand. No wheeled vehicles are provided to develop children's motor skills and collaborative play. During the inspection, children in the Foundation Stage were not seen to use scissors, needles or joining materials. Their fine motor skills are satisfactory when using pastry cutters and rolling pins but, throughout the Foundation Stage, activities are not planned to develop these, and similar, skills.

## **ENGLISH**

98. In the 2001 national tests, the proportions of pupils aged eleven reaching the expected (level 4) and above the expected level (level 5) were above national averages. The results were well above average when compared to other similar schools. Pupils achieved well when considered against their prior attainment.

99. Results in national tests for pupils aged seven have been above the national average since 1998 and for pupils aged eleven results were above the national average in 2001. In 2001 the proportion of pupils reaching the expected levels at age seven (level 2) and above the expected level (level 3) was above the national average in reading and writing. The percentage of pupils achieving level 3 in reading (44 per cent) is especially noteworthy.

100. There was no significant difference in the standards attained by boys and girls at age seven or eleven, although boys achieved better than the national average.

101. Inspection evidence indicates that pupils will continue to attain results at and above the national average in reading and writing at age seven and in all aspects of English at age eleven. Attainment in speaking and listening is above average across all year groups. The school provides well-targeted support for all pupils in order to ensure that they will attain the standards expected for their age. Higher attaining pupils are also provided with support to enable them to attain levels above those expected for their age.

102. The National Literacy Strategy has now been successfully introduced, and the school places a strong emphasis on the development of literacy skills. Pupils make steady progress in their reading because materials are carefully selected by teachers to match ability levels.

103. In almost all subjects, pupils are encouraged to read independently of the teacher and find out more about the subject on their own. Pupils learn to write for a wide range of purposes and audiences. For example, in science, teachers encourage pupils to write at length using scientific vocabulary. In other subjects, such as design and technology, pupils are given very good opportunities to record their work using a variety of methods. Pupils take great care with the presentation of their work.

104. Pupils have very good speaking and listening skills. They listen to their teachers thoughtfully and are eager to respond to questions and to offer their own ideas and opinions. They also listen carefully to one another and show respect for other people's points of view. Discussions are often lively and sustained. Teachers ensure that all pupils develop the confidence to contribute to whole class discussions and feel that their comments are valued. By age seven, pupils are able to talk about the features of different narrative texts and to describe characters, plot and settings. They know that stories from different cultures can have similar themes and contribute ideas for writing their own stories modeled on existing texts. By age eleven, pupils can express themselves clearly in standard English and use formal language to express their developing knowledge and understanding and their own opinions. They are confident in speaking publicly to the whole class and in assemblies and in reading out their written work. During the inspection, pupils were observed during an assembly reading with expression and feeling speeches they had written on the theme of 'I had a dream.'

105. Pupils are in line to achieve standards in reading at or above the national average at age seven and eleven. Pupils make steady progress because reading materials are carefully selected by teachers to match ability levels. Teachers monitor the progress of pupils on a weekly basis and choose appropriate and challenging texts for pupils to read in guided reading sessions and at home. Pupils with special educational needs and those for whom English is an additional language are given extra help by support staff, and by teachers employed through an additional grant which enables them to develop confidence and a range of strategies. Most pupils enjoy reading and higher attaining pupils are avid readers who visit the public library regularly and can talk about favourite authors including Michael Rosen, Roald Dahl, J.K. Rowling and Jacqueline Wilson. Younger pupils develop a range of strategies to find the meaning in texts. They know how to sound out new words and self-correct and many can describe plot, setting and characters. Worksheets are used extensively especially for phonic work with the younger pupils and greater use could be made of other activities and games to support learning. Pupils are familiar with a range of fairy stories and other traditional stories including those from a range of cultures. Many parents read with their children at home and maintain a dialogue with the school about their children's progress. Older pupils are familiar with a range of fiction, poetry and non-fiction books including fables, play scripts, biographies and discussion texts. Many pupils read with expression, have a range of strategies to tackle new words and are able to talk about their response to the text. Most pupils are familiar with information texts and can locate information using contents pages and indexes which helps them to learn in all subjects.

106. Throughout the school, pupils learn to write for a wide range of purposes and audiences. They work hard and most produce a good quality and quantity of work. Teachers monitor progress during guided writing sessions and opportunities for extended writing are provided in English lessons. Support for pupils with special educational needs and for those for whom English is an additional language helps these pupils to make progress in their writing. Teachers write with pupils and help them to structure their writing through whole class discussions and the use of written prompts, sentence starters, storyboards and writing frames. Older pupils have a good grasp of the conventions of different forms of writing and develop the ability to use appropriate language to express opinions and write formally in standard English. Through diary writing pupils demonstrate the ability to empathise with the experiences of famous people such as Gandhi. Younger pupils learn to retell stories, write imaginative alternative story endings and compose their own stories modeled on stories or fables.

107. Much of the writing in all year groups is closely directed and stress is placed on planning, drafting and proof reading, which is particularly helpful to those with lower attainment. However, this approach reduces the opportunities for potentially higher attaining pupils to take responsibility for the writing process and to develop their creative writing.

Teachers provide a variety of real audiences for writing, including the headteacher, presentations in assemblies, and books for younger children to read. Standards of presentation are consistently good in all subjects. The new handwriting scheme and incentives such as the award of pens in Year 3 and Year 4 is proving effective in teaching older pupils to use joined handwriting consistently. Standards of spelling and punctuation are satisfactory and pupils are taught how to use the very good word banks displayed in classrooms, dictionaries and thesauruses. Younger pupils are beginning to use speech marks appropriately in writing; however, some older pupils are not yet secure in their use of apostrophes to denote possession. Little use of Information Technology for drafting was seen during the inspection, though there is evidence of word-processing of some final drafts.

