

# INSPECTION REPORT

## **COLVESTONE PRIMARY SCHOOL**

Dalston

LEA area: Hackney

Unique reference number: 100221

Headteacher: Ms Joycelyn Bunbury

Reporting inspector: Mr Tom Shine  
24254

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

Inspection number: 197909

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

© Crown copyright 2001

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

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

## INFORMATION ABOUT THE SCHOOL

Type of school:	Nursery, Infant and Junior
School category:	Community
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
School address:	Colvestone Crescent Dalston London
Postcode:	E8 2LG
Telephone number:	0207 254 1143
Fax number:	0207 249 7576
Appropriate authority:	The Governing Body
Name of chair of governors:	Barbara Spencer
Date of previous inspection:	6 <sup>th</sup> October 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
24254	Tom Shine	Registered inspector	Science Music Physical education Special educational needs	How high are standards? How well are pupils taught? How well is the school led and managed?
18919	John Kerr	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?
16773	Raminder Arora	Team inspector	Mathematics Art and design Design and technology Religious education The foundation stage Equal opportunities English as an additional language	
31734	Malcolm Ridge	Team inspector	English Information and communication technology Geography History Modern foreign languages	How good are the curricular and other opportunities offered to pupils?

The inspection contractor was:

PPI Group Ltd  
7 Hill Street  
Bristol  
BS1 5RW

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

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

## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>4 - 7</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>HOW HIGH ARE STANDARDS?</b>	<b>8 - 11</b>
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
<b>HOW WELL ARE PUPILS TAUGHT?</b>	<b>11 - 13</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>	<b>13 - 15</b>
<b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>	<b>15 - 16</b>
<b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?</b>	<b>16</b>
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	<b>16 - 18</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>18</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>19 - 22</b>
<b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b>	<b>23 - 38</b>

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

### **INFORMATION ABOUT THE SCHOOL**

Colvestone has 188 on the roll with slightly more girls than boys. The roll is projected to be 204 by January 2002. The nursery provides 25 full-time equivalent places, with just over half of the children attending on a part-time basis. When they enter the nursery, their attainment is well below the standards expected for this age group. Although they achieve well, they are still below expectations by the time they enter the reception. The proportion of pupils with special educational needs (SEN) is broadly average, but no pupils have a statement, which is well below the national average. The school is situated in an area that is one of the most disadvantaged in the country, with the percentage of pupils entitled to free school meals, for example, being above average for the borough and well above the national average. It is an ethnically diverse and vibrant area, however, and over 80 per cent of pupils are drawn from Black Caribbean, Black African, Bangladeshi and other backgrounds. The percentage of pupils with English as an additional language (EAL) at nearly 50 per cent is very high, with the main languages spoken being Bengali, Turkish and Lingala.

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

The school does well by its pupils and, by the end of Year 6 they achieve well in comparison with pupils in similar schools. Good teaching and positive relationships contribute effectively to these standards. Pupils with SEN and from ethnic minorities are fully integrated. The newly appointed headteacher leads the school well and it provides good value for money.

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

- Teaching is good, overall, particularly for pupils aged 8 to 11, leading to pupils achieving well.
- The headteacher provides good leadership and is supported well by the acting deputy head and the chair of governors.
- The support given to pupils identified with SEN and EAL is good, overall, helping these pupils achieve well.
- Provision for pupils' personal development is good and contributes to their good attitudes and behaviour that help them to learn well.
- The school has good links with parents which help their children to learn well.

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

- The use of assessment to plan the curriculum for the long-term is unsatisfactory.
- Procedures for identifying and assessing pupils with SEN early are unsatisfactory.
- The use of information and communication technology to support pupils' learning in the other subjects of the curriculum is unsatisfactory.

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

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

Since the school was last inspected in October 1997 the school has improved its standards, not only in English, mathematics and science, but also in other subjects that were judged to be unsatisfactory. The quality of teaching has also improved. There is much less that is unsatisfactory and much more that is good or very good. There have been improvements to other areas such as the curriculum and the use of staffing and other resources. Funding from sources such as the Standards Fund, Ethnic Minority Achievement, and the Education Action Zone make an effective contribution to raising pupils' achievement. The use of assessment to monitor pupils' progress and its place in planning is an area that still remains to be improved. Overall, the school has made good progress since the 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
	1998	1999	2000	2000
English	C	B	D	A
mathematics	A	C	D	B
science	C	E	D	B

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

The school was doing well by its pupils by the time they were ready to leave the school at age 11 in 2000. They achieved very well in English and above the performance of pupils in similar schools in mathematics and science, although they were below the national average. In Year 2, they also achieved well in reading and writing and highly in mathematics compared to pupils in similar schools. Compared to the national picture they performed below average in reading and writing, but matched the national standard in mathematics. Taking into account the unpublished results in 2001 for pupils when they were in Year 6, which are well above average, the general trend is above the national trend. The current Year 6 has only 10 pupils in the group, with well over half having SEN and or EAL and judgements about standards must be treated with caution. Nevertheless, although standards, overall, are below average in English, mathematics and science by the time they are 11, all pupils are achieving well. In Year 2, standards are below average in reading, writing and science and are average in mathematics and numeracy. Overall, their achievement is satisfactory. By the time children leave the reception, they have not reached the expected standards in the early learning goals that lays the foundation for these subjects. In most other subjects throughout the school, including information and communication technology (ICT) and religious education, where there was evidence to judge, standards are broadly at the levels expected for pupils' ages, except in ICT in Year 1, where they are below. Music and French were observed in Key Stage 2 only and standards are above expected levels. In music, pupils are achieving well and in French they are achieving very well. The school's targets for 2001 in English and mathematics were set too low.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Most pupils have positive attitudes to their work and respond well to the generally good teaching. They are interested in most lessons and this helps them make progress. Children's attitudes in the nursery are satisfactory. Some take a while to adapt to the routines.
Behaviour, in and out of classrooms	Behaviour is good, overall, including at playtimes. In Year 6, some pupils with SEN are boisterous and on occasion this impedes their learning. There were a few exclusions for a fixed period last year..
Personal development and relationships	Their personal development is good and most pupils have well-developed social skills. Relationships amongst themselves and with adults are good. They are willing to take on responsibility.
Attendance	Attendance has shown a slight improvement recently, but is still below average. During the inspection, all classes had some absences because many parents take their children away for extended holidays.

Pupils have confidence in both teaching and support staff. Discussions in Circle Time<sup>1</sup> allow pupils to reflect effectively on how their actions and words affect others.

### TEACHING AND LEARNING

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

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

Teaching is good, overall, but it is better in Years 3 to 6 than in the nursery and reception or in Years 1 and 2, where it is satisfactory, overall. The teaching of English and literacy skills and mathematics and numeracy skills is good, overall, as most teachers are very secure in teaching the basic skills. In Year 6 these skills are taught very well. In Year 2, the teaching of these skills is good and is satisfactory in Year 1. The best lessons moved at a good pace, capturing and maintaining pupils’ interest. Teachers had high expectations of pupils’ academic and behavioural standards, ensuring that they achieved their best and learn well by the time they leave the school. Some SEN pupils in Year 6 are boisterous and on occasion this inhibits learning, which does not consistently match the quality of teaching in this class. The needs of most pupils are met well, including most SEN and EAL pupils. In the few unsatisfactory lessons planning was weak with no clear aims to the lessons; the pace was too slow to maintain pupils’ interest and too much time was spent on revision. Teaching was good in science and religious education and satisfactory, overall, in most other lessons. It was outstanding in French, very good in drama and good in music. Teachers’ long-term planning to raise standards is unsatisfactory. The quality of marking is variable and, although satisfactory overall, is unsatisfactory in some classes.

### OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	This is broad and generally balanced. Information and communication technology is taught in the computer suite, but the technology is not used enough in other subjects. French provision is very good.
Provision for pupils with special educational needs	Provision is good for pupils who are identified with SEN, but the school’s procedures for assessing children early are not adequate to ensure that all are appropriately identified as soon as possible. The Reading Recovery programme supports pupils well.
Provision for pupils with English as an additional language	This is good. Pupils are well supported enabling them to make good progress.
Provision for pupils’ personal, including spiritual, moral, social and cultural development	This aspect of the curriculum is covered well and is particularly strong in developing pupils’ social skills. There is a high degree of racial harmony in the school. Pupils’ moral and cultural development is good and that for spiritual development is satisfactory, but assemblies do not make the contribution they should.

