

## **ADDENDUM FOR THE SECTION 10 INSPECTION REPORT FOR CHRIST CHURCH PRIMARY SCHOOL**

The Office for Standards in Education (Ofsted) has investigated a complaint made by the Governing Body about the section 10 inspection of the above school carried out 4 – 7 March 2002.

As a result of the investigation Her Majesty's Chief Inspector (HMCI) decided in July 2003 that the inspection was seriously flawed since there was insufficient evidence to substantiate the inspection team's judgement about the leadership and management of the school. Ofsted has apologised for the inadequacies of this inspection.

To redress the situation HMCI offered the school two alternatives:

- (a) the report is withdrawn and the school will be re-inspected by Her Majesty's Inspectors (HMI) in the spring term 2004; or
- (b) the report stands.

After considering the above options the Governing Body decided that the report should stand. Although the Governing Body has every confidence in the professionalism and integrity of HMI they came to the conclusion that a second inspection, so soon after the 2002 one, would have an adverse impact on the quality of the teaching and learning in the school.

December 2003

# INSPECTION REPORT

## **CHRIST CHURCH CE VA SCHOOL**

High Barnet

LEA area: Barnet

Unique reference number: 101316

Headteacher: Mr E A Challacombe

Reporting inspector: Mr C Ifould  
20962

Dates of inspection: 4-7 March 2002

Inspection number: 197617

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior with Nursery  
School category: Church of England Voluntary Aided  
Age range of pupils: 4 - 11  
Gender of pupils: Mixed

School address: Byng Road  
Barnet  
Herts  
Postcode: EN5 4NS

Telephone number: 0208440 2198

Fax number: 0208441 4700

Appropriate authority: Governing Body

Name of chair of governors: Mr R Lawson

Date of previous inspection: 22-26 September 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
20962	Mr C Ifould	Registered inspector	English Science Design technology and Physical education	What sort of school is it? The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
9306	Mrs B Moore	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
27301	Mrs C Thurnwood	Team inspector	Music Physical education (support) Areas of learning for children in the Foundation Stage Special educational needs	
11371	Mr F Ravey	Team inspector	Information and communication technology Art and design French English as an additional language	
20877	Mr D L Pink	Team inspector	Mathematics Geography History Equal opportunities	How good are the curricular and other opportunities offered to pupils?

The inspection contractor was:

Nord Anglia School Inspection Services Limited  
Strathblane House  
Ashfield Road  
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Stockport SK8 1BB

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

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

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

### **INFORMATION ABOUT THE SCHOOL**

Christ Church is a primary school with a Christian foundation. It stands in spacious grounds on the edge of green-belt land and benefits from a recently built nursery. It caters for 200 girls and boys aged four to 11 and 48 part-time three and four year-olds in its nursery. The school serves a relatively advantaged community and has just seven pupils eligible for free school meals. Pupils' attainment on entry to the school is good. It has relatively few ethnic minority pupils and just 13 pupils speak English as an additional language. There are 64 pupils on the school's list of those having special educational needs; none of these has a statement.

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

The school achieves higher standards than are found in schools nationally in tests at the end of both Years 2 and 6. By the end of Year 6, standards in English are above those found in similar schools and similar to them in mathematics and science. Teaching is satisfactory overall with good features. There are instances of very good and of unsatisfactory teaching. The leadership and management of the school are satisfactory and the school gives sound value for money.

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

- Above average performance in English, mathematics and science.
- Pupils' good attitudes, values and personal development; their interest and involvement in activities; and, their initiative and personal responsibility.
- The provision for French and music; for extra-curricular activities; and, for pupils' spiritual, social and moral development.
- Parents' and the community's contribution to children's learning at home and at school.
- Good support given by teaching assistants.

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

- Planning and assessment to meet the needs of all pupils.
- Information to pupils and parents about learning to promote higher standards.
- Monitoring, evaluation and development of teaching.
- Effectiveness of the use of new technology.

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

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

The school was last inspected in September 1997 when it was found to be a successful school. In order to raise pupils' attainment further, governors and senior managers were asked to improve the quality of teaching through improvements to planning and use of assessment to challenge the full ability range; implement the National Curriculum



for art; improve information to parents about pupils' progress and the curriculum they cover; and, to improve resources for the library. These areas are still concerns. The school has succeeded in providing a wider range of activities to promote pupils' independence; improving resources for art, history and geography; improving support in Reception; and improving the quality of displays of pupils' work. The school has not made sufficient progress since its last inspection.

## STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	A	A	A	B
Mathematics	A	A	B	C
Science	A	C	B	C

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

The school achieves results in national tests at the end of both Years 2 and 6 that are above national averages. Results in 2001 for Year 2 were well above the national average in reading and writing although close to standards found in similar schools. In mathematics results were well above school both nationally and of a similar nature. While standards are rising in Years 1 and 2, improvement is below the national trend in Years 3 to 6. The school did not meet its agreed targets for the end of Year 6 in 2001. Standards in science at the age of seven are similar to those found nationally based on teachers' assessments and inspection evidence.

Pupils achieve good standards in music and physical education throughout the school and in French in Years 3 to 6. However, standards in information and communication technology and art and design are below those expected by the age of 11. Standards in other subjects are satisfactory. Most children attain the expected standards at the end of the Reception year and many exceed them. The majority of pupils go on to achieve satisfactorily in their time at the school. Those with special educational needs and for whom English is an additional language also achieve satisfactorily.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes to the school and to their learning.
Behaviour, in and out of classrooms	Behaviour in classrooms, on the playground and in the hall is good.
Personal development and relationships	Pupils' personal development is very good; they take on a good range of responsibilities.

Attendance	Attendance is very good; pupils arrive regularly and in good time.
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Pupils are generally very polite and welcoming. There are times when they talk in lessons at the same time as teachers, but overall they listen well to each other and to staff. Pupils form good relationships with each other, often across age groups. There are good relationships between adults and pupils in most classes. Parents support the school well by maintaining their children's very good attendance and punctuality.

## TEACHING AND LEARNING

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

*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.*

English and mathematics are taught satisfactorily overall with some teaching that is good. Planning is usually adequate but often fails to cater for the learning needs of all pupils. Learning intentions are shared with pupils but not often used as the basis to draw lessons to a conclusion or as the criteria for marking. Teachers and teaching assistants work hard in lessons to try to ensure that all pupils make progress in their learning. French, instrumental music and some physical education are well taught. The skills of literacy and numeracy are used effectively in lessons in other subjects but information and communication technology is not planned for or used often enough to meet requirements.

Pupils learn effectively when given good teaching and show the progress they are capable of when challenged and supported well. The school meets the needs of pupils with special educational needs well and caters adequately for those learning English as an additional language. Higher-attaining pupils are not always sufficiently challenged to promote their learning and there has been no identification of gifted and talented pupils to better meet their needs.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Statutory requirements are met for all subjects except information and communication technology; the curriculum is enhanced by good provision for French and a very good range of extra-curricular activities.
Provision for pupils with special educational needs	Good provision is made for these pupils through support given by the special educational needs co-ordinator and teaching assistants.
Provision for pupils with English as an additional language	Pupils with English as an additional language usually arrive with a good level of competence. They are supported satisfactorily but not always at higher levels of acquisition.
Provision for pupils' personal, spiritual, moral, social and cultural	There is good provision for pupils' spiritual, moral and social development. Provision for their cultural development is only satisfactory. There is insufficient attention to promoting a multi-cultural dimension to learning and a need to improve

development	teaching and learning of art and design.
How well the school cares for its pupils	The school cares well for its pupils.

The school has a good working relationship with the majority of its parents and they have very positive views about the school. The parents and friends association raises significant funds for school use as well as providing a social input.

French is provided for pupils in Years 3 to 6. Good quality Instrumental tuition is available. There are many club activities before, during and after school covering a wide range of activities. However, computers are not used often enough to support learning. The school fulfils its mission statement in the degree of care it provides. Pupils are well known to staff and they are given good care in lessons and around the school.

### HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher, his deputy and the senior teacher form a hard-working management team. The role of subject leaders is not sufficiently developed to promote higher standards.
How well the governors fulfil their responsibilities	Governors fulfil their responsibilities well and give good support and guidance to senior management.
The school's evaluation of its performance	Observation of teaching and learning to evaluate the effectiveness of developments is not systematic enough to be of full benefit.
The strategic use of resources	The majority of resources are well used to support learning, particularly in the nursery.

Staffing is adequate to meet the needs of the curriculum and teaching assistants are well deployed to support teaching and learning. The buildings and grounds lend themselves well to meet the needs of the curriculum except that there is no designated area for Reception children to learn outdoors and space in the hall is cramped by the resources stored there. Resources for learning generally meet the needs of the curriculum, although the library remains underdeveloped.

The senior staff, subject leaders and the governing body work hard to move the school forward. However, the school's development plan does not have a strong enough focus on raising standards and has not been put into action rigorously enough to enable the school to meet many of the key issues raised by the last inspection. The school endeavours to obtain best value for money.

### PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• The expectations of learning and behaviour</li> <li>• The progress children make</li> </ul>	<ul style="list-style-type: none"> <li>• a closer working relationship between home and school</li> <li>• better information about their</li> </ul>

<ul style="list-style-type: none"> <li>• How well the school is led and managed</li> <li>• The standard of teaching</li> <li>• How the school helps pupils become mature and responsible</li> </ul>	<ul style="list-style-type: none"> <li>children's learning and progress</li> <li>• the amount and timing of homework</li> <li>• the range of activities provided outside lessons</li> </ul>
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The team concurs with parents that a partnership based on better information about pupils' learning that helps parents know how to lend their support would probably be of benefit. The school could also improve its management of homework. The range of activities provided outside lessons continues to be a strength of the school and parental expectation appears too high.