108. Teaching is good overall. Teaching for the younger pupils was good or very good in two-fifths of lessons observed and satisfactory in other lessons. For the older pupils, teaching was good or very good in over two-thirds of lessons observed and satisfactory in other lessons. Teachers have very good subject knowledge and share their expertise in planning together in each year group, guided by the literacy framework and subject leaders. The lessons have a strong sense of purpose and there is consistency in teaching across year groups. Objectives are stated clearly and shared with pupils at the beginning of lessons. Plenary sessions serve to consolidate the teaching and learning and celebrate pupils' achievements. Teachers read well and with expression and use good questioning techniques to motivate pupils, maintain interest and develop pupils' knowledge and understanding. All pupils are encouraged to contribute and do so with confidence and enthusiasm. No significant difference in the contributions or progress of boys and girls was observed. The pace of lessons is generally good although some whole class teaching sessions are over-long and lower attaining pupils experience difficulties in concentrating.

109. Tasks are usually carefully planned to match three levels of attainment in each class. Instructions are clear, most pupils understand what is expected of them and settle to work quickly, supported by worksheets and guidelines. Pupils at the lower end of the attainment range and those for whom English is an additional language are usually well catered for. However, in lessons where pupils worked on the same task, the lower attaining pupils would have benefited from additional resources to support their writing. On occasions, some pupils did not fully understand the drafting process and the amount of direction limited the challenge to higher attaining pupils. In some classes, non-teaching staff and learning support assistants support the learning of pupils with special educational. However, their work is not yet fully integrated into the teachers' planning and this reduces the effectiveness of the support provided. Very good planning and liaison between a class teacher and one of the support teachers was observed which enabled pupils to express their own ideas in a small group and produce formal letters similar to those being written by the class. Reading sessions outside the Literacy Hour provide opportunities for teachers to take each group in the class for guided reading once a week and support the raising of reading standards. Other pupils work independently during these sessions carrying out a range of reading or writing activities. The quality of these additional sessions was variable. At best, they were purposeful and provided opportunities to consolidate learning but in some classes the pupils became distracted and made little progress. The English lessons observed were used to develop forms of writing the pupils had been introduced to during the Literacy Hour and followed a similar pattern. Many pupils produced good quality writing as a result, although opportunities for collaborative writing and the extension of higher attaining pupils were not fully utilised.

110. The marking of pupils' books has improved since the last inspection although there is a lack of consistency across age and year groups. Corrections are not always appropriate for the age group and it is sometimes unclear whom the comments are for. Some comments do not engage with the writing and focus almost exclusively on the areas for improvement.

111. Leadership and management of the subject are good. There are now subject leaders for the different age groups and they work closely with the deputy head with responsibility for this area of the curriculum. Teaching and learning are monitored and areas for action clearly identified. The very good planning, both for the short- and medium-term, are an outcome of this process. The results of optional assessment tests held last year have been carefully analysed and a report was prepared for the staff by the subject leaders which highlighted areas for improvement. A training session was provided for staff on guided writing and group target setting in the autumn term. The strategy of providing three sets for English for the two Year 6 classes from the spring term was found to be effective in raising standards in 2001; this strategy will be repeated with pupils currently in Year 6. A number of other initiatives have been introduced to raise standards, including the new handwriting scheme. There is a positive and open climate of discussion amongst staff, so that good practice is shared. Effective systems for monitoring and assessing group reading and writing are in place. Information from these assessments has yet to be included in the individual pupil targets. However, good targets for pupils with special educational needs are set through individual education plans.

112. The library has been redesigned and refurbished and the stock of books, including information books, has improved since the last inspection. Parents have been closely involved in this process and have organised and contributed to fund raising events. They provide support for pupils in choosing books and running the library. Some classes use the library regularly but it is not used consistently by the older pupils. Pupils are provided with a range of fiction and non-fiction resources in classrooms but pupils would benefit from more opportunities to use the library to support their learning across the curriculum and to choose their own reading books. A new co-ordinator has very recently been appointed and a whole school library strategy now needs to be developed.

113. The number of pupils for whom English is an additional language is small and most are not at an early stage in their acquisition of English. There are no refugee or asylum-seeking pupils in the school. A bilingual member of staff has been employed to provide support for new French speaking pupils. Pupils received good support for learning from the specialist teacher observed during the inspection. She plans and liaises closely with class teachers. Pupils benefit from the additional opportunities for oral work and support during whole class teaching and group work sessions. The majority of pupils who receive support from the specialist teachers are of Caribbean heritage. The teachers have recently been appointed to their roles and they would benefit from further training to ensure that they can meet the different needs of their focus pupils. The school recognises the need to distinguish between the needs of pupils for whom English is as an additional language, and those with special educational needs. Currently, strategies to support learning lack clarity, especially as both groups of staff share a common work area.

## **MATHEMATICS**

114. Since the time of the previous inspection, standards in mathematics have improved significantly. This improvement is the direct result of very good subject management and consistently good teaching, particularly over the last two years.