<sup>1</sup> During Circle Time pupils discuss a wide range of personal and general issues. All pupils agree that no interruptions should occur and only one person at a time will speak. Pupils will respect others’ views at all times and, therefore, pupils feel confident that they can talk with ease and free from interference from other children.



How well the school cares for its pupils	Arrangements to ensure the welfare and protection of pupils are good. The school is a caring community.
--	---

The school works well with parents, although they would like more advanced notice of forthcoming events. Visiting professionals who provide for French, drama and music enrich the curriculum and are much appreciated by the pupils. The use of assessment in planning and monitoring of pupils' academic progress is unsatisfactory. In physical education, statutory curricular requirements are not fully met as there is currently no swimming provision for the older pupils.

### HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher's leadership and management are good and she is well supported by the acting deputy head. Both are committed to high standards.
How well the governors fulfil their responsibilities	The chair of governors works hard and is very supportive of the school. The governing body fulfils its statutory responsibilities satisfactorily, but some governors have yet to become more actively involved in the work for the school.
The school's evaluation of its performance	The headteacher has begun to monitor teaching, but subject leaders' roles do not sufficiently emphasis monitoring.
The strategic use of resources	Financial administration and control are good and specific grants are used well.

Most teachers are well qualified, have appropriate experience and match the curriculum well. There is a good range of effective support staff for pupils with SEN and EAL. Accommodation is good and resources are satisfactory, overall. The technology suite is well equipped but there are insufficient computers in classrooms. Besides the role of the acting deputy head, that of the other members of the senior management team and their responsibilities are unclear. The school applies the principles of best value well.

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

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Children like school.</li> <li>• They make good progress.</li> <li>• Behaviour is good.</li> <li>• Teaching is good.</li> <li>• Pupils are expected to do well.</li> <li>• The school is approachable.</li> <li>• It is well led and managed.</li> </ul>	<ul style="list-style-type: none"> <li>• The right amount of homework.</li> <li>• Information about progress.</li> <li>• The range of activities outside lessons.</li> </ul>

Inspectors agree with parents' positive views. Homework is given reasonably consistently, but inspectors agree with some parents at the meeting, that it is not regularly checked or marked. Pupils' annual reports say what pupils know and are able to do, but they do not cover adequately all the curricular areas such as the humanities and arts. Inspectors found the range of outside activities, to be good.



## PART B: COMMENTARY

### HOW HIGH ARE STANDARDS?

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

1. The inspection took place very early in the school year and this places constraints on making judgements about pupils who have been in their classes, particularly the reception, and Year 2 and Year 6, for no more than a matter of weeks. When children enter the foundation stage in the nursery, their attainment tends to fluctuate from year to year depending on the number of children with special educational needs (SEN), or with English as an additional language (EAL) and the gender balance of boys and girls. Generally it is well below average and these poor standards were reflected in the attainment of children in the nursery, during the inspection, in all the areas of learning. The quality of teaching varies in these areas and the rate of children's progress, therefore, is not consistent within them. In *personal, social and emotional development, creative and physical development* children are on course to reach many, if not most of the early learning goals and to achieve well. In *communication, language and literacy, mathematical development and knowledge and understanding of the world*, children's overall learning throughout the foundation stage is satisfactory. However, at the current rate, they are not on course to reach most of the early learning goals by the time they are ready to leave the reception class. The teacher in the reception class is newly qualified and had been teaching less than two weeks by the time of the inspection. Despite her inexperience, some of her lessons were good.
2. Nearly 50 per cent of the pupils in the school have EAL and their command of English is poor when they enter the school. These pupils' achievement is good, however, particularly those who are new arrivals and on the initial stages of acquiring competency in English. The overall quality of support to EAL pupils is good and most make good progress over their time in the school, due to well-organised in-class, group and individual support. In Year 2, taking account of the performance of *all pupils* in the latest published tests in 2000, standards in reading and writing were below the national average. The picture is much more encouraging, however, when compared to the performance of pupils in similar schools, where pupils performed above the average in both reading and writing. This suggests that they are achieving well. The school's unpublished results for the 2001 tests compared with the national results (although a provisional picture), show both reading and writing were below the national average. In mathematics, the results were in line with the national average and were well above those in similar schools. The latest unpublished results show pupils' attainment to be in line with the provisional national picture and achieving well compared with their attainment on entry. Teacher assessments in science were below the national average in both 2000 and 2001. Inspection findings broadly reflect these recent results and show that standards are below average in reading, writing and science and are broadly average in mathematics. Any differences between inspection findings and the test results are not significant when the disproportionate effect of changes to a small cohort, such as the number of SEN or EAL pupils, are taken into account.
3. In Year 6, pupils' attainment in English, mathematics and science in 2000 was below the national average but was well above the average for similar schools in English and above in mathematics and science. The latest and, as yet, unpublished results for the tests in the summer of 2001, show that the school's standards in all three subjects were well above average, indicating that these pupils were achieving very well. However, great caution needs to be exercised when comparing these standards as there were no more than 18 pupils in the year-group and, therefore, the scores of one individual equate to over five per cent of the cohort. These standards were also heavily influenced by an intensive programme of revision through booster classes that had a positive effect on the results. The targets set for pupils in 2001 in English and mathematics were substantially exceeded. The school's explanation is that this confirms the governors' reluctance to set them at the level requested by the local education authority. Inspection findings cannot meaningfully be compared with previous test results as there are only ten pupils in the year-group and during the inspection only nine pupils were present. Two thirds of the pupils present are on the SEN register and seven pupils have EAL,

with most of these at the early stages of acquiring full competency in English. Standards, overall, in English, mathematics and science are below national standards, although 20 to 30 per cent (2 to 3 pupils) are expected to achieve above average levels in next year's national tests. Given the profile of needs in this cohort the school is doing well by its pupils. Pupils in Year 5, on the other hand, are performing at a higher standard for their age. Pupils identified with SEN are generally well supported, make good progress and are achieving well by the time they leave the school.

4. At age seven, pupils' speaking skills are below average, whilst their listening skills are broadly average. Pupils enter Year 1 with a limited range of vocabulary and generally lack confidence. Their listening skills are better, but still below the standard for pupils of this age. By the time they are in Year 2, their vocabulary has improved, but most pupils still have a tendency to speak in very short sentences, some are monosyllabic and the general level of confidence in speaking is low, with many pupils having a tendency to mumble. Most listen well to their teachers, but, in group-work, they are reluctant to listen to the opinions of others. By the time they are in Year 6, pupils have increased in confidence and are very willing to speak. However, when they do, they are not very articulate and their vocabulary is limited, being below that expected of pupils this age, although commensurate with the general level of attainment in the class. Pupils in Year 6 find it difficult to concentrate and listen either to their teacher or to each other, but, with such a high proportion of SEN and EAL in the class, this is not representative of the general level of attainment in Key Stage 2.
5. Pupils in Year 2 read a range of materials with reasonable accuracy, but their level of understanding of meaning is not up to this standard and is below that expected for pupils this age. Some higher attaining pupils are able to read a range of texts with reasonable fluency and accuracy, but most pupils are far from this standard, which, overall, is below average. By the time they are in Year 6, pupils read a reasonably wide range of texts, including both fiction and non-fiction. When reading individually, a few pupils are confident in giving reasons for their choices and read fluently, but most pupils in this class are tentative in talking about why they like particular books and lack fluency in reading. The overall standard is below average.
6. In writing, standards in both Years 2 and 6 are below average. Pupils' writing is hampered by their limited vocabulary. Although the writing of the more able pupils is clear and imaginative, with reasonably accurate spelling and neat handwriting, the majority of pupils' work is well below this standard. Most pupils' spelling, punctuation, letter formation and general presentation in a range of writing, including stories, book reviews and writing about their families, are below the standard expected for pupils of this age. In Year 6, pupils write in a range of styles, although there is insufficient emphasis on drafting and redrafting. In a lesson on changing the present tense to the past, all pupils made good progress in understanding that there are exceptions to the rule that "ed" is often added to the end of a verb, such as *swim-swam*. Some more-able pupils' work is above average, but the general level is below. All pupils are achieving well. Throughout the school the National Literacy Strategy has been implemented well and is helping to raise standards effectively. Information and communication technology (ICT) is insufficiently used to support learning in English.
7. In mathematics in Year 2, standards are broadly average and up to the level expected. Pupils benefit from the mental numeracy sessions at the beginning of lessons and are developing their speed and skill in calculating accurately; for example, in multiplying by 10. They count money correctly, have secure knowledge of two and three-dimensional shapes and use simple bar charts to record their data. Skills in measuring length are less well developed, but are improving. In Year 6, pupils are developing their mental skills in numeracy. These skills help them to work out their own strategies for problem-solving and investigational work. Their skills in working out the nearest whole number to a decimal and using symbols correctly for *less than* and *greater than* are improving, although these pupils as a group have a long way to go to reach the accepted standard. However, they are making good progress in response to very good teaching and the teacher has targeted 75 per cent of the class to attain the expected standard in next year's national tests. More use could be made of ICT to support learning in mathematics.