## **PART B: COMMENTARY**

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

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

1. Pupils' attainments in national tests at the end of Year 6 in 2001 exceeded the national average for their age group in English, mathematics and science. In English and science, the percentage of pupils reaching the expected standard was well above the national average and a well above average percentage attained higher than the expected level. In mathematics, the percentage was also above the national average in both these categories; however, pupils' performance in mathematics was similar to that found in schools in a similar context. In English, pupils' performance was well above that found in similar schools and in science above.
2. In national tests at the end of Year 2 in 2001, the school's performance in reading, writing and mathematics was above the national average. A higher percentage than found nationally also reached a level above that expected for this age group. Teachers' assessments of pupils' attainments in science were adjudged to be close to the national average.
3. Although there are peaks and troughs, attainments in English are broadly where they were at the time of the last inspection. Attainment in mathematics has been rising in Year 2 but declining by Year 6 since the last inspection. Only in science have results shown improvement over time. In effect, other schools are catching up with the above average standards that have been achieved at Christ Church historically.
4. Children join the school with attainments above those found nationally in English and, broadly, this is sustained throughout their time at the school. Their speaking and listening are very good from the outset and writing is well developed. Standards in all areas of mathematics are above average by the end of Year 2. Most pupils have good knowledge of basic number operations and an improving recall of number facts. They measure accurately and have good knowledge of shape and space. By Year 6, pupils still attain well in all areas of mathematics. They have learned secure pencil and paper methods of calculation and work well with data. They use and apply their learning effectively in other subjects. Science throughout the school benefits from pupils' good language skills that give them the vocabulary to describe what they see and do and the means to record accurately and thoughtfully. They have a good fund of knowledge and extend this through their keen interest in the world around them.
5. Standards in French and music are good. Pupils are confident when holding a simple and relevant conversation in French and are acquiring a wide vocabulary. Although little class music teaching was seen, most pupils benefit from involvement in specialist music teaching and membership of the choir. Most pupils, therefore, have very good musical knowledge and skills by the time that they leave the school. Based on good standards lower down the school, it is also likely that pupils' physical education skills and knowledge are good by Year 6. In most other subjects, attainments are satisfactory. However, expectations in art and design are not high enough and many pupils throughout the school do not attain what is expected. Standards in information and communication technology are below what is expected by the age of 11. Pupils are not given sufficient opportunity to use computers to develop and use skills and knowledge.



6. Pupils enter and leave the school with attainments that are, broadly speaking, above average. Overall, their achievement is satisfactory. In areas such as speaking and listening, writing, science, music, physical education and French, pupils demonstrate what they can achieve when taught well and when expectations are high. In mathematics, art and design, and information and communication technology, for instance, the school does not plan and teach rigorously enough to challenge and inspire pupils. The school does not use information and target-setting well enough to focus the efforts of pupils, staff and parents to raise standards.
7. Pupils with special education needs make good progress at Christ Church and many reach nationally expected standards by the time they leave. Early identification helps in meeting pupils' needs. There are fluctuations from year to year in the make up of classes, such as the current Year 5 class that has many more girls than boys. Over time there is no evidence of differences in attainment due to gender.
8. There are very few pupils in the school who have English as an additional language, and none of these are at early stages of learning English. These pupils have levels of English acquisition which are similar to those of other pupils. The language and literacy support available to all these pupils enables them to access the curriculum fully, with the addition of extra support when necessary by the effective classroom assistants who lead them on to higher levels of English acquisition. Pupils with English as an additional language are making the same progress as other pupils in all areas of the curriculum, and the good pastoral care of the school enables them to be fully integrated into all aspects of school life. Evidence from data, lesson observation and mark sampling indicates that there is no difference between the attainment of pupils with English as an additional language and other pupils in the school.

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

9. At the time of the last inspection, pupils were praised for their interest and enthusiasm. Their positive attitudes have been maintained and are still very good. They are very enthusiastic and are keen to participate in activities and day-to-day life of the school and this is reflected overall in the good quality of behaviour. Generally, pupils behave well in and around building and enjoy their learning in the majority of lessons. There are some lapses in behaviour when class control is less effective and work is less challenging. On these occasions pupils talk at the same time as the teacher or chatter to each other on matters unrelated to their work. However, they are courteous and polite and very welcoming to visitors. Overall they form very good relationships with one another and with adults. In personal, social and health education lessons, they responded well to one another; they listen to each other's ideas and show consideration for different points of view.
10. Pupils relate well to their peers without any apparent aggression. They understand the routines to follow should any oppressive behaviour occur. A very good example of the harmony that exists was demonstrated in two dance sessions led by a pupil from Year 6. In these sessions over 60 boys and girls worked very well together with very obvious enjoyment.

11. Personal development is very good. Children in Nursery and Reception are confident and happy, and settle quickly into school. They have good relationships with each other and with adults. Children enter Nursery with good personal and social skills and progress well. All children will reach what is expected by the time they are five and many will exceed it. Year 6 pupils take on a good range of responsibilities, for example, organising the music for assembly and older pupils looking after younger ones by helping them at the Blue Peter Sale. This contributes effectively to the smooth running of the school. Representatives from each year form a school council. Through this, issues such as friendships and relationships are highlighted and discussed, as well as matters linked to the Barnet Healthy Schools Scheme.
12. Pupils are happy to come to school and the attendance rate is very good. The focus on a high level of punctuality is well maintained. Understanding and respect for others is reflected in support for charities, especially the Blue Peter Appeals and the Samaritan's Purse, a charity which helps pupils to understand the needs of others.
13. Pupils with English as an additional language have good attitudes to school, behave well and form constructive relationships with other pupils and adults. No incidents of racism, bullying or sexism were observed or reported during the inspection and pupils are generally very tolerant of each other. There have been no exclusions this year.

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

14. Teaching is satisfactory overall with a significant proportion of good practice. There are also some instances of unsatisfactory and very good teaching. Visiting music teachers, a replacement teacher and specialist teaching of French in Years 3 to 6 contributed to the good and very good teaching seen during the inspection. The overall standard of class teaching has not improved since the last inspection.
15. Just over half the teaching in both Nursery and Reception is satisfactory and just under half is good. There is a small proportion of very good teaching in Nursery and of unsatisfactory teaching in Reception. Planning in Nursery, and of English and mathematics in Reception, is sound but planning for the areas of learning in Reception is often not linked closely enough to the curriculum recommended for this age group. This leads to a lack of purposeful activity in some tasks and sessions. Planning in Reception also fails to take account of the needs of higher-attaining pupils, especially in mathematics. In most sessions there is clarity about what is to be learnt and teachers and other adults focus well on supporting the children with what they are doing. Lessons and resources are usually well prepared but, in Reception, there are occasions when children waste time waiting for the teacher to give out equipment and materials they could be getting themselves.
16. Teaching of Years 1 and 2 by their class teachers is satisfactory overall. During the inspection, two other teachers also taught Year 1, making overall teaching of this age group good. Planning is adequate but does not make enough detailed reference to meeting the needs of pupils' differing attainments, their special educational needs or their ability to speak English when this is not their home language. Tasks set for higher-attaining pupils are often not challenging enough. However, the teachers and teaching assistants give good help to all pupils during lessons. These are well prepared and the pace of lessons and learning is satisfactory. Class teachers allow a lot of talking among pupils. This is often beneficial but is sometimes not connected to the work in hand or is noisy enough to distract pupils working quietly, encouraging them to join in. There is a tendency for teachers to ask questions of the whole class and select from pupils with their hands raised instead of keeping all pupils engaged by targeting groups or individuals. It is common at the end of lessons for some pupils to

be invited to share their work and for teachers and other pupils to offer comment and praise. This part of lessons is not often refocused on what pupils were expected to be achieving nor are pupils told in advance that their work is to be used as a focus. This means that time is not well used when pupils decline to share what they have been doing. Teachers are often unable to get a good picture of how groups and individuals other than those they have been working with have been succeeding.

17. Teaching of Years 3 to 6 is satisfactory overall. When teachers are working within specialisms, some teaching of French and English is good and a small proportion of English teaching is very good. Visiting music teachers give very good lessons. Teaching of Year 3 is good in most lessons. Again, planning is adequate but not detailed enough to consistently provide work that is sufficiently challenging or supportive for those who need tasks or help more closely matched to their learning needs. Although teachers make learning intentions known to pupils, these are not often expressed in language pupils understand readily or used either during the lesson or in the plenary session at the end to keep them focused on what they are expected to achieve. Pupils are not always given good enough information about the standards they are achieving or expected to achieve, nor what they need to do to improve further. Expectations in some lessons for pupils in Years 5 and 6, for instance physical education and art, are not high enough and this contributes to some unsatisfactory teaching and learning. There is sometimes also a lack of challenge for higher-attaining pupils, as in an unsatisfactory mathematics lesson where the same task was set for all pupils. Good lessons featured lively teaching that gained and kept pupils' interest, attention to working at a brisk pace, and use of encouraging and meaningful praise. This contrasts with teachers who use words like 'excellent' or 'wonderful' when describing or praising work and behaviour that isn't.
18. Teaching of English, mathematics and science is satisfactory overall with some good features. In the best English lessons teachers asked good questions and expected sharp answers, sometimes involving all pupils by asking that written responses on whiteboards to be held up. Teachers' good subject knowledge and enthusiasm were communicated to pupils who responded well. In mathematics, good challenge in the mental and oral session at the start of lessons set the tone for success. Pupils were encouraged to maintain this pace and enthusiasm through brisk management and high expectations. These were also present in the best science lessons and pupils applied themselves well to finishing the tasks set. Careful attention was given to promoting good use of vocabulary and recording work systematically and clearly.
19. Teaching of French is always good. Lessons are conducted at a brisk pace and expectations are high. Teaching of music by visiting specialists is always very good. Much of this is individual and small group tuition but has the disadvantage of meaning that pupils are withdrawn regularly from other subjects. Expectations and achievements in these sessions are high. In the small number of lessons observed of each of the other subjects being taught, there was again a preponderance of sound teaching with some examples that were good. Physical education was well taught in some lessons but unsatisfactorily in one lesson when some pupils' inappropriate behaviour was not managed closely enough. Although unsound practice such as knotting and swinging on ropes was warned against, these still took place and the ropes were left knotted at the end of the lesson.
20. Teaching assistants play an effective role in supporting teaching and learning. Most work beyond the hours they are contracted for so that they can meet and be briefed by teachers and in order to prepare materials. The assistants' knowledge of the literacy and numeracy strategies is good and those trained lead pupils' learning well

using, for instance, additional literacy strategy, letter sounds and early literacy materials. Their work tends to be focused on pupils with special educational needs and lower attainers, but they engage with pupils across the whole range of attainments over time. Teaching assistants give good help in promoting and managing good behaviour and attitudes by pupils through, for instance, discrete intervention while the teacher has the whole class and reporting to the teacher what they may have missed. They work in close and effective co-operation with teachers.