115. In the 2001 national tests, the results for pupils aged eleven were above the national average and well above average of similar schools. Three quarters of pupils attained the national expectation (level 4) and over a third of pupils attained above the expected level. (levels 5 and 6). The results are much better than at the time of the previous inspection when they were below the national average. The trend is above that found nationally. Results from the tests indicate that boys performed better than the girls, reflecting the national pattern. However, evidence from the inspection indicates no significant difference



between the standards being attained boys and girls. The inspection findings for pupils in Years 3 –6 confirm the test results and show a much brighter picture than was evident at the time of the previous inspection. All pupils are achieving well and making good progress, built securely upon previous learning. Pupils have good access to all aspects of the mathematics curriculum but not enough emphasis is placed upon independent and investigative learning, particularly for older pupils. The teaching groups are arranged on the basis of prior attainment and this allows all pupils to work at their own level and to receive the support that they need.

116. In the 2001 national tests, the results for pupils aged seven were well above the national average and well above the average of similar schools. All but one pupil in Year 2 attained the expected standard (level 2) and a significant proportion attained above the expected level (level 3). The school trend is upward and above that found nationally. There is no significant difference between the performance of boys and girls. Evidence from the inspection indicates that pupils currently in Year 2 reflect the test results. Pupils are achieving well and making good progress in all aspects of mathematics. Attainment for the large majority of pupils is above the national average and well above for a significant number. Levels of progress and achievement are more consistent than at the previous inspection.

117. Pupils in Years 1 and 2, make good progress in counting, ordering, adding and subtracting numbers. By Year 2, pupils know how to halve and double and are beginning to identify the patterns in numbers. Pupils took great delight in showing that they could double numbers up to 20. Most pupils know the multiplication tables for 2, 5 and 10 and the higher attainers go beyond to 3 and 6. Pupils are confident in their use of number and many pupils in year 2 are able to work out the answer if they cannot recall it. Pupils apply their knowledge of number to working out the change from 50 pence and in telling the time. Pupils can identify and name the full range of two-dimensional and three-dimensional shapes, and count corners, angles and sides. Pupils also know how to collect information and how to illustrate it in simple graphs.

118. Pupils in Years 3-6 continue to make good progress in developing their numeracy skills, and in applying them to problem solving. By Year 6, most pupils have a very good grasp of the mathematics curriculum and are well prepared for secondary school. They are confident in their use of number, shape and measure and data collection. Many pupils are excited by the possibilities of mathematics and one group made very good progress in finding the connection between the triangles of a polygon and the number of its sides. This was investigative mathematics at its best. Pupils learn about place value and understand the meaning of the decimal point. They convert simple fractions to percentages and decimals. They know about symmetry and how to reflect and rotate shapes. They know how to arrange events on a probability line and they develop their predictive skills in experiments with coins and dice.

119. Most pupils competently use number skills in other subjects. In design and technology, pupils use measuring skills in designing a toy and measuring out the ingredients required to make biscuits. In history, pupils use a timeline to chart events and in geography, they use their knowledge of co-ordinates to read maps. In science, pupils use number skills in preparing and conducting experiments and illustrate the results on a bar chart.

120. The quality of teaching is good. Throughout the school, very good and excellent teaching and learning were seen in just over half the mathematics lessons. It was judged to be good or better in over half the lessons in Years 1 and 2 and in three quarters of the lessons seen in Years 3 to 6. The quality of teaching is much better than that reported in the previous inspection, when some teaching was described as unsatisfactory.

121. Lessons are well planned and prepared. Learning objectives are shared with pupils. Teachers have high expectations of work and behaviour, so that pupils know exactly what is expected of them. Relationships are very good. Pupils work well together and help each other. Very good teaching is characterised by precise and sequential tasks and quickly paced activities that constantly hold the pupils' attention. Teachers are alert to all pupils' needs, and value their contributions. In consequence, pupils have positive attitudes and learning is enjoyable. These attributes were shared by many lessons. Planning is uniformly very good and is built on prior learning so that pupils develop a secure knowledge and understanding. Teachers make good use of questions and pupils' responses to confirm learning. Pupils are managed very well, firmly but sympathetically, creating a relaxed and secure learning environment. Occasionally, teachers talk for a little too long and younger pupils, particularly, become restless. By contrast, the oral session at the start of each lesson has energy and pace and stimulates a very enthusiastic response; pupils not only want to be right, but to be first. Although all pupils have an opportunity to use the computer room once a week, pupils used very little information communication technology in the classroom to enhance learning. Overall, pupils learn well, systematically building up their knowledge and understanding. Learning support assistants and primary helpers give valuable support to pupils with special needs, although they are not always effectively deployed at the beginning of lessons.

122. Mathematics is very well managed by the joint subject leaders who have energy, enthusiasm, knowledge and drive. They also have clear and ambitious targets for mathematics that are shared by all teachers and helpers. Together, they have the capacity to ensure that all pupils reach their full potential. Daily assessment is good and drives the planning so that pupils experience learning as a continuous process. Monitoring over time is good. Test results are carefully analysed and teachers focus on areas for development.

## **SCIENCE**

123. In the 2001 national tests, the proportion of pupils reaching the expected level and above in science was similar to the national average for seven year olds but well above for pupils aged eleven. When compared to other similar schools, standards for seven year olds were average, but were well above average for eleven year olds.