8. In science in Year 2, work in pupils' books from last year shows that all required areas are covered (*scientific enquiry, life processes and living things, materials and their properties and physical processes*). However, the quantity of work is less than would normally be expected and *scientific enquiry* is under-represented. In the lesson seen in Year 2, there was appropriate emphasis on scientific enquiry as, under the direction of two teachers team-teaching, they conducted an investigation into the effectiveness of the cleaning properties of different types of soaps. In this lesson pupils made good progress, but they were very reliant on their teachers for direction and their overall standard was below average. In Year 6, there was only one lesson seen during the inspection, although work in pupils' books from last year confirms that all the areas of science are covered. Pupils studied the concept of *Habitat* and the animals and food found in different habitats. The overall standard was below average. Literacy and numeracy are used well to support learning in science, but there is insufficient use of ICT.
9. In ICT, the standards in the lessons seen in Key Stage 2 represent good achievement. In Year 1 pupils' knowledge was less secure than would normally be expected and standards were below average. Although the overall standard at the last inspection was described as being in line with national expectations, standards have improved as national expectations for the subject have risen. No lessons or work in ICT were seen in Year 2 and, therefore, it is not possible to make judgements about standards. Younger pupils were working at a basic level, learning effective control of the mouse and entering single words from a word-bank to form sentences. In Year 6, pupils used graphics with a text and entered data into a database. They used these data to answer questions and to produce bar charts. They sent and received emails and attached text and images. All lessons took place in the relatively new computer suite. However, ICT is insufficiently used to support pupils' learning in other subjects although there are some examples of this use in the school. Some classrooms are without computers.
10. In most other subjects, for which there is sufficient evidence, the standards attained represent satisfactory achievement. These include design and technology and geography throughout the school, and history in Key Stage 2, all of which were below the standards expected at the last inspection. Standards in religious education were also below the expectations of the requirements of the agreed syllabus. In this inspection, pupils' standards represent good achievement. Standards in music were also unsatisfactory at the last inspection. In this inspection, there was insufficient evidence to judge standards in Key Stage 1, but in Key Stage 2, in the lessons seen, pupils are achieving well. This is because the school buys in the services of very effective professional musicians. Since the last inspection, French has been added to the curriculum for Years 4, 5 and 6, funded through the local Education Action Zone. At the time of the inspection pupils in Year 4 had been learning the subject for only 2 weeks and were benefiting from the services of an outstandingly good teacher. Pupils' standards were better than expected and they were achieving well. Years 5 and 6 were starting their second year of French and their standards were well above what is expected for their ages. These standards represent very good achievement. Most parents were happy with their children's standards and believed they make good progress. Inspection supports the view that by the time pupils leave the school in Year 6, they make good progress, overall.

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

11. Pupils' attitudes, values and personal development are good. Pupils respond well to teaching that is inspiring and to teachers' high expectations. There has been a general improvement in these aspects since the last report.
12. The attitudes and behaviour of children in the foundation stage are satisfactory. They cope well with the life of the school, although some in the nursery take a little time to adapt to the routines. However, they show an interest and curiosity in what they do, concentrate well and generally persevere in finishing their tasks. Parents say that their children soon form good relations with their teachers and enjoy coming to school. Inspection supports these positive views.
13. As pupils progress through the school, they develop positive attitudes to their work. They quickly respond to the enthusiasm of their teachers. For instance, they gain in self-esteem from the high value teachers place on their answers and responses to questions. Pupils form

good relations with their teachers and with each other, which encourages a positive work ethic. They concentrate and work equally successfully on their own, in pairs or small groups. Most pupils develop a sense of personal discipline.

14. Pupils' behaviour is good, although last year there were a few fixed-period exclusions. Pupils know the rules and are well aware of expected behaviour. This results in a calm and orderly atmosphere in the school. In most classes, pupils are well behaved. When noise levels rise or concentration flags, they respond well to their teachers' instructions. Pupils report that there is no bullying or oppressive behaviour and none was seen during the inspection. At playtime, behaviour is good, pupils mix well, supporting others who may be upset. On one occasion, this support was seen to continue into the classroom.
15. Pupils' personal development and relationships are good. The warmth and friendliness they show to visitors are impressive. This is a result of their well developed social skills and means, for instance, that those lessons led by supply teachers are able to progress at a good pace. Pupils have confidence in all staff, both teachers and support assistants, and benefit from the good role models they provide. As they develop, pupils are willing to accept an increasing range of responsibilities. There are good discussions in class where pupils consider issues in less well-off parts of the world. In "Circle Time" they reflect on how their actions and words affect others. However, the behaviour of a minority in some classes in both key stages does disrupt the learning of others.
16. Attendance in the school is below the national average, although the attendance rate in a recent return indicates a slight improvement. A contributory factor to unsatisfactory attendance is the significant number of parents who take their children away from school for extended holidays. At the time of the inspection a number of pupils had not yet returned from the summer break. This has an adverse effect on their learning. The late arrival of a flow of pupils in the morning is disruptive to the start of lessons.

## HOW WELL ARE PUPILS TAUGHT?

17. Teaching has improved since the last inspection when 21 per cent was unsatisfactory or worse. It was judged to be satisfactory overall, but the improvement in unsatisfactory teaching was identified as a key issue. In this inspection teaching is satisfactory or better in 95 per cent of lessons and is good, overall. It is particularly good in Key Stage 2 (*for pupils in Years 3 to 6*) with 100 per cent being satisfactory or better and 85 per cent being good or better. In the foundation stage (*for children in the nursery and reception*) it is satisfactory or better in 91 per cent and is unsatisfactory in 9 per cent – one lesson. In Key Stage 1 (*for pupils in Years 1 and 2*) it is satisfactory or better in 89 per cent and is unsatisfactory in 11 per cent – 2 lessons. The improvement in teaching is the main reason for the good strides in pupils' achievement by the time they leave the school.
18. The school attributes this improvement in teaching to a number of factors:
  - improved teaching in English and mathematics through the introduction of the National Strategies for Literacy and Numeracy;
  - support from subject leaders in those subjects where teaching was unsatisfactory during the last inspection;
  - there has been an almost complete turn-over of staff since the last inspection – only one teacher remaining;
  - there has been some monitoring of teaching by the headteacher.
19. In addition, the school has high-quality teachers for ethnic minority achievement and high attaining pupils and Reading Recovery, and supplements its teaching by buying-in very good teachers and other professionals for subjects such as music, drama and French. The quality of teaching of ethnic minorities to raise their achievement is good. It is characterised by the teachers' regard for pupils' stages of learning English. The teacher working with these pupils is aware of the full range of their identified language needs. She plans effectively with clear learning objectives and well matched tasks, making good use of interesting and appropriate

resources for young learners. Pupils are generally provided with effective models of written language. Literacy and numeracy lessons are planned, particularly with regard to vocabulary and the language component of the curriculum content.