21. Pupils' learning is closely tied to the quality of the teaching they receive and they show themselves to be capable of making good and very good progress when they are challenged and supported to do so. Most have good literacy and numeracy skills and use these in many other subjects; pupils' speaking and listening is strong from their arrival at school. Pupils are not given sufficient opportunity to learn and apply information and communication technology skills and knowledge to further their progress in other subjects. They also fail to make good progress when expectations, such as in art and design, are too low.
22. Pupils with special educational needs make good progress throughout the school. By the time they leave, most attain the expected levels for their age. The special educational needs co-ordinator, nursery nurse and classroom assistants identify problems early, make appropriate intervention and give good teaching and support. The school has not yet identified any pupils as being gifted or talented and does not make special provision other than music tuition to recognise and meet these pupils' needs.

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

23. The quality and range of the curriculum is satisfactory. Statutory requirements are met, except for information and communication technology, and enhanced by opportunities for pupils in Years 3 to 6 to learn French. The variety and number of extra-curricular activities is very good and are a strong feature of the school. Opportunities for developing pupils' personal, health and social education are also good. Links are maintained with the church and business community; these too are good and enhance pupils' learning. However, there are limited opportunities to develop skills and learning in both art and design and information and communication technology. The timing and organisation of the school day is such that there are many small amounts of time that are filled by relatively low-level tasks. Some lessons, such as literacy, overrun unnecessarily. The curriculum is not well enough organised to provide more focused challenges for all pupils. The curriculum for higher attainers is limited. In lunchtime and after-school clubs and in the school council, there are good opportunities for social development, but pupils are insufficiently challenged in their learning of many subjects beyond English, mathematics and science.

24. The national strategies for literacy and numeracy have been introduced satisfactorily. However, while the National Literacy Strategy has contributed to an improvement in standards, the National Numeracy Strategy is not used sufficiently well to benefit all pupils in their learning. Curriculum planning is broadly satisfactory and pupils receive their entitlement of subjects and time. However, a significant amount of planning lacks detail of how tasks and support in lessons are to be matched to all pupils' learning needs and how skills learnt in one subject are to be used and applied in another, thus enriching provision for learning. This is especially true of information and communication technology.
25. Pupils with special educational needs are very well supported by classroom assistants but many class teachers give insufficient attention to better matching work to these pupils' learning needs by, for instance, consistently identifying teaching support and the adaptation and use of appropriate resources. All pupils with special educational needs have individual education programmes that address their difficulties effectively. Since the last inspection, improvements have been made in writing these individual plans using a computer program suggested by the local education authority advisor. This has assisted in setting clear and appropriate targets, although often there are too many to enable focused provision and checking to take place. Support staff use these individual plans well, but not all teachers use them enough in planning work to meet the requirements of pupils with special educational needs.
26. There is a good programme for personal, social and health education. Aspects of a local Healthy Schools Scheme have been adopted for sex education and to warn about drug misuse. The school's council includes representative pupils from every year and works very well. At the council, issues such as bullying or the designation of a 'friendship bench' are discussed with a sense of concerned responsibility.
27. The range of extra-curricular activities is very good. There is a variety of clubs, including football, drama, needlework and computing, run at lunchtime or after school; some, such as the dance club, are run by pupils. This provides very good opportunities for them to develop social skills. There are also music clubs, including recorder and choir. Small orchestral groups play in assemblies regularly. The extra provision for music tuition is used very well, with two-thirds of Year 6 learning to play instruments. However, much of this tuition involves regular withdrawal of pupils from other subjects. There is an effective breakfast club for those who wish to boost their learning in mathematics and literacy.
28. Equality of access to the curriculum is satisfactory overall. It is generally good, both for pupils with special educational needs and for those with English as an additional language. However, some pupils with special educational needs are frequently withdrawn from assembly and this is unsatisfactory. Boys and girls in particular year groups are regularly checked for any differences in their attainments. Those who have well-developed social skills are given good opportunities to take considerable responsibilities but, in lessons, the provision and support for higher attainers is weak. Gifted and talented pupils have not been identified in order for appropriate support activities to be devised for them.
29. Good use is made of the community to enhance pupils' learning. Strong links are maintained with the local church where pupils and staff attend services regularly and the school choir sings for the elderly. The school takes part in competitive sports, such as football, athletics, and cross-country running, with some success. It also hosts the annual 'micro marathon' for the area. Good links have been established

with local businesses to enhance opportunities for design and technology. A good range of visits, some residential, are planned to support pupils in their learning.

30. Satisfactory relationships with partner institutions are maintained. Secondary pupils assist with the weekly sports activities and students from local schools and colleges undertake work experience at Christ Church. Regular contact is maintained with a nearby girls' school and a boys' school allows use of its swimming pool. Information is exchanged with other schools when pupils graduate.
31. Overall opportunities for spiritual, moral, social and cultural development are good. Pupils have good opportunities in the daily assemblies to reflect on spiritual matters and they engage in spiritual reflection through music, especially through singing. Strong links are maintained with the local church by regular services and visits from clergy.
32. The opportunities for moral and social development are good. There is a well-established system of rewards and sanctions that is clearly understood. Good social relationships are the expectation and older pupils are expected to help younger ones. The school council is effective in providing an arena where issues can be discussed and its members develop a sense of responsibility. There is strong social inclusion in the school that encourages a positive response from pupils.
33. Opportunities for cultural development are satisfactory. Pupils recognise a few festivals from different cultures. Few books and texts used reflect our multicultural society, although some classroom displays include books in languages other than English. The range of experiences in art is limited, but music makes a strong cultural impact. Insufficient opportunities are available for pupils with English as an additional language to celebrate their own culture or the cultures of other ethnic minority groups represented in the community. Pupils are thus deprived of a rich multi-cultural experience. Pupils with English as an additional language do not have their cultures sufficiently valued by others. The school has recently begun to redress this by, for example, celebrating the Chinese New Year. Examples of pupils' work depicting Chinese dragons, food and lanterns were observed. The Nursery has photographs of children doing their own lion dance, and articles of Chinese clothing and utensils were seen in the home corner. A Chinese parent brought in fortune cookies for all the children to eat.

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

34. The support for pupils' welfare is good and has been maintained since the last inspection. Teachers understand their pupils well and know the correct procedures; over half of the staff is qualified in first aid. Measures are in place for child protection and for other matters relating to health, safety and security. Parents appreciate the way staff care for their children. Monitoring of attendance is good.
35. Monitoring of personal development and academic progress is satisfactory overall. The personal, social and health education lessons ensure support and guidance is given and this enables pupils to relate well to others. In one lesson there was a strong emphasis on the need to listen to each other and to adults. Staff work hard to ensure that everyone in the school community is valued. In the best lessons there is a lively approach to learning, which ensures interest and good behaviour. This effective support makes a positive contribution to pupils' well-being, and, when lessons are stimulating, enables them to take full advantage of the educational opportunities offered.

36. The school gathers much information about pupils' academic attainments through national testing, optional tests and day-to-day checking on learning. Few records are kept in subjects other than English, mathematics and science. Some information is analysed to help decide what pupils should learn next and which groups they should be put into. The information is not used well enough to let pupils and parents know how well the children are attaining and what they need to do to move on in their learning. This applies particularly to reports. There are also weaknesses in using information gathered from one lesson to adjust planning for the next lesson or stage of learning. There is little evidence that, when marking, teachers focus on the intended learning, comment on how well pupils have achieved this and indicate what to do next. Most written responses take note of presentation and spelling and offer a short word of praise or note of concern.
37. The support available in the local education authority for pupils with special educational needs is used well although, at present, progress is hindered by a very long wait for the services of the educational psychologist. These pupils are well integrated into the life and work of the school and good pastoral care has a positive effect on their attainment. Good links have been established with local schools to ensure continuity in their learning and ongoing progress when they transfer.
38. The special educational needs register is well kept and up to date. Information gathered from all sources is available and shared at regular meetings between staff and external support agencies. At present there are no pupils with statements of special educational needs. Class teachers check carefully on the learning of pupils for whom English is an additional language and take appropriate steps to improve their acquisition of English.

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

39. A good relationship with the majority of the parents has been maintained since the last inspection and they have very positive views about the school. On the returned questionnaires most agreed with the statements about their child liking school and the school expecting their child to work hard and achieve his or her best. However, significant numbers feel that they are not kept well informed about their child's progress and that the school does not work closely enough with parents. All those spoken to during the week of the inspection maintained their support and were happy that their children like school.
40. The overall quality of information for parents is satisfactory. Home-school agreements are in place. However, progress reports do not give sufficient indication of what pupils should do next to improve. The prospectus and governors' annual report to parents give a clear indication of the work of the school and the clear, helpful weekly newsletters describe opportunities for parents to contribute to their child's learning. Most teachers establish strong links with parents who, in the majority of cases, feel able to discuss any problems. However, the close relationships developed with parents of Nursery children is not sustained when they move to the Reception class.

41. Parental contributions to learning are good, both at home and at school. The substantial funds raised by the friends' association provide many extra resources. This group was fundamental in raising money to help with the new computer suite; it organises many social and fund-raising events and keeps all parents informed of activities through a termly newsletter. In this way, staff and parents come together, clearly enhancing school life and placing Christ Church firmly at the hub of parish and community life.
42. Most parents are happy with the support and progress made by pupils with special educational needs. However, some parents are not informed that their child has been added to the register and have limited involvement in their child's progress in the early stages. Arrangements for parental involvement when pupils have higher levels of special educational needs are satisfactory and, here, parents receive good information.