124. Since the last inspection, standards attained by seven year olds have risen in line with the national trend, while the standards gained by eleven year olds has risen well above the national trend. Evidence from the inspection indicates the work of pupils currently in Year 2 closely reflects the standards gained in last year's tests. The work of pupils currently in Year 6 is above average. These findings reflect changes in the cohort which has a higher proportion of pupils on the special educational needs register. There are no significant differences between the attainment of boys and girls. Pupils, including those with special educational needs and those for whom English is an additional language, make satisfactory progress in Years 1 and 2 in relation to their prior attainment, and they make good progress in other year groups. This picture closely reflects the quality teaching and learning seen during the inspection.

125. Across the school, teachers plan for and maintain a good balance between all aspects of the science curriculum. In consequence, pupils gain a sound knowledge and understanding of life processes and living things, materials and their properties, and physical processes. Teachers develop pupils' scientific enquiry skills very effectively through well-planned tasks and investigations and, by the age of eleven, almost all pupils understand the principles of fair testing. For example, in their experiment on sound, pupils clearly

understood that varying one factor, while keeping other factors constant, would lead to a fair test. In the same lesson, pupils showed a good understanding of scientific knowledge and were able to use appropriate scientific language. All pupils could successfully predict, measure, record results, and draw conclusions while carrying out the investigation.

126. From an early age, pupils gain a sound knowledge and understanding of all aspects of the science curriculum, but with particular strengths in "life and living processes". Pupils in Year 1 successfully label different parts of the body, know the five senses and can name the main parts of a flower. By Year 2, pupils can identify a range of healthy and unhealthy foods. In Year 3, pupils successfully identify vegetables that grow above and below the ground, though few yet realise that some plants, such as cotton, are used in clothing. By Year 6, pupils know that air is all around us and can prove this during an experiment. Pupils' very good factual knowledge underpins the above average standards seen in lessons and in their work.

127. Throughout the school, pupils of all abilities make particularly good progress in understanding scientific enquiry. In Year 1, pupils successfully sort materials into those made of wood, plastic and metal. By Year 2, pupils accurately classify natural and man-made materials. In their investigations about soil, pupils in Year 3 realise that roots have a vital part to play in the growth of plants. By Year 6, pupils classify correctly substances into solids, liquids and gases and understand well the scientific terms of evaporation and condensation in order to describe changes.

128. Levels of achievement are satisfactory for pupils in Years 1 and 2, and good for pupils in Years 3 to 6. These findings reflect the better teaching that older pupils experienced during the inspection. Teachers have secure subject knowledge and plan successfully within year groups to ensure all pupils have equal access to the curriculum. In all classes, planning is good. The very detailed scheme of work helps teachers to guide planning; it ensures that pupils build on their learning. Two examples of good teaching were seen in Years 1 and 2. Of the lessons seen in Years 3 to 6, two were judged to be good and another two were very good. In these very good lessons, teachers used questioning skilfully to direct and extend pupils' thinking, knowledge and understanding. The effective promotion of scientific vocabulary enables pupils to acquire a good understanding of scientific terms. Clear instructions and explanations by teachers also effectively support pupils' learning. Teachers manage pupils well. Practical activities and investigations are well organised and structured and resources are used well to support learning. In lessons that are otherwise satisfactory, work is not sufficiently well planned to meet the needs of different ability groups within lessons. Teachers keep a good range of assessment records to track the progress the progress of pupils and these are used effectively to ensure that the work presented to pupils takes account of their differing needs. Teachers reflect on their own teaching and there is evidence that lesson plans are adjusted in the light of what went before.

129. A strength throughout the school is the way in which teachers use science lessons to encourage pupils' writing skills. Pupils have good attitudes to their learning and usually their written work is well organised and neatly presented. Experiments are recorded in considerable detail and pupils' writing is invariably neat and well presented. Investigations are effectively recorded with the help of clear diagrams, graphs, and charts. However, the lack of computers in classrooms means that there are few opportunities for pupils to use information and communication technology to support learning in lessons.

130. Subject leadership is good. The teacher is new to the responsibility but her infectious enthusiasm has already created a positive and confident approach to the teaching of science. She has monitored teachers' plans and pupils' work, and evaluates information from tests and assessments with considerable care in order to identify any trends or areas that may need further development. However, she does not have enough chance to monitor the quality of teaching and learning systematically.

131. The school has made very good progress since the last inspection. Standards have risen well above the national trend and now represent a significant strength of the schools' overall provision. The school now has a much improved and more detailed scheme of work and this underpins much of the effective teaching. Subject leadership has improved and the school is in a strong position to maintain and build on recent improvements.

## **ART AND DESIGN**

132. Standards match those expected nationally for pupils by age seven and eleven. This picture is similar to that reported in the previous inspection. By Year 2, pupils produce sound observational drawings, rubbings, and imaginative collages around the theme of leaves. Pupils make effective use of pencil and wax whilst using different methods and a range of media. Pupils use Jackson Pollack's work as a stimulus in the creation of their own pictures, and produce self-portraits with the help of 'Paint' programs during lessons in information and communication technology.

133. By Year 6, pupils produce paintings to communicate ideas, feelings and meanings. They show sound technique and imagination in their pastel work on musical instruments. Pupils' used effective research skills in a project on movement and represented their findings imaginatively in the form of a collage. When pupils are given opportunities to express themselves through art, they do so with sound standards. Pupils' skills are gradually developed in Years 3 to 6. For example, work produced by pupils in Year 4 conveyed meaning in a project on dreams. All pupils showed sound observational skills and an appreciation of art and craft in their work on a chair design. Some of the work produced by pupils in Year 5 is of a good quality. For example, the self-portraits in oil pastels, based on photographs of themselves in Tudor costume, included good detail and were well proportioned.