20. The teaching of English and literacy skills and mathematics and numeracy skills is good, overall, and much of it is very good, as teachers have a good grasp of the national strategies to teach the basic skills in these areas well. However, this statement masks variations within the school. In literacy in Key Stage 2, for example, 6 lessons were seen, of which half were very good and the rest were good. In Key Stage 1, 3 lessons were seen; two of these were good whilst the other was satisfactory. In addition, in Key Stage 2, two very good, effective lessons in drama, taught by a specialist employed by the school for one day a week, were seen. In mathematics, teaching is also better in Key Stage 2, where, of five lessons seen, 3 were very good and the remainder were good. In Key Stage 1, of 4 lessons seen, 3 were good and one was satisfactory. In this key stage, teaching was better in Year 2 than in Year 1. In the best lessons teaching was lively and they moved at a good pace. The school was fortunate during the inspection to have the services of a very good supply teacher in Year 5. In this class, in extended writing, he made an inspirational start in stirring pupils' imaginations by asking them to use as many similes as they could think of in their story of a magical wizard or witch and the land he came from. Pupils' response and work rate were very high and they asked questions to improve their use of similes; *"How high exactly is 10 feet?"*
21. Although at least one lesson was observed in every subject, there was insufficient evidence to make overall judgements about the quality of teaching in geography and, in Key Stage 1, music. Throughout the school, the teaching of science was consistently good. It is also good, overall, in religious education. In information and communication technology in the lessons seen, teaching was never less than satisfactory and in two thirds of lessons was good. However, teachers do not encourage pupils to use the technology across the curriculum, partly because of a lack of computers in classrooms, but also this does suggest a need for further training for teachers.
22. Teachers have good relationships with their pupils, overall. In some classes they are very good; in one class, with a teacher new to the school, they were still being developed at the time of the inspection. The atmosphere in most classrooms is one in which all pupils feel valued. They have high expectations of academic and behavioural standards and classroom routines are well managed. The management of classes, overall, is good, although in the foundation stage it is satisfactory. Teachers are skilled in ensuring that the needs of all pupils, including those identified with SEN and EAL, are met well.
23. All staff, as well as class teachers, are fully involved in pupils' learning and are valued and respected as part of an effective team. These include:
  - the two Reading Recovery teachers one of whom is the special educational needs co-ordinator (SENCO) and the acting deputy-head, who provide very effective regular support enabling identified poor readers to reach levels of competence in reading in relatively short periods of time;
  - the teacher for ethnic minority achievement and higher attaining pupils who provides very effective support, enabling more pupils to achieve higher than expected levels in the national tests in Year 6;
  - the drama teacher and visiting specialists for music and French who represent high quality provision;
  - support assistants for ethnic minority achievement and SEN who provide good support;
  - the support assistants in the foundation stage, although the nursery assistant would benefit from more guidance and support.
24. Good, effective planning is a strong feature in the best lessons; there are clear intentions effectively shared with the whole class, as in a very good mathematics lesson in Year 6. The activities are suitably challenging and appropriately matched to the learning objectives. In some lessons, the teachers realised that their planning was over-ambitious. In these instances, they were based on assumptions that the pupils' current state of knowledge and understanding

was better than it proved to be. On these occasions, they were not afraid to modify their plans and go over work not previously fully understood.

25. Good questioning challenges pupils effectively to recall their previous learning and also enables the teachers to assess whether their class has sufficiently grasped the concepts to move on to the next level. In Year 2 in a literacy lesson, the teacher was discussing the text for the week, *"Whatever the weather."* She introduced the discussion well, using probing questions that also enabled her to assess their level of understanding such as *"What is it about?"* and *"Who wrote it?"* These led to a lively, productive discussion with the class. In the foundation stage, teachers do not sufficiently encourage children to ask their own questions to find out how things work.
26. Although the quality of day-to-day assessment is satisfactory, overall, with good use of questioning and plenary sessions, the quality of marking is variable and is generally unsatisfactory. In some classes it is clear and specific, with the teacher writing helpful comments that show pupils what they have done well and what they can do to improve the work, as in Year 6. In other classes, marking is very cursory, consisting of no more than ticks and crosses and, in some instances, there is evidence of incorrect work being marked as correct. The setting of homework is satisfactory, overall, although some parents felt that homework is not regularly checked and marked and inspection supports this view. On occasion, when work was not completed, the teacher wrote, *"Please finish this work"* but it was not followed up and invariably the work remained incomplete. Throughout the school, teachers use information and communication technology insufficiently to support pupils' learning in other areas of the curriculum.
27. In the three unsatisfactory lessons there were a number of weak features. In a physical development lesson in the nursery, planning was ineffective with no clear focus to the lesson. There was no time allowed for warm-up or cool-down, for example. In a lesson in design and technology in Year 1, the pace of the lesson was too slow and the teacher spent the whole time revising knowledge already acquired. The teacher did not detect that the pupils were bored with this repetition. In a history lesson in the same class, the focus of the lesson was too general and it was not clear what the children were supposed to learn.

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

28. The curriculum is broad and balanced and meets the requirements of the National Curriculum and the locally agreed syllabus for religious education, with the exception of swimming. This is absent from the curriculum and pupils have not had the opportunity to learn to swim for over a year. This is because the local swimming pool has been closed as part of the budgetary plans of the local authority and there is no ready alternative for the school. Overall, however, there has been clear improvement in the quality of the curriculum since the previous inspection, when a key issue was identified as the need to *"Provide a broad and balanced curriculum that ensures systematic progression."* In addition to the statutory National Curriculum subjects and religious education, the school makes provision for personal, social and health education, citizenship, drama, French for pupils in the upper classes and Turkish for first language Turkish pupils. French is funded by the Education Action Zone. The school is proud that Colvestone is one of the few schools in the local education authority offering a modern foreign language within regular curriculum time. Provision for Ethnic Minority Achievement and special educational needs is good. There is a good draft policy on sex education that has yet to be ratified by the governing body.
29. A Reading Recovery programme provides additional regular and effective reading support for pupils, some of whom are on the SEN register. This provision is supplemented by additional reading support provided by volunteers from a Bank of England Community project on a weekly basis at lunchtime - *The Reading Partners Project*. For the current year, a Bank of England Numeracy Project has also been agreed, although not implemented at the time of the inspection. These initiatives represent examples of the good links with the community, many of which are promoted by the parent-teacher association. Other examples include the effective use of musical links with an ethnically-diverse musical ensemble, Musiko Musika, good links with other schools and statutory agencies such as the school psychological service, the



advisory service, which has been very supportive and the education welfare service. The links with the local church are strong and it is used as a resource to enhance aspects of the curriculum.

30. The opening of the computer suite represents enhanced provision for ICT, but pupils do not have enough opportunities to use technology as an everyday resource for learning in other subjects, as there are insufficient computers of adequate quality in the classrooms.
31. In the foundation stage the curriculum is appropriately based on children working towards the early learning goals in the six areas of learning. In the reception class, the intention to link work which children will encounter in Key Stage 1, in the literacy and numeracy strategies, restricts the teacher's flexibility to plan shorter sessions in other areas of learning. The sessions generally are too long for children of this age who find it difficult to maintain their concentration throughout the lessons. This approach, inherited by both the headteacher and the newly qualified teacher, is to be reviewed as soon as possible.
32. Extra-curricular provision is good and includes a variety of sports, an Art Club, a Pan Pipe club at lunchtime and a Homework Club that is currently over-subscribed. Numerous visits in the locality and to museums and art galleries are made, including the National Gallery and the Geffrye Museum in Hoxton. A visit to France took place last term and the school is planning a residential visit for pupils in Year 6 later this year. At the meeting and in response to the questionnaire, a significant minority of parents said they would like to see more visits and out-of-school activities. However, inspectors found there was a wide range of visits in the past year and extra-curricular provision is considered to be better than is normally found in similar schools.
33. Since the last inspection, subject co-ordinators have been appointed for most subjects. There is a temporary co-ordinator for religious education and the head-teacher has taken responsibility for music, physical education and, temporarily, personal social and health education. These co-ordinators have been active in introducing a new curriculum, much of it based on materials from the Qualifications and Curriculum Authority, which give a developmental structure in all areas of planning. However, their roles and responsibilities are unclear, for example in the area of long-term curriculum planning.
34. Although provision for SEN is good, the school does not assess and identify the needs of all these pupils early enough. This is unsatisfactory. However, the individual education plans for pupils so identified are satisfactory. Good opportunities are provided for pupils with EAL and SEN to participate in all curriculum related tasks. The planned activities, the quality of support and teacher interventions ensure effective equality of access to the curriculum. For EAL pupils, the language demands of the curriculum are analysed well and effective support is also given in other subjects to develop new subject-related vocabulary. Individual needs, including special needs, are adequately met. The school does well in making a clear distinction between pupils with EAL and those with SEN. In a few very good lessons, work was well matched to targeted pupils. The school has a strong commitment to and is successful in achieving equal opportunities for all its pupils, regardless of age, gender, ethnicity, background and attainment, including special needs in all school activities.
35. The school makes good provision for pupils' personal development. Changes have been made since the last report that have resulted in improvements in the provision of pupils' social and cultural development. Provision for spiritual development is sound. Religious education lessons encourage pupils to relate their own experiences and values to what they are studying. For example, after reading the story of Devali, pupils in Year 2 were asked to reflect on heroism in their own lives. However, school assemblies do not make the contribution to this aspect of pupils' development that they should. Whilst they were satisfactory, there were few special moments that were successful in developing pupils' spiritual awareness. In the school, generally, during the inspection, there were occasions when pupils were given the chance to wonder at nature as they drew insects, or reflected on the effect of a darkened church, but such moments were few.