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

43. The headteacher, his deputy and the senior teacher work closely and conscientiously to guide the development of the school. There is a clear management structure and meetings between them and with other staff are regular and have agendas and minutes. Information is shared effectively and staff communicate with and support each other well. However, there is much outstanding from the last inspection's key issues that has not been successfully resolved and the school's development plan, although comprehensive, costed and noting the areas needing attention, has not been beneficial in guiding the necessary improvements. One reason is that there is not a clear enough focus in the criteria for success on raising standards or keeping them high. It is not easy to see how staff and governors will know when or whether many of these criteria are met.
44. Senior managers do not have good first-hand knowledge of the quality of teaching in the school and, again, there is not a clear link between performance management targets and raising standards. Local authority advisers and consultants have carried out classroom observations but there is no systematic programme carried out by senior managers or subject leaders. The English and mathematics co-ordinators carried out such a programme in the past and gave developmental feedback to teachers, but this has not been sustained.
45. The role of subject leaders has been inhibited by the amount of time they have been given to carry out their responsibilities. Most have a good knowledge of planning for their subject and give advice and guidance when asked. Most have also audited and organised the resources for their subject and know what they need to buy to maintain and develop this area. Few have been given or taken the opportunity to observe or work in a colleague's class to gain better knowledge of teaching and standards.
46. The special educational needs co-ordinator makes a very effective contribution to the management of policy, procedures and support for pupils with learning and behavioural difficulties. Her management of the team of classroom assistants and the resources at her disposal are good. The process for the early identification and her appropriate intervention ensures that pupils having special educational needs make satisfactory progress. She is very well qualified and continues to attend courses to keep up to date with new developments as well as ensuring the continuing professional development of classroom assistants. The school is well on its way to implementing the new national Code of Practice.



47. The special educational needs governor, who is also on the curriculum committee, is well versed in all procedures and practices. At governors' meetings, she gives appropriate representation of issues relating to her field. She checks on the special educational needs work of the school effectively.
48. Governors carry out their statutory responsibilities thoroughly and were mindful of their readership when producing their annual report to parents. The result is a well-received and useful document. The governors meet regularly, either in committee or twice termly as a full body, to conduct their business. Meetings are well run and documented. Governors have linked themselves to the work of the school but some of these associations have yet to be turned into useful working relationships. Many governors are parents and, through both formal and informal means, they know the school well.
49. Senior management, staff and governors all contribute to school development and budget planning. Governors fulfil their 'critical friendship' role effectively and ensure that they are as clear as possible about how well the school is doing. Governors know how specific grants are to be spent and ensure that the school uses these effectively and for the purpose for which they were intended. The day-to-day management of the budget is delegated to a visiting bursar, who gives useful support. The school administration is efficient and use of computerised systems is becoming well established.
50. The school is adequately staffed. The teaching staff is a good blend of experience and new blood. The long-term absence of the nursery teacher has created some organisational problems but a good replacement has maintained the standards in the Nursery. The school benefits from the employment of many more teaching assistants than at the time of the last inspection. These work in close co-operation with class teachers to whom they are responsible for the majority of their work. They also meet regularly with the special educational needs co-ordinator for training and guidance on this aspect of their work. They do not yet benefit from performance management but have been given the opportunity to attend an impressive array of training courses. A more experienced colleague is inducting a newly-arrived assistant. There has not been direct observation of the work of teaching assistants to evaluate their effectiveness.
51. Resources are generally satisfactory and used well to support learning. One exception to this is the computer suite and classroom computers that were rarely seen in use during the inspection. Another is the library that is still not well organised nor having an adequate stock of books. The Nursery is well resourced although lacking large fixed play equipment. Accommodation is good in many respects. The new nursery building is a good space for the Foundation Stage curriculum to be put into practice. Classrooms are a good size and there are additional rooms used as a library, a special needs room and a music tuition room. There is also a dedicated medical room. However, the hall is used to store many large items and this limits the space available for physical education lessons to the detriment of learning. The school has spacious grounds. It lacks a designated outside area for Reception pupils to use.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

52. In order to improve further, the headteacher, staff and governors should:

- (1) plan to meet the learning needs of all pupils consistently by:
  - a. taking account of assessment information and targets
  - b. taking account of pupils' prior attainments and identified needs
  - c. ensuring that learning objectives are used effectively to introduce activities, to maintain focus in lessons, to check on learning and as the basis of marking and response to the outcomes of activities;  
[paragraphs 15,16, 24, 25, 28, 36, 63, 66,76]
- (2) provide information that gives pupils and parents a clear understanding of what children have achieved, and what they need to do next and by when in order to raise their attainments;  
[paragraphs 3, 17, 36, 76, 87]
- (3) introduce systems whereby senior managers and subject leaders observe and evaluate teaching and learning regularly in order to identify strengths and weaknesses and provide evidence for how to raise standards; and,  
[paragraphs 45,78,88,113]
- (4) teach, plan and use information and communication technology knowledge and skills in order for pupils to meet the requirements of the National Curriculum and to raise their attainments, and for staff to support teaching and learning.  
[paragraphs 5, 6, 21, 23, 74]

In addition, the headteacher, staff and governors should give attention to:

- raising standards in art and design; and,
- providing an outdoor area for Reception children to enable them to meet the recommendations of the curriculum for the Foundation Stage.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	62
Number of discussions with staff, governors, other adults and pupils	31

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	3	26	30	3	0	0
Percentage	0	5	42	48	5	0	0

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

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	24	202
Number of full-time pupils known to be eligible for free school meals	0	7

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	0
Number of pupils on the school's special educational needs register	0	64

English as an additional language	No of pupils
Number of pupils with English as an additional language	13

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	8
Pupils who left the school other than at the usual time of leaving	7

### Attendance

#### Authorised absence

	%
School data	4.1

#### Unauthorised absence

	%
School data	0.2

National comparative data	5.6
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National comparative data	0.5
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*Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.*

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	15	15	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	12	14	14
	Girls	13	14	14
	Total	25	28	28
Percentage of pupils at NC level 2 or above	School	83 (77)	93 (93)	93 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	14	14	14
	Girls	13	13	13
	Total	27	27	27
Percentage of pupils at NC level 2 or above	School	90 (93)	90 (100)	90 (100)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	15	14	29

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	13	14
	Girls	14	10	14
	Total	26	23	28
Percentage of pupils at NC level 4 or above	School	90 (96)	79 (88)	97 (96)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	14	12
	Girls	14	14	12
	Total	26	28	24
Percentage of pupils at NC level 4 or above	School	90 (96)	97 (92)	83 (96)
	National	72 (70)	74 (72)	82 (79)

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

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	5
White	193
Any other minority ethnic group	4

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

### **Teachers and classes**

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

Total number of qualified teachers (FTE)	9.1
Number of pupils per qualified teacher	22.2
Average class size	28.9

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

Total number of education support staff	7
Total aggregate hours worked per week	141.7

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

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	24
Total number of education support staff	1
Total aggregate hours worked per week	32.5
Number of pupils per FTE adult	12

*FTE means full-time equivalent.*

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	2
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

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

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

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

### **Financial information**

Financial year	2000-2001
	£
Total income	521,450
Total expenditure	530,549
Expenditure per pupil	2,248
Balance brought forward from previous year	29,135
Balance carried forward to next year	20,036

*FTE means full-time equivalent.*

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	250
Number of questionnaires returned	136

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	60	38	1	1	1
My child is making good progress in school.	43	43	8	1	5
Behaviour in the school is good.	50	47	2	0	1
My child gets the right amount of work to do at home.	29	41	15	4	10
The teaching is good.	42	47	6	0	5
I am kept well informed about how my child is getting on.	23	45	24	7	2
I would feel comfortable about approaching the school with questions or a problem.	43	41	7	6	4
The school expects my child to work hard and achieve his or her best.	49	39	6	1	4
The school works closely with parents.	23	44	22	10	1
The school is well led and managed.	48	43	6	2	1
The school is helping my child become mature and responsible.	52	37	4	0	7
The school provides an interesting range of activities outside lessons.	35	37	14	2	12





## **PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM AND SUBJECTS**

### **AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE**

53. The Nursery has opened since the last inspection in a purpose-built bungalow with its own outdoor area. Children can enter in the term after they are three years old. Those who are five before the end of February transfer to Reception in September. Those who are five between March and the end of August transfer in January. Reception has intake from other local nurseries.
54. In Nursery there are two part-time sessions. Parents are invited to visit and staff make home visits prior to the children attending. Inspection evidence indicates that attainment on entry is good. Assessment information and observation of the children is used well to plan activities. By the age of five, all achieve the standards expected nationally and some exceed them. They make very good progress in their personal, social and emotional development and in communication, language and literacy. Accommodation is good, although the library area is small and home to a computer that takes up valuable room. The outdoor space has both hard and grassed areas and is large enough but it lacks climbing and balancing apparatus. Resources are good.
55. The transition from Nursery to Reception is a major step for many children given the very different organisation and layout of the classrooms, management of resources, educational play and teaching styles. Reception children follow National Curriculum English and mathematics programmes in the morning and the afternoon's free play is not sufficiently linked to the recommended curriculum. The Reception has satisfactory indoor accommodation but no designated outdoor play area; resources are unsatisfactory. Independence is emphasised in Nursery but not always in Reception. In both classes and in every area, children with special education needs and those with English as an additional language progress at least satisfactorily and are well supported by all staff.

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

56. Children enter both classes with above average maturity and make good progress. All match expectations in their personal and social development and a minority exceed them. All children will reach what is expected by the time they are five and many will exceed it. They settle quickly into the life of the school and are confident and happy. They have good relationships with each other and with adults. Concentration is good and they work until a task is completed. They behave well independently and when together and understand clearly what is right and wrong. They share toys, help each other and are sensitive to any classmates' distress. They organise confidently during play. For example, a group in Nursery played as a fire crew, one taking the lead while the others, with superb organisation, carried imaginary hoses and drove the engine. They take care of equipment and willingly tidy up after activities. They understand rules and know when to wash their hands or put on their coats. They are co-operative and take turns.
57. Their spiritual development is very good. In Nursery, an awareness of other cultures is well fostered and parents are used well to support this. However, neither class has sufficient opportunity to share the richness and diversity of other cultures. Teaching is generally good. Nursery activities are well planned and independence is fostered but this is not always the case in Reception. In both classes, staff are good role

models when listening and valuing all contributions, and in being very supportive of the children and sensitive to their needs.