134. Teaching is satisfactory throughout the school. Subject planning reflects national guidance. Leadership of the subject is sound overall. Some monitoring has taken place and subject planning has been reviewed. However, the subject leader acknowledges that art is not given a sufficiently high profile and that only some teachers make fully effective use of the short curriculum time allocated to the subject. Opportunities to develop cultural and aesthetic appreciation are missed. However, pupils benefit substantially from the art club, which takes place after the school. This club gives pupils some rich learning opportunities and encourages them to develop technique and use their imagination during work on topics such as Aboriginal art and in the exploration of warm and cold colours.

## **DESIGN AND TECHNOLOGY**

135. Standards are above those expected nationally for pupils by age seven and eleven. This picture is an improvement on that reported in the previous inspection when pupils' attainment was judged to meet the national expectation.

136. During a project on houses, pupils in Year 1 successfully joined different materials, kept a record of their observations on the features of houses and evaluated the work. These skills are systematically developed further in Year 2 where pupils design and made puppets, each with an individual expression. The quality of the work seen during the inspection shows that pupils used a good range of construction techniques.

137. Good design and making skills are sustained through Years 3 to 6. In Year 6, photographs of work in the previous term showed that pupils had acquired good skills, such as an understanding of how to build strong structures, culminating in life-sized shelters build from rolled paper. Current Year 6 work showed that pupils had a good understanding of how to analyse products. Pupils in Year 4 showed a good understanding of electrical circuits and an ability to evaluate the effectiveness of the torch they had made. In Year 5, there was evidence of good work in food technology (in designing and making biscuits) including evaluations and photographs, as well as high quality construction of musical instruments (using sheet and resistant materials). Pupils made effective use and could talk confidently about levers, cams and followers. In both classes nearly all pupils were able to produce individual plans of mechanical toys, some of which showed great ingenuity and freedom of design (such as a fire breathing dragon, a sword fight, a bear and bee, a magnetic bird and a rabbit popping out of a hole).

138. The quality of teaching has improved significantly since the previous inspection and is good throughout the school. Two of the lessons seen during the inspection were judged to be very good. This improvement has involved a high level of work by the subject leader and staff, many of whom have received good training from the local education authority. Teachers have a very good understanding of the curriculum and have high expectation of pupils with regard to the whole process of designing and evaluating. Pupils benefited significantly from the setting of clear learning objectives, a systematic approach to the building of skills, well-focused support, and helpful explanations. In consequence, pupils worked independently and with insight. They conducted their design projects with a good repertoire of prerequisite skills. These skills were present across the ability range and pupils with special educational needs were well supported, and they produced valid and worthwhile designs. Pupils showed good speaking and listening skills in plenary discussions and good estimating and measuring skills when analysing the likely target audience for different types of slippers. Pupils' comments showed both insight and humour; they have positive attitudes to learning. Effective pupil management skills led to success in meeting learning objectives even where the available time was short. All pupils were warmly involved in their work and their confidence was striking.

139. The subject is very well managed. The curriculum now provides pupils with good opportunities to produce, analyse, and evaluate against clear design criteria. The emphasis placed on the evaluation of the final product as an integral part of the whole design process helps considerably with assessment procedures. The subject is well resourced.

## **GEOGRAPHY**

140. Standards are in line with those expected nationally for pupils by age seven and eleven. This picture is similar to that reported in the previous inspection. All pupils, including those with special educational needs and those for whom English is an additional language, make satisfactory progress throughout the school.

141. By Year 2, pupils develop a sound understanding of their immediate environment through discussing and recording what they do around the school. Pupils make clear maps of the immediate area to help and locate and record the main features. Their understanding of maps is developed so that they learn about the island where Katie Morag lives. Pupils

record the housing, transport and the occupations of the islanders accurately. They effectively compare the features of towns, countryside and seaside. In Year 1, pupils make effective use of a school plan to locate classrooms and other rooms. For example, in one lesson seen in Year 1, pupils demonstrated well their understanding of maps by relating photographs of the school (taken with a digital camera by pupils in Year 5) to the correct position of the places on a map. They develop their understanding of environmental issues by discussing the impact of litter around the school.

142. By Year 6, pupils develop a good understanding of maps and they are able to use their information and communication technology skills to present their work about "Rivers of the World". They plan the route they have taken to their summer holiday destinations. Pupils develop their knowledge of climate and how this has an impact on the way people live through studying the island of Jamaica, and comparing the way of life there with their own knowledge of London. Pupils develop a sound understanding of the water cycle and rivers. Computers are used well to illustrate surveys undertaken about local issues such as parking and whether lorries should be allowed on roads near the school. Owing to timetabling arrangements, just one lesson was seen during the inspection. However, it is clear from a scrutiny of pupils' work and teachers' planning that teaching is satisfactory across the school. There is evidence of good joint planning across the year groups and pupils benefit from similar learning opportunities. Teachers include clear lesson objectives and pupils know what was expected of them. In the lesson observed, pupils in Year 1 worked confidently and concentrated well on the tasks.

143. However, a weakness in all year groups is the lack of recorded work completed by pupils. Opportunities to develop writing skills are rarely taken. This lack of written work restricts teachers' opportunities to assess pupils' progress and there is little evidence that work is adjusted to meet pupils' differing needs.