36. Provision for pupils' moral development is good. Behaviour policies provide a clear moral tone, as does the teaching of religious education. There is a firm but fair behaviour code and discipline is sought through co-operation and adherence to simple rules. All adults are good role models and treat pupils in a consistent way. Awards are fair and praise is given appropriately. When sanctions are used, pupils are made clearly aware of how moral codes have been broken.
37. The provision and development of pupils' social skills are a strength of the school. In this multi-cultural school, staff are very successful in uniting all creeds and cultures and are assisted effectively by the Parent Teacher Association. As a result, at social events, a high proportion of parents and their children from every ethnic group are represented well. Pupils benefit from seeing parent volunteers working with their teachers. The music, drama and French teachers work closely with the class teachers, and pupils learn quickly to respond to joint teaching in these and other subjects. The Bank of England scheme for reading and numeracy gives pupils a chance to interact with other adults. Pupils feel valued by the variety of people coming into school.
38. The school provides good opportunities for its pupils to share in each other's cultures. At social events, food from many cultures is offered for all to sample. A variety of cultures are represented on the staff and cultural diversity is included in the curriculum, particularly in religious education. The visiting musicians introduce pupils to music from around the world, whilst French lessons give pupils experience of another culture within the Western tradition.

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

39. The provision for the support and welfare of the pupils is good. Since the last report, the pastoral care of pupils continues to be efficiently organised by class teachers together with the headteacher and acting deputy head. Parents find it easy to approach teachers with matters concerning their children's personal progress and welfare.
40. The school has satisfactory procedures for the assessment of academic performance, but the use of assessment and monitoring of pupils' performance is unsatisfactory. Procedures for assessing pupils with SEN and identifying their needs early are unsatisfactory. At the last inspection, SEN procedures for the identification and assessment of these pupils were satisfactory, but under the management of the headteacher's successor they regressed and insufficient attention was given to this aspect. The current headteacher and the SENCO are aware that the poor procedures need to be rectified and recognise that they are a matter of urgency.
41. Although there are assessment procedures for other pupils, including the use of formal and informal testing, such as nationally recognised reading tests and regular assessments in English and mathematics, overall, the monitoring and use of the assessment of pupils' academic performance and progress in long-term curricular planning are unsatisfactory.
42. Reports to parents show that teachers are aware of the results of these tests and of their importance, but at present, the use of data collected from these assessments, for example, to guide the planning of individual targets is inconsistent. Only rarely, notably in English, are individual targets established on the basis of assessment information.
43. The school policy is that this information, in the form of records, should be passed on to the new teacher when the class moves up to the next school year. By mid-September, however, most teachers, including new members of staff, had not received this information. Consequently, teachers are not using information about pupils' achievements to help them plan the next stage and pupils' progress is impeded, particularly at the beginning of the year, as the level of work is not consistently matched to specific targets. Record keeping is generally unsatisfactory.
44. Although attendance is still below the national average, there are good procedures in place. The social worker who has recently joined the school is working closely with parents. She has already improved communications with parents to account for absences promptly. She makes home visits when absence or punctuality are giving concern. The headteacher and staff make

regular reference to the detrimental effect extended holidays have on pupils' progress, but without success for a significant minority of parents.

45. Procedures for monitoring and promoting discipline and good behaviour are good. The school's policy reflects the aims of the school and sets high expectations of behaviour. A small minority of parents are not satisfied with the standards of behaviour. However, in general, the standards seen were good and are well supported by parents. Most teachers' high expectations of behaviour and the pupils' positive response ensure that lessons proceed with purpose and at a good pace. Pupils are clear what to do if someone is being unkind to them. In the relatively few cases when behaviour was unacceptable, staff acted quickly and effectively.
46. Procedures for child protection and the promotion of pupils' health and safety are good. The health and safety policy of the school is thorough. Staff and governors carry out regular checks of premises and equipment and defects are dealt with swiftly. All staff, including those new to the school, are fully aware of the child-protection procedures. Accidents and injuries are treated promptly, records are kept and parents are informed.
47. There is a comprehensive personal, social and health education programme that includes drugs awareness. The sex education strand has yet to be ratified by the governing body. The headteacher is wisely reviewing the current policy and practice of teaching the various topics before appointing a co-ordinator for the subject. By their fund-raising and their valuable help in school, governors, parents and volunteers are effective in helping to widen the educational opportunities offered to pupils.

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

48. The school's partnership with parents is effective and has a positive impact on pupils' learning. This has improved since the last inspection.
49. The majority of parents are very supportive of the school and appreciate the efforts made to involve them in their children's learning. There is a strong sense of community locally with a commitment to see the school flourish at its centre. There are some dissenting views among a small minority of parents, particularly regarding communications with them. The school is making strides to improve its links with parents. The headteacher and class teachers meet with parents in the playground on a twice-daily basis. Parents say that, while written communications have improved, overall, they are not always informed of forth-coming events early enough.
50. The quality of regular information is good. There are interesting newsletters, including one which is produced by the Parent Teacher Association. The school brochure is well produced and, like all important communications, is translated into the main languages. Pupils' annual reports are personalised and say what pupils know and can do. However, they give inadequate cover of the humanities and arts. Regular meetings with teachers enable parents to support their children well.
51. There is an active and very well organised parent-teacher association, which does valuable work in involving parents in the life of the school. Not only does it raise funds that are beneficial to the quality of education, but also it strongly supports the school's efforts to involve parents who may find language a difficulty. Parents regularly volunteer their services in classrooms and around the school: for example, hearing pupils read and helping with after-school activities. This is much appreciated by the school.
52. Most parents feel that the school works closely with parents and at the meeting, there was a general feeling that links with parents had improved.

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

53. At the last inspection the headteacher was described as leading the *school "with a clear sense of purpose and direction."* Although there have been two headteachers since then, with the

current head having been in post for only two working months at the time of the inspection, the good standards reported at the last inspection remain. The school is well led and managed. The headteacher provides effective leadership and clear educational direction for the work of the school and is well supported by her acting deputy-head. Whilst she is inevitably inexperienced in head-ship, she had quickly analysed the school's strengths and weaknesses so that there were few areas identified by the team for improvement at the end of the inspection of which she was not aware. She says that, *"Management and leadership in my opinion are about the quality of relationships between key players."* She and her acting deputy work very well together and this productive and harmonious relationship is reflected in high staff morale. She is committed to the achievement of high standards and has begun to monitor teaching, but recognises that more needs to be done. Currently the roles of the other two members of the senior management team, and the roles of the subject co-ordinators are unclear, but do not include monitoring. They are insufficiently involved in ensuring that long-term planning for their subjects is based on assessment data. This failure results in long-term curricular planning being inconsistent in quality and, with notable exceptions, is often unsatisfactory as assessment data are either not passed on to the teacher in the following year or are not used in longer-term target setting. As assessment data are not consistently used in guiding the planning process, pupils' progress is impeded. In the case of design and technology, the co-ordinator has only recently been appointed and in only the second week of the term had not had time to ensure that the required skills are taught systematically across the school.