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

58. On entry to Nursery, most children's communication, language and literacy development are good. They continue to develop well and, by Reception, expectations are fulfilled. Many then go on to exceed them. Newcomers gain confidence quickly. Older Nursery children are fluent communicators. They involve visitors in conversations, discuss work and explain ideas. They use polite conventions, for example, 'Will you pass the plates, please?' When cooking a pizza, one child said, 'I like pepperoni. What do you like?' They initiate conversations, ask questions and negotiate positions. One said 'I think we need a chair to be shopkeepers'. The reply came, 'So do I, let's get one.' They constantly ask questions such as 'What are you writing?' They are confident, articulate and lively.
59. Most children with English as an additional language come into Nursery speaking English well. They make good progress and, by the time they leave Reception, will reach expected standards. A recent positive event was the celebration of Chinese New Year that was enjoyed by all children. In both classes, children love listening to stories and taking part by reciting rhymes or singing songs. In Nursery, they make up stories using role-play, the home corner, 'small world' toys and outdoor play. In Reception, opportunities for self-selected play linked to the Foundation Stage curriculum are insufficient.
60. Children in the Nursery recognise letters and their sounds. In Reception they join in a commercial scheme for teaching letter sounds, making the sounds and actions enthusiastically. They use language that helps them to think and draw conclusions about what they are doing in their play. One girl said to herself: 'I'm the mummy and I'm ironing my baby's clothes. I'm putting my baby in the wheelchair, because she can't walk properly. I think my baby will have an operation and then she will be able to walk.' They have favourite books, handle them carefully and enjoy illustrations. They hold them correctly and turn the pages in order. They recognise some words. In Reception, a few read simple books. In both classes, most recognise and write their first name. In Nursery, some graduate from marks on paper to forming letters and simple words. They have good pencil control. They write orders in the Nursery shop and tickets for the library books. In Reception, they copy the teacher's writing and a few write sentences unaided.
61. Teaching is good. Children are challenged and encouraged by the adults' contribution. They take books home and have good parental support. There is a reading corner for both classes where children read quietly and sometimes share books. In Nursery, role-play provision is good, there are opportunities for writing and pencils and paper are freely available. In Reception there are insufficient opportunities for role play and, although children's writing is well developed, opportunities for self-chosen writing tasks are limited.

## Mathematical development

62. Nursery children arrive with good mathematical knowledge and continue to make satisfactory progress through Reception. All are on target to meet the expected standards at the end of the Foundation Stage. Children develop mathematical language as when comparing 'longer' with 'shorter'. In Nursery, they understand basic capacity, weight, length and space through play. They describe containers as 'full' or 'empty' and compare lines of bricks saying 'My line is longest. I have 15 bricks and you have eight.' Children in both classes name basic shapes. In Reception, they match shapes and form repeating patterns with them.
63. Children have good understanding of numbers. Nursery children all count, name and recognise from one to five, and a few go to ten. Many sequence them in order. In Reception, most count to 20 and a few to 100. In the Nursery home corner, children understand one-to-one matching. In Reception they put teddy bears in order of size and make repeating patterns with them based on their size and colours. They develop an awareness of addition and subtraction through playing games and singing songs which involve numbers. A Reception child dealt out seven cards, 'and one more makes eight,' he said. 'Check you've all got eight.' One boy only had six and was given the extra two without their being counted. Teaching is satisfactory, although children could make greater progress if more opportunities for mathematical development were provided and if the higher-attaining children were challenged more. All staff intervene well to extend learning but some opportunities are missed to draw out the mathematical content in other activities.

## Knowledge and understanding of the world

64. Both Nursery and Reception children make satisfactory progress. By the end of the Foundation Stage, most are on target to reach expected standards. In the Nursery, children use their tip-up trucks to deliver gravel and earth to tyres in which they plant bulbs which, they learn, will need water and sunlight. One boy pretended to cut down trees in the nursery garden. He knew diseased trees die and these are the ones he should fell. Children playing with zoo animals related their own knowledge to their play. One girl said 'I've seen lions in the zoo in a cage like this'.
65. In Reception, children look at bark through magnifying glasses and describe what they see. They explain how a tadpole develops into a frog. The lack of ready access to suitable outdoor provision narrows the scope of activities and there are not enough indoor opportunities for children to investigate and enquire into the natural world. A visit by the nursery class to the Barnet Environmental Centre was a model of good practice. 'The Very Hungry Caterpillar' was read to them. They looked at photographs and other artefacts linked to different seasons, handled and discussed them, and went on a worm hunt where they pretended to be birds. The cotton wool 'worms' were coloured brown or black, which led to discussion about camouflage. Children listened to bird song before studying bugs through magnifying glasses. Their learning was greatly enhanced by this experience and heightened by good intervention from all staff.
66. At Foundation Stage, opportunities for learning about other cultures, languages and customs are insufficient. Opportunities are missed for those who have English as an additional language to celebrate their own culture. Tape recorders and computers are underused, but all children develop good construction skills early. In both classes they use construction kits, make models, cut and stick paper, use pasta shapes to form collages and stick sweets on to biscuits. They develop a good sense of time

recounting what they did at school yesterday as well as past events such as holidays. The early stage of science, explaining and investigation, are an important aspect of provision in the Nursery and children readily question how things work. However, the more formal organisation in Reception, coupled with insufficient detail in planning, means some may miss their chance of developing this knowledge. Teaching is satisfactory, but a greater focus on planned activities is required in order that early targets have their full effect.

### **Physical development**

67. Children's physical development is satisfactory and they make steady progress. All are likely to achieve the expected standards by the end of the Foundation Stage. In the Nursery, children show good awareness of space and of others. They balance and steer well on tricycles, travelling at speed yet stopping safely. In the outdoor area, they run, jump, skip, hop. Construction and gardening activities involve building blocks, shovels and spades. At present, there is no fixed climbing or balancing equipment. This means co-ordination and balancing skills suffer generally while the boldest and higher attainers are denied challenge. 'Small world' toys, dough, jigsaws, pencils and brushes all develop fine-control. A lion dance at Chinese New Year was enjoyed and there is often other creative dancing. The children dance with rhythm and with style, showing a good sense of space.
68. Teaching is satisfactory, but staff do not intervene sufficiently when in the outdoor area. Independence is encouraged in Nursery where children help themselves to toys and put away outdoor equipment. In Reception, physicality and independence are under-developed due to the lack of both a designated outdoor area and range of outdoor toys. Children were observed outdoors only once for ten minutes.

### **Creative development**

69. Progress is satisfactory. Most children achieve acceptable standards by the end of the Foundation Stage. There is a good variety of activities including drawing, model-making, cooking, painting, role-play and music. They display imagination and confidence and are happy to explain what they are doing and why. Sometimes, adult intervention greatly enhances learning opportunities, as in a cookery session where the Nursery nurse took every opportunity to extend the children's language. However, neither class has a sufficient range of media or textures or opportunities for children to select materials for themselves.
70. Children enjoy making music and are extending their repertoire of songs, rhymes and jingles. No instruments from other cultures were evident in either classroom and there are insufficient opportunities to explore world music. Dressing up and role play in Nursery encourages imagination and is very effectively encouraged through the materials provided and adult intervention. Groups played imaginatively in the home corner, cooking meals, laying the table and negotiating tasks. Cooking, eating and drinking are regular experiences here and these, with other opportunities to smell and feel, give children good response to their senses. Dressing-up clothes and other props extended their imagination well. Role play and dressing up was not observed in Reception.

71. Children in both classes use their imaginations to relate stories expressing humour and kindness to their own lives. They use their imagination to relate these to their own lives. For example, children in Reception suggested ideas for being kind on Mothering Sunday while Nursery children designed special cards. Teaching in this area is satisfactory, but better when a wide variety of resources are available and children are allowed to select materials.

## ENGLISH

72. Standards in national tests for 11 year-olds in 2001 were well above the national average and above the standards achieved in similar schools. A higher proportion exceeded expectations than is found nationally and in similar schools. Results of tests in 2001 for seven year-olds in reading and writing were well above schools nationally but were broadly the same as those found in similar schools. Again a higher proportion than is found nationally exceeded expectations. Results for 11 year-olds have been consistently well above national averages for the past four years with a trend broadly matching that found nationally except for a drop last year. Results for seven year-olds have varied each year over the same period. Results in writing have, unusually, always exceeded those in reading and shown an improving trend over time since the last inspection. Standards of reading for seven year-olds have been lower every year than those reported at the time of the last inspection.
73. Evidence gathered during the inspection shows that standards attained by most pupils in Years 2 and 6 in all aspects of English are higher than those found nationally. Speaking is very well developed and most pupils contribute confidently in groups and lessons, during assemblies and when with their peers. Older pupils called upon to give announcements in whole-school assemblies did so competently and without hesitation. They generally answer in sentences and give reasons for their responses readily. Throughout the school there is a tendency for pupils' talk to become a distraction during lessons. Discussion is rightly encouraged in most lessons and is often beneficial to learning; however, a small number of pupils in most classes contrive to hold conversations that have nothing to do with the task in hand. Too often they draw others into these diversions and away from what they should be doing. Some carry this to the extent of talking at the same time as their teacher. Pupils' listening skills are good, whether it is an adult or a child who is talking. Pupils understand well what is being asked and respond verbally or by carrying out tasks as expected.
74. Standards of reading are good by Year 2; there are few pupils who cannot gain meaning from print readily. For some, reading, or reading of stories, is not a preferred activity and these pupils are far less fluent and expressive than others. Many pupils are above average readers. They read with enjoyment, emphasising important words or phrases; some are expressive in characterising voices and recounting action. Most are adept at using information books and put their good knowledge of the alphabet to effective use. They can put what they have read into their own words whether retelling a story or recalling information. Most pupils in Years 3 to 6 can read satisfactorily and an above average proportion read well when compared to expectations of their age. Few pupils use books from schemes that develop skills and vocabulary progressively; the great majority are 'free readers' and are given access to a range of real books in school and to take home. Lower attainers use a range of strategies to read, their preference being to match sounds to letters and build up words they are not familiar with. Higher attainers are adept and fluent readers of a range of texts. Older higher attainers use higher order skills such as skimming and scanning to locate what they are looking for. Pupils do not have good knowledge of

accessing and using information in a library or via the internet because they have too few planned opportunities to do so. The library is not organised to assist in locating specific texts and does not help in meeting the objectives of the National Literacy Strategy.