144. Leadership and management are satisfactory overall. The subject leader has produced a useful scheme of work based on national guidelines. This is used well by teachers to guide their planning and shows how the curriculum is covered in the different year groups. There is an emphasis on first-hand experiences, so that pupils make studies of their local area and pupils in Year 6 have the opportunity for field trips to support their studies.

## **HISTORY**

145. Pupils attain standards in line with national expectations by age seven and eleven. This picture is similar to that reported in the previous inspection. By Year 2, pupils understand chronology, and know that Florence Nightingale and other Victorians came along after the Great Fire of London. To enrich their learning, pupils visit the Florence Nightingale museum. Pupils in Year 1 have good knowledge of how the Victorians lived, although they are confused about the identity of the monarch reigning in the Victorian age. During a costumed Victorian day, they learn the differences between Victorian and modern schools. In a good lesson seen in Year 1, where the teacher had previously set homework, pupils were well prepared with facts and dates about the fire. A higher attaining pupil explained how Christopher Wren designed a new St Paul's Cathedral to replace a fire-damaged building. The teacher asked good questions to explore pupils' feelings about the fire, although she did not give them opportunities to formulate questions based upon their research. In good curricular links with art, pupils of all attainments in Years 1 and 2 have contributed to good displays illustrating Victorian schools and the story of Florence Nightingale.

146. Through Years 3 to 6, pupils quickly develop their historical vocabulary and higher attaining pupils understand and readily use such terms as 'propaganda' and 'rationing', and know how the welfare state developed. By Year 6, pupils develop a good knowledge of the events preceding the Second World War. Pupils in Year 3 have a good knowledge of ancient Egypt and higher attaining pupils explain the meanings of 'archaeologist' and 'replica'. In Year 4, pupils have a good understanding of changing public attitudes. They know that segregation in the USA required black people to sit in the rear seats of buses, and that this and similar injustices were resisted by Rosa Parkes and Martin Luther King. Pupils in Year 5 are learning how to interpret evidence. In one lesson seen, pupils were given the opportunity to examine artifacts to assess peoples' ages, sexes and lifestyles. Pupils of higher attainment ascertained some facts and made good guesses, but in the limited time available most pupils were unable to evaluate the evidence and complete a summary.

147. Pupils' work in books is never less than satisfactory and is often good. Pupils frequently write in great detail, and in a variety of styles. Reports of events, letters and imagined personal experiences contribute to their literacy skills. In Year 2, pre-printed learning objectives are included in each workbook, and pupils know clearly what is expected of them. Pupils' attitudes to the subject are good, but they have few opportunities to work collaboratively.

148. The quality of teaching is good overall. Pupils benefit from the teachers' good subject knowledge and incisive questioning because they help to develop pupils' understanding of methodology. In Year 4, two good lessons were characterised by the inclusion of brief drama sessions to demonstrate arbitrary discrimination. For example, they probed the responses of all pupils when those with brown eyes were granted additional playtime. Good curriculum links with geography include the completion of maps showing sites of local bomb damage.

149. Schemes of work are satisfactory. Management of the subject is satisfactory. The subject leader monitors teachers' plans. She is aware that assessment procedures are weak and that information and communication technology is underused to support learning in history.

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

150. The teaching of information and communication technology was a key issue in the previous inspection report. New members of staff have improved the quality of teaching in all year groups, and the quality of teaching is now satisfactory overall. Standards are at the expected levels for pupils aged seven and eleven. However, since the completion of the computer suite, few computers are available in classrooms, and the information and communications technology objectives of many curriculum subjects are not fulfilled.

151. In Year 1, pupils of all attainments can log on, locate programs and save their work. They draw and colour pictures with the Dazzle program, but pupils of average attainment cannot control the mouse accurately when filling spaces with colour.

152. By Year 2, average attaining pupils can use the 'Dazzle' program with confidence to work in the style of Mondrian, and to produce their own work in an exciting range of designs and colours. With a sound knowledge of word processing, pupils meticulously put single spaces between words, and know that misspelled words are automatically underlined in red. However, they do not know how to use the 'Spellcheck' program, and some operate the keyboard with one hand.

153. By Year 6, pupils confidently complete a worksheet using information located in a CD encyclopaedia. Average and above average attainers confidently manipulate files, and demonstrate good word processing skills when using the mouse. Pupils' keyboard skills are satisfactory, although they do not know that a word could be deleted by use of the Ctrl and backspace or delete keys. They have a good knowledge of e-mail and fax technology, and confidently described their use of the Internet. Pupils' skills and understanding are being systematically developed as they progress through Years 3 to 6. Some of the informative displays show that pupils in Year 3 make imaginative use of a wide variety of fonts and colours in their work on the Egyptians.

154. Teaching is satisfactory overall, and teachers' expertise is generally good. In all but one lesson seen, the quality of teaching was judged to be satisfactory or better. Teaching was good in two of the lessons seen. Teachers are aware of the needs of all pupils, and those with special educational needs received good support when particularly effective use was made of the interactive white board to show and discuss their work. In a good lesson seen in year 5, the teacher demonstrated a variety of program tools for drawing a map of the classroom, and probed pupils about their previous work. In the subsequent practical session, pupils of average attainment showed good control of the mouse when drawing straight lines at a variety of angles. The teacher was attentive to all pupils but in the limited time available tended to complete the work of the lowest attaining pupils, rather than help them complete it themselves. In another good lesson in Year 5, a focused introduction developed pupils' skills well in the use of an animation program. In an extended practical session, pupils of all attainments experimented with complex audio and visual effects to illustrate their geography projects on rivers of the world. Because few computers are available in classrooms, pupils have limited opportunities to practise and improve their skills in other subjects.