54. The school is committed to equality of opportunity for all its pupils and has appropriate policies which are understood and implemented by all members of staff. The headteacher says that, *"In a Borough where there are serious concerns about the underachievement of black boys I am proud of the fact that Colvestone ensures that all its pupils achieve high standards."* In addition to support for pupils with SEN, including Reading Recovery and EAL, there is also an achievement co-ordinator to give specialist support for higher-attaining pupils. The head teacher and acting deputy, who is the recently appointed SENCO, are determined to improve the school's procedures for assessing and identifying pupils with SEN early. Under the previous co-ordinator, procedures to identify these pupils early became slack. The teacher for ethnic minority achievement is very experienced. She has attended courses to enhance her own practice and keep abreast of current developments. Training is provided for the rest of the teaching staff, as well as the support staff, in order to equip teachers to provide specific EAL support in the class
55. The governing body is supportive and fulfils its statutory responsibilities satisfactorily. Procedures for performance management, for example, are in place. The chair of governors is well informed and knowledgeable, and visits the school regularly. She provides good support and involvement and is available at short notice if needed; for example, should an emergency arise. She is keen that the school continues to raise standards further and regrets that the governing body, in response to the local education authority, reluctantly agreed to set targets for English and mathematics, for pupils aged 11, that were unchallenging. In the event, these proved to be well below the performance of its pupils in the year 2000. It is unclear why such a request was made.
56. The governing body is structured into a number of appropriate committees to streamline its work, such as those for the curriculum, personnel, finance, SEN, and exclusions and appointments. There are also named governors for Literacy and Numeracy. However, the bulk of the work falls to a few governors and the majority have not developed their involvement or expertise sufficiently. The SEN governor is inexperienced, having only recently been appointed, but she is keen to work in this area and willing to attend courses.
57. The school's finances are well managed. The former chair of the finance committee is the school bursar and she is very capable and is supported well by a financial assistant whose services are bought in on a monthly basis. Specific grants, for example, for ethnic minority achievement and Reading Recovery and those from the Standards Fund, are used effectively for their designated purposes. The most recent local authority audit of over two years ago was very critical of systems which were not up to date and of a lack of financial controls. Monitoring of financial controls is now good. Systems for internal checking are now in place and records are up-to-date. Educational priorities are supported well through the school's financial planning,

principally through careful budgeting. For example, a deficit of £35,000 that existed three years ago has been eradicated and there is now a small, but prudent, surplus. The school spends its money wisely.

58. The quality of teaching and support staff is good, enabling pupils to achieve well. Staff are trained and have the experience to teach the curriculum well. Additional teaching staff for pupils with EAL work closely with the teachers, as do staff trained in the Reading Recovery programme. Monitoring of support staff is thorough and efficiently organised to raise standards, although the nursery assistant is insufficiently supported and guided by the class teacher to play a fully effective part. The induction of newly qualified staff and staff new to the school is satisfactory, overall. Whilst the newly qualified teacher in the reception class, who has made a good start, is well supported by the headteacher, she does not get the support and guidance from the co-ordinator for the foundation stage that she might expect. The school also buys in the services of professionals for music, drama and French. The support they provide is of a high order and the investment involved represents good value for money.
59. With the exception of the nursery assistant, the use of support staff is also good. Each individual is encouraged to develop their skills to improve their effectiveness in the classroom and to be fully involved in the school.
60. The accommodation in the school is good, overall, and is used well. Improvements such as the new computer workstations are carefully planned and good value for money has been obtained in the recent classroom refurbishment. Classrooms are light and adequate in size and there are additional rooms dedicated to Reading Recovery and the teaching of English as an additional language. Playground facilities for the older children are adequate, but there is no dedicated safe play area or appropriate outdoor equipment for children in the reception class.
61. The provision and use of learning resources are satisfactory. The new computer suite opened in January 2001, is a good resource and is used well, but there are an inadequate number of computers in the classrooms, some of which have none at all. Science, the humanities and some of the arts are well resourced, but those for literacy and numeracy are more limited, although adequate. A recent audit of books in the library has meant that many old books have been discarded and the school now intends to replace them with new stock. The vast majority of parents are happy with how the school is led and managed.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

62. To raise standards and improve the quality of education, the headteacher, staff and governors should:
  - i. **improve teachers' long-term curricular planning by:**
    - ensuring that assessment data are passed on systematically to the next teacher (*paragraphs 33*);
    - using assessment data when setting individual targets (*paragraphs 41, 42, 95, 102*);
    - providing and using a consistent system for record keeping (*paragraph 43*);
    - clarifying the roles of the senior management team and subject co-ordinators in curriculum planning, assessment and monitoring of subjects (*paragraphs 33, 53, 108, 112*).
  - ii. **ensure that all pupils with special educational needs are identified accurately and have their needs addressed as early as possible by:**
    - reviewing the procedures for identifying and assessing the needs of these pupils (*paragraphs 34 40 54*).
  - iii. **extend the use of ICT to enable pupils to support their work in other subjects, including literacy, numeracy and science by:**

- continuing to improve teachers' skills (*paragraphs 21, 126*);
- providing sufficient computers in the classrooms (*paragraphs 21 30*).

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

- Teachers' marking is inconsistent, including the marking of homework (*paragraphs 26, 102*);
- The literacy and numeracy sessions in the reception class are too long (*paragraphs 31,65*);
- The nursery assistant is not given enough support and direction to make a fully effective contribution to the children's learning (*paragraphs 58, 66*);
- Statutory requirements regarding swimming are not met (*paragraphs 28, 135*);
- There is a lack of outdoor play facilities in the reception. (*paragraphs 60, 77*).

## **PART C: SCHOOL DATA AND INDICATORS**

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

Number of lessons observed	60
Number of discussions with staff, governors, other adults and pupils	29

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

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	12	30	17	3	0	0
Percentage	1.5	19	47	27	4.5	0	0

*The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. [When the total number is substantially less than 100, add] Care should be taken when interpreting these percentages as each lesson represents more than one [two, three, etc] percentage point[s].*

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

<b>Pupils on the school's roll</b>	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	25	174
Number of full-time pupils known to be eligible for free school meals	5	86

*FTE means full-time equivalent.*

<b>Special educational needs</b>	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	44

<b>English as an additional language</b>	No of pupils
--	--------------

Number of pupils with English as an additional language	98
---	----

<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	14
Pupils who left the school other than at the usual time of leaving	12

## **Attendance**

### **Authorised absence**

	%
School data	5.4
National comparative data	5.2

### **Unauthorised absence**

	%
School data	4.1
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	16	9	25

National Curriculum Test/Task Results		Reading	Writing	Mathematics
	Total	21	22	23
Percentage of pupils at NC level 2 or above	School	84 (70)	88 (78)	92 (81)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
	Total	21	23	21
Percentage of pupils at NC level 2 or above	School	84 (67)	92 (81)	84 (70)
	National	84 (82)	88 (86)	88 (87)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	13	11	24

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	11	11
	Girls	10	7	10
	Total	19	18	21
Percentage of pupils at NC level 4 or above	School	79 (89)	75 (74)	88 (63)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	9	10
	Girls	9	7	8
	Total	16	16	18
Percentage of pupils at NC level 4 or above	School	67 (89)	67 (79)	75 (84)
	National	70 (68)	72 (69)	79 (75)

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

Individual data for boys and girls is omitted as there were fewer than 11 girls in Key Stage 1 and the results of such small age groups would be unreliable.



### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	49
Black – African heritage	26
Black – other	0
Indian	5
Pakistani	5
Bangladeshi	19
Chinese	2
White	43
Any other minority ethnic group	25

*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)	11.5
Number of pupils per qualified teacher	16.3
Average class size	29

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

Total number of education support staff	7.0
Total aggregate hours worked per week	245

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

Total number of qualified teachers (FTE)	1.0
Number of pupils per qualified teacher	25.0
Total number of education support staff	1.6
Total aggregate hours worked per week	50
Number of pupils per FTE adult	8.3

*FTE means full-time equivalent.*

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	7.2
Number of teachers appointed to the school during the last two years	8.6
Total number of vacant teaching posts (FTE)	1
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	1

*FTE means full-time equivalent.*

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

	Fixed period	Permanent
Black – Caribbean heritage	1	0
Black – African heritage	3	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	1	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	700990
Total expenditure	685091
Expenditure per pupil	3443
Balance brought forward from previous year	-4799
Balance carried forward to next year	11100

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	180
Number of questionnaires returned	85

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	65	30	1	4	0
My child is making good progress in school.	33	46	5	6	4
Behaviour in the school is good.	41	41	7	2	4
My child gets the right amount of work to do at home.	25	41	11	13	4
The teaching is good.	46	35	5	5	4
I am kept well informed about how my child is getting on.	31	46	11	8	1
I would feel comfortable about approaching the school with questions or a problem.	48	34	5	5	5
The school expects my child to work hard and achieve his or her best.	52	33	4	2	5
The school works closely with parents.	32	46	9	6	0
The school is well led and managed.	33	45	1	7	5
The school is helping my child become mature and responsible.	41	38	5	5	1
The school provides an interesting range of activities outside lessons.	31	38	11	8	7

### Summary of parents' and carers' responses

Inspectors agree with parents' positive views. They found that homework is given reasonably consistently, but they agree with some parents at the meeting, who felt it is not regularly checked or marked. Pupils' annual reports say what pupils know and are able to do, but they do not cover adequately all the curricular areas such as the humanities and arts. Inspectors found the range of outside activities, including school visits, to be good.