75. Pupils' enjoyment of writing is clear from the start of Year 1 where many pupils already have good handwriting. This early start has not always been the case and there are a significant minority of pupils in Years 3 to 6 who do not have a style that is adaptable to writing legibly at speed as well as for show. This is especially true of many who write with their left hand. However, pupils write at length in Years 1 and 2 and most understand the need to organise their thoughts into sentences. Punctuation is used well. Higher-attaining pupils employ speech, exclamation and question marks appropriately to punctuate their writing. They experience and can recreate a range of styles for different purposes and audiences. Pupils in Year 1 make good use of computers to reorganise and redraft text. Groups from Year 2 also learn useful features of word processing. Pupils in Year 3 write well when inspired to use good adjectives in a task related to designing a monster in design and technology. Lower attainers offer words like 'colossal' and 'massive' found in a thesaurus, while higher attainers put strong words into sentences such as 'the third goat had king-like horns' and 'horns painfully long and twisted'. In Year 4, pupils plan and organise an explanation task by noting what will form their introduction, sequential explanation and closing section. Higher attainers suggest suitable sub-headings and many pupils can suggest where diagrams could usefully be inserted. They follow this up by writing an explanation of a manufacturing process; the majority of pupils succeed in doing this. Pupils understand terms such as 'passive' language and 'connectives' when the teacher is making suggestions to improve their writing. In Year 5, pupils confidently discuss and decide on the merit of literary devices such as alliteration, metaphors and similes, or the use of repetition or a refrain in planning to write a story-poem. Pupils in Year 6 compile banks of words and phrases to create atmosphere and build suspense when setting a story. Lower-attaining pupils refer to 'twigs snapping' and 'wind whistling' and use words such as 'cautiously'. Higher-attainers use powerful adjectives readily to create a feeling of mystery or fear in their writing. Scrutiny of pupils' work shows a wide range of styles and audiences have been used and understood by pupils. Older pupils show that attention is paid to encouraging their use of creative language, the quality of presentation, the structure and features of different forms of writing, and the extension and development of some pieces of writing.
76. Teaching overall is satisfactory with some good and very good features. There is scope for many teachers to use features of effective teaching identified by the National Literacy Strategy more consistently in raising standards in line with progress being made by schools nationally. More effective teachers introduce lessons and their expectations clearly through sharing planned outcomes so that pupils know what they have to do and by when. These outcomes are challenging and based on secure knowledge of both the subject and the learning needs of pupils. There is constant checking and focusing on progress towards the outcome. The final part of lessons is used effectively to ensure that the teacher has good knowledge of how targeted groups and individuals have got on and that all pupils' learning is reinforced. Most teachers' planning is a bare minimum and is often uninformative about how the teacher is intending to move all pupils' learning on from what they have already attained. Homework, although set regularly, is not often identified in or linked to planning. Some pupils who are expected to be working independently are often not concentrating on the task in some classes, for up to 20 minutes of a literacy hour in some cases, and teachers are interrupted so that other pupils miss out on the

targeted learning that was planned for them. There is also little indication that responses to pupils' work are based consistently on the outcomes set for them. There are often just brief comments about presentation or spelling as well as praise in the form of, for instance, 'Brilliant' or 'Excellent work'. Rarely is there an indication of how well the pupil has met what was asked for or how they could improve. It is also not helpful for pupils to understand how well they are doing when they are praised excessively for standards of work that do not merit it. Teaching assistants support learning well. They know particular pupils well, especially those having special educational needs or who are learning English as an additional language, and are effective in preparing and helping these pupils to make good progress. Most pupils make at least satisfactory progress in most lessons and over time. When teaching is more effective, pupils show that they are capable of making good and very good progress. Pupils enter the school with good attainments and leave with attainments that are well above average. The school is effective in promoting pupils' learning and particularly in enabling them to succeed in above average attainments by the time they are 11. Pupils achieve well.

77. The great majority of pupils enjoy the subject and are keen to learn. They pay good attention and respond promptly and thoughtfully to adults. They try to produce their best work and effort and to stick at tasks until they are finished. In some classes talking by a minority that degenerates into chat that is not disruptive or makes itself noticeable to adults hinders a significant number of pupils. However, most take pride in what they do and help make lessons a positive and productive experience.
78. The subject is well managed by an experienced and well-qualified teacher who has overseen the satisfactory introduction of the National Literacy Strategy into the school but has not been able to check that it is still being followed consistently and effectively in classrooms. The initial opportunity for her to observe, be observed and advise colleagues directly has not been sustained. Advice on planning and raising standards is given in planning meetings for teachers of Years 3 to 6 and informally to teachers of Reception and Years 1 and 2. Whole-school timetabling has created blocks of time that do not match the requirements of the literacy strategy well. Literacy hours stretch to fill available time in some classes with no additional expectation of how that time can be use fully. There was a concentration on writing in lessons during the inspection, and very little teaching of reading was planned for or seen. This does not follow the strategy's recommendation that both are given time every week, either during the literacy hour or at another time. The school is beginning to identify consistently when literacy can be learnt and used in other subjects but the use of information and communication technology to support teaching of literacy is not adequate. It does not feature regularly in planning and is sometimes not used when it is planned.
79. Accommodation and resources are adequate to meet the needs of the curriculum and the subject benefits from the knowledge and efforts of teachers and teaching assistants. However, the school is faced with the difficult task of trying to at least sustain its high attainments when last inspected and to match the improving standards in schools nationally to maintain its position. At present, it is not succeeding in either of these and has therefore not made sufficient progress since the last inspection.

## **MATHEMATICS**

80. In Year 6, standards of attainment are above the national average which is also the case in Year 2. Tests in 2001 showed levels of achievement for pupils of all prior



attainments in Year 6 as being higher than national expectations, although these fell below the target agreed with the local education authority.

81. In Year 2, a significantly large percentage of pupils achieve at a level higher than national expectations and standards are higher than the national average for this group. In Year 2, standards have risen over the past five years. However, standards by Year 6 have fallen during the same period although they remain above the national average. This is partly explained by the fluctuation in attainments of pupils from year to year, but there is also evidence of a lack of challenge for higher attainers. Pupils of all abilities achieve well up to Year 2.
82. In Years 3 to 6, lower- and average-attaining pupils achieve satisfactorily but, as a group, higher attainers are achieving relatively less well. Standards are high but, considering the achievements made by Year 2, they should be even higher. Based on lesson observations, the findings of the inspection confirm the results of the national tests.
83. Pupils in Years 1 and 2 are achieving well and make good progress in all aspects of the mathematical curriculum. Pupils in Years 3 to 6 achieve satisfactorily in these aspects and, additionally, in handling data. Those with special educational needs achieve well and make good progress in Years 1 and 2 and satisfactory progress in Years 3 to 6. They are well supported by learning assistants. However, teachers' planning does not address sufficiently the requirements of their individual programmes of study. Because short-term assessment systems are weak, some staff are uncertain about what pupils can and cannot do. Planning for higher attainers is insufficient to provide appropriate opportunities for them to achieve well.
84. In Year 1, good progress is made in learning. Pupils count in 10s to 100 and see patterns in subtracting one from 10s. In Year 2, they use their number facts to make quick calculations involving adding and subtracting numbers up to 20. They divide numbers up to 30 by 8 and by 3. Higher attainers complete a similar activity with larger numbers up to 50. Pupils in Year 3 count quickly in 10s to 100 and beyond. They recognise numbers up to 5000 and are confident in identifying hundreds, tens and units. They measure accurately in centimetres and kilograms; plot co-ordinates in a single quadrant and solve problems involving time and money. In Year 4, pupils extend their understanding of multiplication and division. They calculate the areas of regular shapes in square centimetres and measure the perimeter of regular shapes. In Year 5, pupils calculate the area and perimeter of regular shapes. They plan investigation by collecting and organising data. They add and subtract to two decimal places. In Year 6, they identify square roots of numbers. They collect and arrange data in a frequency table, taking into account the range of the units on each axis. They identify common two-dimensional shapes and recognise symmetry. They use co-ordinates in all four quadrants and are beginning to use ratio and proportion. They are attentive, well behaved and interested in learning. They work well in pairs and in groups and exchange ideas, but become restless when they are not sufficiently challenged. Lack of challenge on the part of the teachers is also to blame for the slow pace of some lessons.
85. Improvement since the last inspection has been unsatisfactory. Although standards remain above the national average and have improved by Year 2, they have fallen by Year 6. Teaching-related issues have not been addressed sufficiently since the last inspection and continue to affect standards in Years 3 to 6 adversely. Improvements have been made in collecting information on pupils' performance over the whole school and progress is checked across years. However, there is a failure to make full

and effective use of this information in order to improve attainment. Teachers' planning is not detailed enough to indicate support given to pupils according to their prior attainments. Day-to-day record keeping in Years 3 to 6 is not consistent. Assessment information is not used effectively and consistently.