155. In an unsatisfactory lesson, most pupils in Year 1 were not sufficiently challenged by the content of a basic English program. The pupils' mouse control was satisfactory, and they printed their work, but in the slow-paced lesson they took too long completing a number of simple, repetitious sentences. In consequence, pupils became restless and they made little progress. This picture is in contrast to the positive attitudes shown by pupils in all other lessons. Pupils are keen to learn and use their skills in information and communication technology.

156. The knowledgeable and enthusiastic subject leader has recently updated the policy. She monitors planning and teaching, and is aware that formal and systematic assessment procedures have yet to be implemented. The computer suite is well resourced. All year groups use digital cameras intensively, and floor robots and other control equipment are available.

## **MUSIC**

157. By Years 2 and 6, pupils attain standards that are expected nationally for their age group. A music specialist, who places a strong emphasis on musical awareness and performance, teaches all pupils. Consequently, standards in performance are above those found nationally. Pupils are encouraged to take a full part in all activities, and they sing and play musical instruments with style and vigour. The music teacher has worked hard to sustain the standards reported at the last inspection.

158. Pupils respond enthusiastically and sometimes noisily, but always with enjoyment. Pupils learn the rudiments of music through performance and by listening to a wide range of popular and classical music from around the world. Throughout the school, all pupils, including those with special educational needs and those for whom English is as additional



language, achieve well and make good progress, particularly in performance. Many pupils make very good progress in learning to play instruments. For example, a pupil in Year 5 won spontaneous applause in assembly for her accomplished piano solo.

159. By Year 2, pupils listen carefully to music played on timpani and trombone. They correctly identify and name the instruments. They talk with confidence about the way sound is made and successfully make sounds themselves on tambourines, drums and cymbals. Pupils show a good awareness of how music creates different moods and lends atmosphere to dramatic events. For example, pupils in Year 2 were observed singing a song about dinosaurs whilst showing an appreciation of the different moods conveyed by the music. In another lesson, pupils in Year 1 were fascinated by the vibration of the cymbal and noted how it dislodged a paper clip placed on its surface. The lesson ended with a spirited rendering of *Come and join the band*, which pupils spontaneously converted into an action song.

160. Pupils in Years 3-6 extend their musical knowledge by learning how to use a graphic score. By Year 6, pupils interpret the symbols well and learn about the dynamics and the rhythm of music. Pupils learn about Mongolian mouth music and Austrian yodeling and, in the very good lesson observed, pupils in Year 5 were experimenting with the human voice. In the song *Down by the Bay* pupils demonstrated all that is best about singing at Belleville. Pupils sang rhythmically and with a good awareness of the changes in tempo and dynamics. Above all, they sang with enormous enthusiasm and obvious enjoyment. Pupils listen to music from Spain and from India, and engage in an animated discussion about the differences in tempo and style. In another lesson, pupils in Year 5 were seen singing an Indian Drum Song to a backing track of sitar music. They successfully negotiated the complex rhythms and sang expressively and in tune.

161. Music lessons take the form of workshop sessions and these give pupils good opportunities to work collaboratively in small groups. For example, pupils are nominated leaders to compose short pieces for percussion to be played to the rest of the class. Pupils respond keenly to others' efforts and are generous in their praise.

162. Teaching was judged to be good overall, and it was very good in one of the lessons seen. The teacher has a very good relationship with the pupils, which means that pupils are eager to contribute. Pupils benefit significantly from the balance between creativity and control, although some of the singing can occasionally be too robust and lacking in finesse. Lessons are well planned throughout the school and follow a commercial scheme, which ensures that pupils have a good musical education in preparation for the secondary school. A large number of pupils learn to play piano, guitar and violin, and there is a flourishing recorder group and a large choir. Pupils are given many opportunities for public performance, which strengthen their interest and competence in music. The teacher knows the pupils well and is well aware of what they know, understand and can do. However formal assessment procedures have yet to be developed.

163. The environment for making music is very good and promotes good learning. The music room is an excellent facility. Resources are good and well used. Music continues to contribute significantly to the social and cultural development of the pupils and to the strong community spirit of the school.

## PHYSICAL EDUCATION

164. Standards were judged to meet the national levels for pupils aged seven and eleven at the previous inspection over a broad range of activities, including gymnastics, dance and games skills. Current standards in these elements also meet the nationally expected levels by age seven and eleven. Pupils of all ages, abilities and backgrounds are making satisfactory progress, although the small proportion of higher attainers is not sufficiently stretched in some lessons, particularly games and gymnastics.

165. In Years 1 and 2, pupils move with confidence and link skills to make a sequence in gymnastics and dance. Higher attainers are able to reproduce simple skills with consistency or imaginatively interpret the music with confidence. A weakness in Years 1 and 2 is pupils' lack of ability to evaluate their own work and that of others to help with the improvement of skills and understanding.

166. In Years 3 to 6, pupils are generally well co-ordinated and move with confidence with confidence in games skills. For example, pupils in Year 3 controlled the ball well during a good netball lesson and passed it with accuracy and appropriate pace. The small proportion of higher attainers also showed good positional awareness by moving into an appropriate space to pass and support members of their group. In a good lesson in Year 6, a significant number of pupils showed refined levels of ball control during soccer and they worked successfully when asked to increase the pace. The average and lower attainers had difficulty controlling the ball when working at a quick pace and passing became erratic. In gymnastics, pupils in Year 4 showed a good understanding of safety and developed a modest range of movements which they put into a sequence. Pupils benefited significantly from the good range of opportunities provided by the teacher to evaluate their peers and refine the movements. However, all pupils in Years 3 to 6, including higher attainers, would benefit from more challenging activities to improve their skills development at faster rate.