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

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

63. Children are admitted to the nursery following their third birthday and attend full-time when they turn four and then stay for lunch. They transfer to the reception class in either September or January. At the time of inspection, most children in the reception class were under five.
64. Most children's attainment on entry to the nursery is very low in all areas of learning. It is particularly poor in language and communication. Although most children generally achieve well during their year in the nursery, the initial assessments conducted at the start of the reception year indicate that their level of attainment in most areas is still below that expected of children of this age. Many children are learning to speak English as an additional language. Teaching is satisfactory in most areas of learning. By the time they are ready to start in Year 1, most children are likely to attain many of the early learning goals in personal, social and emotional development, as well as creative and physical development. In communication, language and literacy, mathematical development and knowledge and understanding of the world, children do not reach the expected standards. Children with special educational needs (SEN) and those learning English as an additional language (EAL) receive satisfactory support to enhance their progress in both nursery and reception classes.
65. The curriculum for the foundation stage provides experiences that are relevant, imaginative and enjoyable; for example, creative work such as collage, painting or using play-dough. The planning broadly reflects all areas of learning and is appropriately linked to the advancement of children's skills, knowledge and understanding. In the reception class, it is further extended to embrace and link with the work children will encounter in Key Stage 1, in the literacy and numeracy strategies. This arrangement involves longer sessions in literacy and numeracy than are usually found in the foundation stage and progress is not commensurate with the length of the sessions. Children find it difficult to concentrate for such long periods. This arrangement also restricts activities taking place in the other areas of learning at the same time. Both nursery and reception teachers plan together to provide a satisfactory range of activities. However, their short-term planning does not always make the learning objectives clear for all areas of learning. There are satisfactory procedures for assessing children on a day-to-day basis, although they are not consistently implemented.
66. The overall quality of teaching in the foundation stage is satisfactory. It is sometimes good in the reception class, particularly when developing children's personal and social skills. The teachers generally prepare and organise a suitable range of activities. They know how young children learn and extend their responses sensitively. Teachers' expectations of work and behaviour are appropriate and they have good relationships with children. The staff work effectively as a team and support one another. The nursery teacher has established good links with parents and regularly sends home some commercially-produced work sheets for children who attend the nursery full-time. However, the nursery assistant's contribution to the children's learning is not as effective as it might be, as she is given insufficient support and direction to help them. Homework, in the form of borrowing books, is not used frequently in the foundation stage to support children's progress in language and communication.

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

67. Children enter the nursery with very low personal, social and emotional skills. By the end of the reception year, they are likely to achieve many of the early learning goals in this area. This represents good achievement and reflects the skilful teaching of the staff. Children are gently encouraged to develop their confidence and the ability to sit quietly and concentrate. This was seen in the reception class, where regular opportunities, such as '*circle-time*', give children the opportunity to participate, listen to others and start to take turns at speaking in a familiar group; for example, when sharing a book. In both reception and nursery classes, children settle down quickly and feel both happy and secure at school. They show respect for equipment, share and take turns fairly, and understand set routines. However, most find it difficult to concentrate and

listen during whole-class activities and discussion. Both teachers consistently encourage children to raise their hands and wait to be asked, for example, when answering questions about the story called 'Titch'. Children are helped to form good relationships with others through many good opportunities to work as part of a group independently or with an adult.

68. Children are constantly encouraged to feel confident about what they can achieve in a variety of learning settings. The staff act as good role models for children and explain clearly what is expected of them. Some simple classroom rules are shared with all. They are taught the difference between right and wrong and guided to behave sensibly at all times. They are eager to learn and enjoy sharing their work with any available adult. Most children participate enthusiastically in teacher-led and self-initiated activities. The teachers and classroom assistants manage children skilfully and keep them purposefully occupied, although this is more evident in the reception class. The children's play and responses are supported and extended sensitively.

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

69. Most staff demonstrate that they value children's efforts at communicating. Children in the nursery are beginning to talk about their experiences and develop new vocabulary during discussions and social occasions such as milk and snack time, but their communication skills are limited, overall. A few children willingly talk about the aspects of their work; for example, "*That's not me*" referring to a painting or, "*Who wants some of my cake?*" when working with play-dough. Some find speaking clearly and in full sentences quite difficult. Older children in the reception class are gaining satisfactory control in developing early writing skills. They draw and paint with increasing confidence. A minority of children in the reception write their own names unaided. Good progress is made when adults work in small groups or on a one-to-one basis to give children individual attention.
70. Teaching is satisfactory, overall. There is appropriate emphasis on the teaching of basic skills such as attending to the formation of letters and learning the initial letter sounds. The reception children were seen forming the letter "s" and using the computer successfully to bring up its shape as well as draw and label items such as 'sun', 'snake' and 'sock'. The adults use talk to good effect and are also effective listeners. Children like the imaginative corner. They find dressing up in the skilfully set "*home-corner*" with a good range of appropriate and interesting items, motivating and enjoyable. The assessment procedures and the recording of children's day-to-day progress in language activities are effective in the nursery, but the information gathered does not consistently build on what has already been achieved. Children's progress is, therefore, not as swift as it would otherwise be. Indoor resources for the foundation stage are good and accessible. These are well organised and used effectively for all areas of learning.

### **Mathematical development**

71. In the nursery a few children are beginning to count and put numbers up to 10 in the right order. However, most children, although able to count to ten, do not yet recognise numerals. Opportunities for practical activities are generally well planned, but insufficient for children to form and write the number symbols correctly. A few children recognise basic shapes and gain some knowledge of capacity and weight from practical experiences with sand and water. In the reception class, some older children working with large and small construction equipment describe objects by position, shape, size, colour and quantity. The examination of the previous year's work indicates that children do not have sufficient and well-planned opportunities to solve simple problems involving addition and subtraction, and using vocabulary such as, "*add one more*" or "*take one away*", "*how many altogether?*" and "*how many left?*" Their progress in developing an understanding of the concepts of adding and taking away is, therefore, restricted.
72. Adult involvement in children's activities is satisfactory. Teachers give children many opportunities to talk and to reinforce concepts such as repeating patterns or positional vocabulary such as "*top*", "*bottom*", "*next to*" and "*middle*". An effective use of number rhymes and songs further enhances children's learning. The information gathered from the simple tests

that teachers give to children when they enter the reception is insufficiently used to plan activities to match children's needs. Consequently, progress is, therefore, less marked.

## Knowledge and understanding of the world

73. Most children enter the reception class with limited general knowledge. Adults support their understanding and encourage learning about “self” through topics such as “myself”. Both nursery and reception children were observed working on a collage of the body, using fabric cut-outs and naming the main parts of the body such as ‘shoulders’, ‘hair’ and ‘tummy’ with developing confidence. The children work with sand, water and play-dough, and freely explore how malleable materials respond to their touch. They use paint and mix different colours, but most do not yet name basic colours correctly. There are opportunities for children to explore everyday objects of interest in the home corner. They build with construction materials; for example, lego and duplo, and at this early stage of the year, are beginning to develop confidence in handling these materials. Most children in the reception show increasing computer skills which are up to the standard expected for their age. They show developing control in the use of the mouse to move items on the screen.
74. Teaching is satisfactory. Adults intervene at the right time and encourage children to explore new materials. However, there are not enough opportunities to plant or cook regularly, limiting children’s knowledge and understanding of the world. Similarly, progress in this area of learning is hindered because teachers do not give enough encouragement to children to ask more questions about how things work.