86. The development of mathematical skills across the curriculum is satisfactory. In geography, good use is made of co-ordinates to enhance mapwork. The collection and handling of data is used well in science. Lower attaining pupils in Year 6 use computers to process the information they have gathered. However, there are not enough planned opportunities to use mathematical skills in other areas of the curriculum.
87. The quality of teaching and learning is satisfactory overall. Teaching is mainly satisfactory but occasionally unsatisfactory. This is similar to the pattern found at the last inspection. Teachers maintain good relationships with their pupils and this helps to create calm, ordered classrooms and confidence in learning. Their management of pupils is good, as are the social expectations they have of them. This results in well-behaved, attentive classes who learn well together in groups. Teaching follows the structure and intent of the National Numeracy Strategy. This provides variety in the teaching and learning of mathematics and helps pupils to stay involved. Teaching is better in Years 1 and 2 where teachers have a more secure knowledge of the subject and the abilities of the pupils. In Years 3 to 6, the quality of planning is inconsistent and inhibits confidence in teaching to a range of abilities. Regular short-term assessments are not consistently made or recorded, therefore teachers are not always aware of what standards pupils are achieving. Regular termly testing does help to remedy this, but pupils are not helped to identify skills and knowledge needed to improve their standards. Mental mathematics sessions are sometimes slow and the final part of the mathematics lesson is often rushed. The former indicates that pupils are not used to manipulating numbers quickly; the latter means they do not get sufficient opportunity to reflect on what they have learnt and where it will lead in the next lesson; this restricts their independence.
88. The leadership of the subject is satisfactory. The National Numeracy Strategy has been introduced and improvements have been made in Years 1 and 2 which have resulted in improved standards of attainment. However, in Years 3 to 6, systems for planning lessons and assessing day-to-day progress are inconsistent. The planned use of information and communications technology to support teaching and learning is insufficient. The monitoring of teaching is not sufficiently focused on raising standards.

## SCIENCE

89. Standards in science achieved by 11 year-olds in national tests in 2001 were above those expected for their age, with a higher proportion than found nationally exceeding expectations. Standards are just below those reported at the time of the last inspection in May 1997. In the intervening four years, overall standards have been above those found nationally but results have swung between being similar to national averages and being well above them. Teachers' assessments of seven year-olds' attainments in 2001 showed standards to be similar to those found nationally. Again, a greater proportion of pupils attained higher than national expectations, putting the results for these pupils in the top five per cent in the country. Inspection evidence confirms that standards in Years 2 and 6 are above those expected for their age. There is no significant difference in the attainments of boys and girls. Pupils identified as having special educational needs and those for whom English is an additional language make progress matching that of their peers and most attain what is expected of them for their age.
90. Pupils in Year 1 sort a range of materials by specific criteria such as hard or flexible. They record effectively by drawing and writing on a grid. Most know the five senses, can identify sources of light and are beginning to learn about pushing and pulling. Pupils in Year 2 compare differences between living things and events. They know the difference between a light source and a reflection. Pupils have made a good start to understanding what a fair test is, sometimes using guidance on ways to set out and express their hypotheses and recordings.
91. Year 3 pupils gather soils from different parts of the school site, analyse these and then endeavour to match soil samples to the location they came from. Good co-operation and discussion enabled most to succeed in this task. Pupils in Year 4 use prior knowledge of electrical circuits to identify what materials will conduct electricity and conclude that metallic objects are best. Those in Year 5 identify major organs of the human body. They learn more about the working of the heart through interacting with a computer simulation and label a diagram of the heart copied from one drawn by the teacher. Pupils in Year 6 think carefully about a task involving use of a force meter to measure objects in and out of water. They are challenged to identify what forces are working on the objects. They have good ideas about what will happen and devise sound means to carry out and record their investigations. Planning and scrutiny of pupils' books confirms that they experience all the required areas of the National Curriculum.
92. Teaching is satisfactory overall, including teaching of Years 4 to 6. There is good teaching in Years 1 to 3, some by a replacement teacher. In the latter, lessons and activities are well prepared. Good attention is given to making sure that pupils are clear about what they are expected to do and what this will help them to learn. Good questioning stimulates pupils and sets them off on fruitful lines of enquiry. Lessons have good pace and equipment and apparatus are appropriate for tasks. Because of these, pupils are keen to succeed and carry out their work with a good degree of independence. They talk well together, clarifying ideas and checking methods and findings. Pupils enjoy scientific activity and enquiry and give their full attention to working carefully and successfully. Their attitudes toward the subject are good although too much inappropriate talking in one class slowed the pace of the lesson and diverted the attention of several groups for long periods of time.

93. The subject leader is relatively new in post. She has good knowledge of the subject and what is needed to improve teaching and learning at the school. There is a useful policy that has been updated recently. The subject has had low priority for development in recent years but has a high priority in the next year. Little time has been given to enable the manager to observe teaching and learning directly. Systematic checking and recording of attainments and progress are being devised to support planning to meet the programmes of work. Most staff have a science qualification and are confident in teaching the subject. There is good potential to develop the school grounds further for scientific study. Resources are good, well organised and easily accessible.

## **ART AND DESIGN**

94. Evidence of standards of attainment was obtained by looking at work on display and in pupils' sketchbooks. A discussion was held with the subject leader and with some pupils in Year 6. Standards of work seen during the inspection are broadly in line with expectations for pupils in Years 1 and 2 but decline as pupils move through the school. The standard of work produced by many pupils in Year 6 is well below what is expected. At the previous inspection, standards were judged to be in line with national expectations by Year 6.
95. Work in pupils' sketchbooks shows that basic skills in, for instance, colour mixing or use of pencils are taught but with little variation in standards and expectations through the school. Older pupils also use these books appropriately to gather and develop ideas for future work. Sketchbooks contain a very limited amount of work and would be more beneficial if dated and given some annotation to indicate the purpose of each exercise in order to make pupils more aware of their progress and attainments. The quality of displays around the school has improved since the last inspection and pupils' artwork is in evidence in all classrooms and public areas. Most is two-dimensional and painted or collage work. There are limited examples of images gathered from and manipulated on computers. Some of the larger work on display has been produced just for this purpose and does not show or encourage high standards or expectations. There is little work by mature artists on display to model techniques or inspire learning.
96. Only one of the two art and design lessons timetabled during the inspection was seen so it is not possible to make an overall judgement about the standard of teaching. In the lesson observed, older pupils had been set the challenging task of perspective drawing that most declined in favour of flat, front-on drawings of buildings. Having done many freehand sketches from direct observation, many pupils resorted to using rulers to draw buildings that lacked the detail in the preliminary drawings and bore little relation to those observed. The teacher was unclear about the standards that could be expected of this age.
97. The subject leader is still extending her own knowledge of the subject and is not sure of the parallels and distinctions between the two subjects with strong design elements that she manages. She has recently overseen the development of a policy for the subject and the adoption of national guidance as the school's scheme of work. These give a useful structure that should ensure a broad programme of study. There is insufficient evidence at the moment of an adequate programme of three-dimensional work or of the study of the work of well-known artists from a range of cultural backgrounds. Further work is also necessary to ensure the progressive development of specific skills as pupils move through the school. The subject leader acknowledges that other teachers also need to develop their subject knowledge and

skills further. There is no portfolio of annotated work to guide teachers in recognising the standards that are expected or as examples of different skills and techniques. The accommodation and resources are adequate to meet the needs of the subject, which has made limited progress since the last inspection.

## **DESIGN AND TECHNOLOGY**

98. There was no teaching of the subject during the inspection and limited work on display. The school does not keep a portfolio of annotated work or effective records of pupils' attainments. Evidence is drawn from looking at this work and from planning and evaluation of the subject in pupils' books. There was also discussion with the subject leader and some pupils. Teachers are now following a recently-introduced scheme based on national model guidance and this should ensure that the requirements of the National Curriculum are met. Pupils recall examples of designing and making wheeled vehicles from wooden components and money containers from fabrics. They can identify appropriate materials with which to make or construct artefacts and have good knowledge of the right tools and ways to join these materials. Pupils can also say why some items are well-designed and why some are not. Overall standards match those expected nationally at the ages of seven and 11.
99. The subject leader has been in post for several years and has attended a number of courses to improve her knowledge and skills. This is not a subject for which she qualified or had prior experience of managing. The subject now benefits from a scheme of work and policy to guide teaching and learning. The subject leader gives advice to other teachers when asked and in the course of planning meetings. She checks on standards when staff look together at pupils' work and when teachers circulate around classes during a 'monitoring morning' held in the summer term. She has not carried out an audit of staff skills and knowledge. Accommodation and resources are satisfactory.

## **FRENCH**

100. Pupils attain well in French by the age of 11. Pupils in Years 3 to 6 have good oral skills, know a useful and expanding vocabulary, and reinforce their learning effectively through written tasks. Pupils in Year 4 recognise and reply to a greeting and a request for their name. They know and discuss items of clothing and features such as their colour. In Year 5, pupils discuss their likes and dislikes of food and drink after revising and learning relevant vocabulary through the use of flashcards. Year 6 pupils talk about their sporting preferences. The majority of pupils speak confidently and clearly, and listen well to the teacher and each other. They are enthusiastic about the subject and keen to make best use of the short lesson they have each week. Many have practised at home.
101. Teaching is good. The specialist teacher has very good knowledge and skills. Lessons are well planned, prepared and structured. The pace of lessons is good and there is an interesting range of activities and methods. Expectations are high and pupils respond well to these, making good progress. The teacher checks learning effectively at the end of lessons.

## **GEOGRAPHY**

102. The attainment of pupils by the end of Years 2 and Year 6 is in line with expectations. Progress across the whole age range is satisfactory and standards have been maintained since the last inspection.
103. In Year 1, pupils learn their route to school. In Year 2, they compare the geographical and sociological features of a Scottish island with those of their own area; they say which locality they might prefer. In Year 3, they study maps of their neighbourhood and compare them with aerial photographs. In Year 4, they understand the basic economic and social aspects of life in an Indian village. They identify farming methods and recognise how services such as education and health are organised in the community. In Year 5, they further develop their ability to use maps by using six figure co-ordinates. In Year 6, they investigate river systems: learning how rivers are used to supply water to homes and businesses, and they investigate the features of a mountain environment.
104. The quality of teaching and learning is satisfactory. Only two lessons were observed during the inspection; the judgement is based on these and on observations of pupils' work and teachers' planning. The presentation of work is good and pupils work well when they investigate issues in groups. Teachers' planning does not, however, provide appropriate opportunities for higher attainers.
105. Leadership is satisfactory. Good guidance is given for developing map-reading skills. Co-ordination ensures that pupils receive their curricular entitlement and that skills are progressively developed. Effective use is made of visits to support the curriculum, for example to a water treatment works and to the local environmental centre. However, insufficient use is made of national standards to raise the expectations of teachers and their pupils.