167. The satisfactory progress in lessons and over time in Years 1 to 6 reflect the quality of teaching and learning, which was satisfactory overall. All lessons were judged to be satisfactory or better, and four were good. Pupils are keen to participate. They show respect for the rules, and collaborate well with other team members. Pupils commit themselves to activities energetically, with enjoyment. Pupils across the range of attainment work together well, irrespective of gender or ability, so that all are given equal opportunity to learn in a harmonious and productive atmosphere. Pupils change quickly into the recommended kit and join in activities with energy and enthusiasm.

168. Pupils make the most gains in their skill development and understanding when teaching includes well-paced practical activities, clear demonstrations and opportunities to practise skills. Aspects of good teaching were seen in several lessons, and pupils are well managed. Some teachers have good subject knowledge, and plan activities as a well-structured sequence that keeps up a good pace through the lesson.

169. Lessons begin with warm-up activities, followed by explanation of the objectives so that pupils know what is expected of them. Detailed explanations and careful demonstrations of technique are high quality features of the best lessons. Pupils make good progress when such demonstrations are followed by well-focused practice, as seen in netball lesson in Year 3 and soccer lesson in Year 6 when individuals were given skilful intensive support to lift their performance. Good relationships are used effectively in helping pupils organise themselves and work successfully in groups. Overall weaknesses in otherwise satisfactory teaching included a lack of in-depth subject knowledge, particularly with regard to gymnastics, and the absence of challenging tasks to stretch all pupils. Pupils made

satisfactory progress in lessons although they are capable of achieving more. Throughout the school, pupils with special educational needs and those with English as an additional language are well integrated, and make similar gains to other pupils in the lessons.

170. The recently appointed subject leader is well supported by a member of the senior management team. Management of the subject is satisfactory. The enthusiastic subject leader is keen to develop her role and strengthen the subject further throughout the school. Pupils benefit significantly from the engagement of outside specialists to help with the teaching of games skills. The subject policy needs updating, and assessment procedures do not give enough specific information on pupils' levels of skill to inform teachers' planning or end-of-year reports. Pupils who wish to develop their skills further have access to a good range of after-school clubs and activities. Pupils develop their skills in adventurous outdoor activities during the residential visit for pupils in Year 6.

## **RELIGIOUS EDUCATION**

171. The standards attained by pupils aged seven and eleven meet the objectives of the locally Agreed Syllabus. For pupils aged eleven, these standards are better than those reported at the last inspection. By Year 6, pupils have a thorough knowledge and understanding of Christianity and Islam, a satisfactory knowledge of Hinduism, but an inadequate knowledge of Judaism. Pupils' levels of achievement, including those with special educational needs and those for whom English is as an additional language, are satisfactory through Years 1 to 6.

172. By the end of Year 2, teachers' effective planning enables pupils to begin to understand the significance of Christian festivals, and celebrations such as Shrove Tuesday and baptism. Pupils have a sound understanding of important events in other religions, such as Diwali and Holi in Hinduism, and that books, including the Bible and the Qur'an are important to different faiths. Pupils are aware of special places of worship through their study of the church and mosque. During Years 3 to 6, pupils learn more about other religions as well as Christianity. By the age of eleven, most have a sound understanding of important events in the life of Christ. Pupils understand that religions have different religious symbols and practices. Pupils in Year 6 can relate the main festivals in the Christian calendar and explain in detail why the Qur'an is important to Muslims and why it is handled with such care.

173. The quality of teaching has improved since the previous inspection, which reported that teaching in Years 3 to 6 was unsatisfactory and pupils' work was untidy and poorly organised. Pupils' work is now neat and well presented, and the quality of teaching was judged to be satisfactory overall, although two of the lessons seen were good and very good. Teachers plan their lessons well and they make certain that learning objectives are made clear to all pupils. Teachers are successful in capturing pupils' interest and this helps them to learn satisfactorily. Teachers' subject knowledge is generally good and lessons are presented in a confident manner. In a very good lesson in Year 3, the teacher's lively, upbeat and confident presentation about Hindu gods inspired pupils who responded with terrific enthusiasm. Pupils enjoy learning about famous people such as Mother Teresa, Nelson Mandela, and Gandhi, and come to appreciate the role that faith played in their lives. In an otherwise effective lesson in year 4, pupils focused well on Gandhi's historical role and introduced stimulating moral dilemmas for the pupils to consider. However, the lesson did not place sufficient emphasis on the importance of Gandhi's religious faith in his life's work. Religious education is used well to support pupils' writing skills and most lessons include

some form of recording which is invariably neat and well presented. However, a particular weakness is the limited use of information and communication technology to support learning. Pupils in Year 6 pupils have used the Internet to help them find out about Islam, but this is not typical of work over the course of the year.

174. The recently appointed subject leader is well supported by a member of the senior management team. Management of the subject is satisfactory. Teachers' planning is monitored and support and advice are readily given where necessary. This strategy has improved teachers' understanding of the subject and given them confidence in their teaching. The subject is generally planned well although Judaism, as a world faith, is not sufficiently emphasised. Currently, the subject leader is reviewing the Agreed Syllabus with colleagues from the local education authority.