## **HISTORY**

106. The standards of attainment by Year 2 and Year 6 are in line with expectations. Pupils make satisfactory progress throughout their time at the school and standards have been maintained since the last inspection. However, there are insufficient learning opportunities planned for the higher attainers.
107. In Year 1, pupils recognise that homes in the past were different from those of today. They place pictures in chronological sequence: Iron Age huts, Tudor halls, modern houses, and describe the distinguishing features of homes from different periods. In Year 2, they examine how holidays have changed over the years. In Year 3, they collect information about the Ancient Egyptians, such as learning how pyramids were used to house the dead, and make use of timelines to sequence events. In Year 4, they know the difference between primary and secondary sources of evidence. In studying the Anglo-Saxons, they discover how the writings of Bede and archaeological finds such as the Sutton Hoo Treasure have helped us know about the past. They develop an understanding of the changing pattern of Anglo-Saxon life caused through patterns of invasions and settlement. In Year 5, they research Ancient Greece. They are aware that our knowledge of the period comes from archaeological and written evidence. In order to find out about schooling in the period, they devise strategies for sifting information from various written sources. They understand that the people of Athens and Sparta held different attitudes to schooling. In Year 6, they look at aspects of life under the Tudors, including crime and punishment, buildings and inventions. They select evidence from a variety of written

and visual sources to produce their final projects. They understand why some people emigrated during the Tudor and Stuart periods and investigate the reasons for settlement on Roanoke Island and the possible causes of its failure.

108. The quality of teaching and learning is satisfactory. Although only two lessons were observed during the inspection, evidence gained from pupils' work and teachers' planning supports this evaluation. Pupils are interested in their learning and completed projects show that they use a range of literacy and word processing skills in their work. They are well behaved in lessons and the presentation of work is good. Year 5 pupils confidently gather information from CD ROMs. However, there is insufficient challenge for higher attainers.
109. Leadership in history is satisfactory. The curriculum is supported by visits to Roman baths, an Anglo-Saxon Village, a Victorian school and museums. Good use is made of the local library that loans artefacts, enabling pupils to handle historical evidence. National standards are not used sufficiently to guide teachers and raise their expectations of pupils' achievement.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

110. Although pupils have a range of knowledge, skills and understanding that meet expectations for their ages in different elements of the subject, overall standards are below national expectations at the ages of seven and 11. The main reason for this is that the subject is not taught for the time the school intends. From what was seen during the inspection, planning does not consistently include use of the subject, the computer suite is often not used when planned and classroom computers are used rarely. There are, therefore, too few opportunities to involve pupils with the subject and improve their skills. This represents a decline since the last inspection when the report stated that standards achieved across the school were in line with national expectations. Evidence is drawn from lesson observations, scrutiny of a limited amount of work and from talking to the subject leader.
111. Pupils in Year 2 know the basic parts of the computer. They use the keyboard to enter text that they later edit. They know and use functions such as 'scroll' and 'delete' but usually delete whole words and retype them rather than delete individual letters or parts of words. They print out their work. Pupils in Year 3 compose short pieces of music by linking phrases from a program. They discuss and improve their work, for instance, by choosing appropriate phrases to begin and end their composition. They learn how to vary elements such as tempo and volume. Year 4 pupils learn to interrogate a database and interpret their findings at an appropriate level, including the use of pie charts. They were adept at 'clicking and dragging' to move information around the screen. Some Year 5 pupils interacted effectively with a program to gain information about ancient Greek civilisation. A group of Year 6 pupils used a computer to draw graphs in a mathematics lesson, supported well by a teaching assistant. While pupils can store and communicate information, the processes of control and modelling and use of spreadsheets are little in evidence.
112. Teaching is satisfactory in most cases, with some good practice when computers are used to support learning in other subjects such as music. Teachers have realistic expectations about what they expect pupils to learn or practice in each lesson and how to manage pupils' learning when they are in classrooms or working in the suite. Teachers' knowledge of the subject and the technology is sound. Pupils are enthusiastic about information and communication technology and make every effort to produce their best work. They co-operate very well when working with each other

and adults, and especially in the sometimes cramped conditions in the computer suite.

113. The subject leader has introduced a useful policy and a scheme of work that has been adopted from nationally guidance. Information and communication technology continues to be a priority of the school improvement plan. All teachers have completed training through the New Opportunities Fund scheme but there needs to be further training for teaching assistants if it is intended to continue the practice of sending them to use the suite with groups. Since the last inspection, there is now a suite of computers, with a further computer and printer in each classroom. While there are sufficient computers in the suite to accommodate a whole class with two pupils sharing each machine, the room is small and therefore very cramped for older and larger pupils. The school has identified the need for the purchase of specific software and connection to the internet. It also intends to purchase a whole class set of notebook computers for pupils and staff to use. The school has made good progress since the last inspection in establishing resources, providing guidance for teaching and learning, and training staff but has not yet translated this into raising pupils' attainments. Overall progress is therefore satisfactory.

## **MUSIC**

114. Few class music lessons were taught during the inspection, so it is not possible to make a judgement on teaching of music. Many pupils in Years 3 to 6 benefit from individual or small group music tuition and a high proportion have skills and knowledge above that expected by the age of eleven. Standards are therefore above those found nationally at this age. A satisfactory scheme of work was seen which gives attention to the planned development of key skills in singing and playing, composing, listening and appraising. The singing in assemblies demonstrated a good grasp of pitch and rhythm, but lacked verve.
115. Pupils spoke enthusiastically about music. They showed obvious enjoyment and told how they sing a range of songs; church music is included in their lessons. Year 6 pupils have recently worked on their own lyrics after listening to a song by Robbie Williams. They plan to set them to their own music. Pupils described opportunities for composing, using a range of tuned and untuned percussion, and could give details of music from a range of composers which they have listened to and appraised. They could not give any details of songs or music from other cultures which they have heard.
116. More than 60 pupils learn a wide range of musical instruments in school, including recorder, brass, woodwind, strings and pianoforte. There are opportunities for playing in the school orchestra, which consists of over 30 pupils, and of taking part in the choir, dulcimer, wind band and other ensembles. Unfortunately, due to the illness of the music teacher, it was not possible to hear the choir or orchestra, but pupils in the wind band demonstrated the effects of the very good teaching by playing with skill and enthusiasm.



117. The contribution of visiting music teachers is very good and greatly enhances provision in the school. The pupils are very well behaved in these lessons, they work hard and are very keen to perfect their instrumental technique and extend their musical knowledge. The lessons are very well planned and the pupils are making good progress. However, this teaching can only take place by withdrawing pupils from other lessons and therefore hindering the teaching and learning of other subjects. A number of pupils attend Saturday music classes organised by the local authority music service and many sing or play musical instruments in the school's two annual concerts for parents and friends.
118. The subject leader is very well qualified and brings a great deal of enthusiasm to the subject. She has carried out a full audit of the good selection of musical resources including books, tuned and untuned percussion, other instruments and CDs. She plans to develop this range and include resources for multi-cultural music. She offers good advice to class teachers and further enhances musical provision by using the skills of those who sing and play instruments.

## **PHYSICAL EDUCATION**

119. Standards are above those expected at the ages of seven and 11, maintaining what was reported at the time of the last inspection. In lessons, pupils in Year 1 showed good control as they moved around the hall at different levels. They get out and put away mats safely and well. Pupils displayed very good listening skills and responded quickly and appropriately to the teacher. Pupils in Year 3 practice and improve sequences demonstrating balancing and turning. Year 4 pupils control and dribble a ball securely with hockey sticks. They work well together when passing a ball and when carrying out team drills. They extend these skills well into competitive situations. Some pupils in Year 5, especially the few boys, do not concentrate sufficiently in gymnastics lessons and their deteriorating behaviour affects overall standards adversely. Most pupils gave good attention to their body shape when working on the floor and on apparatus. They successfully incorporated changes of speed and direction into sequences of movements. There was also unsafe activity when, despite warnings, some pupils knotted ropes and swung on them. The ropes were left knotted at the end of the lesson. Discussion with older pupils confirms that they experience the required programme of study during their time at the school. Pupils also experience some competitive sport. A particular feature of this is the mini-marathon run around the school site and local streets. Many pupils from this and other schools take part, and it is also a focus for community participation in its organisation. All pupils understand the importance of warming up and down, and know the effects exercise has on their bodies.
120. Teaching is often good but some has unsatisfactory features. In good lessons, teachers are knowledgeable and enthusiastic. They manage learning well and have high expectations of standards and behaviour. They use demonstration and explanation effectively to refocus activities and promote learning. Most pupils respond very well to this and the majority are keen to learn. They are thoughtful in their work, when moving apparatus and when watching or listening to others. However, some pupils do not listen or concentrate well, disturb others' work and distract the teacher. They waste their own and others' time. Some teaching contributes to this by not taking firm steps to involve all pupils in the planned activities and control instances of unwanted behaviour.

121. The subject is well managed by an experienced teacher with good knowledge of the subject. It benefits from a useful scheme from another local authority adapted to meet the school's needs and the requirements of the National Curriculum. There is good provision for outdoor and adventurous activities for Year 6 pupils during a residential visit to an outdoor pursuits centre, scheduled this year for the week after the inspection. Older pupils can attend after-school clubs such as football coaching and table tennis. A lunchtime dance club is very well organised by a Year 6 pupils and occupies and develops many pupils from different year groups very effectively. There are also opportunities for participation with and competition against pupils from other schools in sport including athletics, netball, short tennis and rounders. Teachers' subject knowledge and skills are generally good and the school uses coaches from outside the school well, including pupils from a local secondary school, to enhance expertise and provide male role models. The school is well resourced and benefits from generous hard and grassed areas outdoors. However, the school hall is used as storage for some large items and this severely constricts space for gymnastics lessons for older pupils in particular.