## Physical development

75. Most children are likely to meet the early learning goals in this area. Both reception and nursery children are very active and energetic. In the main school hall, children learn to be aware of each other and develop co-ordination and control in movement.
76. In one lesson in physical development, the nursery children used large and small outdoor resources such as wheeled toys, hoops and a fixed climbing frame, enthusiastically. They showed developing confidence and awareness of space when engaging in activities such as walking, running, jumping and hopping. However, in this lesson the teaching was unsatisfactory. This was because the opportunities to co-ordinate children’s hand and body control skills were not developed systematically through well-planned outdoor activities with clear intentions. The lesson was not suitably structured to include a proper warming-up and cooling-down period and the management of children’s behaviour, particularly the control of noise, was ineffective.
77. In their use of construction toys, a significant number of children show reasonable co-ordination, using their hands and eyes. For example, they were developing confidence in the use of different tools such as scissors, and joining materials, such as cellotape and glue. Adults have a sensitive awareness of children’s safety. There is no dedicated outdoor provision for the reception children.

## Creative development

78. Most children are on course to meet the early learning goals in this area. In the nursery, they experiment with paint and use their observations and imagination to create pleasing results. They are given opportunities to explore colour and texture and work successfully with a range of materials, such as wool, textiles and coloured stickers to create collage or paint pictures.
79. In the reception class, children sing and clap nursery rhymes and express their enjoyment. For example, they sing “*Twinkle twinkle little star*” to taped music enthusiastically and play percussion instruments, keeping reasonable time to the music. Teaching is satisfactory, overall. Support assistants work closely with the teachers and make positive contributions to the children’s learning. They talk to the children and ask relevant questions to extend their vocabulary, for example, when mixing colours or when helping the children cut and stick materials.

## ENGLISH

80. In the last inspection, standards were reported as being broadly in line with national standards throughout the school. However, caution needs to be taken when comparing standards from one year to another, because of the relatively small year groups (for example, 26 pupils in Year 2, and only 10 in Year 6); a higher than average number of pupils with EAL throughout the school; and in Year 6, a high proportion of SEN in a small cohort. There are also constraints on making judgements about pupils who had been in Years 2 and 6 for only a few weeks at the time of the inspection. In Year 2, inspection findings show that standards, overall, in all areas of English are below expected levels, but, taking account of their attainment on entry, achievement is satisfactory. These standards are similar to those achieved in reading and writing in the 2000 national tests and the unpublished 2001 tests, when compared to the national picture. In speaking and listening, pupils are becoming increasingly confident in talking about the work they are doing in class and other areas of experience with which they are familiar. However, they tend to lack confidence when answering questions even when they know the answer and, when asked, find it difficult to explain the reasoning behind their answers. They are much more confident speaking in small groups than to the class. For example, in groups of three or four, pupils are able to remember the content of stories they had read, recall characters and relate some of the most pertinent events in the stories. Their listening skills are more developed, but, even in small groups, they have not yet learned to listen fully to the opinions of others.
81. Throughout Key Stage 2, pupils make good progress in speaking and listening in response to the good and often very good teaching. In Year 6, however, the general level of attainment does not reflect this because of a disproportionate number of SEN and EAL pupils in this small group. In this class standards in speaking and listening, overall, are below those expected for pupils who will be eleven by the end of the year, but they are achieving well. They are confident and willing to speak, but the pupils with EAL find it difficult to explore and communicate their ideas clearly. They discuss and debate enthusiastically, but find it difficult to listen to other's contributions. In one particularly outstanding lesson in this class, pupils were taken beyond their normal level. They spoke clearly and confidently in a simulated debate between a tobacco company manager whose company used a lot of water and a mother in Tanzania, on the use of limited water supplies. Their vocabulary was extended effectively by the use of strong verbs such as *stare*, *glare*, *glance* and *trudge* when acted out by pupils. All groups of pupils made very good progress in this lesson.
82. In reading, in Year 2, the majority of pupils read a range of texts such as stories, poems, and instructions with reasonable accuracy, but have a less than secure grasp of the meaning. Pupils with SEN and EAL are only beginning to show understanding when reading simple texts, while higher attaining readers manage a range of texts fluently and accurately. Some pupils in this class read regularly at home with a parent. Throughout Key Stage 2, pupils make good progress in reading and by Year 6 all are achieving well, although it is only a minority of pupils who are attaining standards above average. With most pupils in this class with SEN and or EAL, the general level of attainment is below that expected. Their weak reading skills slow their progress in learning in other subjects dependent on reading. Higher attaining pupils read a range of texts confidently, including challenging works such as Ogano's *The Green Umbrella*, which some pupils said was their favourite. Others preferred all of JK Rowling's Harry Potter stories. Pupils have access to comics and magazines as well as books. One girl claimed, "*We have shelves and shelves of books, so many that my mother doesn't know what I do with them all!*". Higher attaining pupils select from a range of books available in the classroom and their skills are sufficiently well developed to enable them to cope with most texts. They talk sensibly about why they like particular books and usually cite the author or the type of story as their main reason.
83. In writing, the standards in Year 2 are below the national average, overall, although work in pupils' books from last year indicates there is a wide variety of attainment. For example, some pupils are just mastering the alphabet; whilst others are communicating in short words and phrases. SEN and EAL pupils have only a limited command of spelling and punctuation and letters are poorly formed and are irregular. The higher attaining pupils' writing is clear, imaginative and appropriate to their readers, with neat handwriting and largely correct spelling

and matches the expected standard. All pupils have written a variety of stories both imaginative and based on their readings and have reviewed books and television programmes. This work shows that the majority of pupils have not yet mastered the basic skills. In a lesson in Year 2, the majority of pupils showed sound understanding of the use of full stops and capital letters, but their spelling and handwriting was below the standard typically expected for pupils in this year group. In Year 6, work in the books of pupils who left the school last year shows they use a wide range of writing styles from creative and imaginative, to letters and descriptions, from reviews and news reports to poetry. There is insufficient emphasis on the drafting / redrafting process. Overall, the standard was below that expected for pupils this age. During the inspection in lessons, pupils' written work covered basic grammar and punctuation exercises. Pupils wrote an extended account of the class debate on the use of a scare resource, water, by tobacco growers and local communities. The grammatical exercises showed a reasonable grasp of the rules of the use of suffixes and spelling by most pupils and a good grasp by the higher attainers. The extended writing was of a mixed standard, with some telling arguments, well expressed, and some pupils whose efforts were limited in both accuracy and expression. The overall standard was below average, reflecting the latest national test results in 2000, although not the unpublished results in 2001, which were well above compared to the national picture.

84. In the lessons seen, learning was sound in Year 1 and was good in Year 2. In Key Stage 2, learning was at least good in all the lessons observed. In Year 6, it was very good and pupils are achieving well. There were no significant differences identified between the performance of boys and girls. The National Literacy Scheme is being very effectively implemented in both key stages and is making an important contribution to pupils' progress. Good teaching also encourages a positive response from pupils.
85. Drama is taught to pupils in Years 3, 4 and 5 and adds an important dimension to pupils' experience of language. This is because it provides a variety of situations in which a range of language can be used and in which characters, motives and human responses can be explored. In one lesson in Year 6, for example, the teacher very effectively played the role of a disgruntled teenager and the pupils fired rapid and quite penetrating questions. When the character was firmly established, pupils worked closely and purposefully together in small groups to create a short scene, sharing ideas of characterisation, audience and production. The teaching of drama is of a consistently high quality.
86. Most pupils' attitudes are good in English. They enjoy learning and respond well to their teachers. The quality of teaching was good or very good in over 90 per cent of the lessons seen, with the remainder satisfactory. In Key Stage 1, the teaching is good, overall, while at Key Stage 2 it is very good. The good teaching was characterised by a thorough knowledge of the subject, very careful planning and preparation; for example, in the choice of text, of illustrations and of appropriate tasks that match pupils' learning needs. Clear objectives were shared with the pupils, very good questioning techniques were used, and most teachers had good classroom management and, often, a sense of humour. In Year 6, for example one boy with SEN refused to work on the grammatical exercises that had been set for groups. Once the groups had been set to work the teacher quietly and calmly sat by him, and gave him encouragement, until he began working on the tasks. The teaching was very frequently lively, enthusiastic and, on occasion, inspirational. Expectations were high and pupils were encouraged and supported as well as being challenged to achieve their best. At the end of one lesson, a pupil commented "*I thought I wouldn't be able to do it, but it was great!*" In otherwise satisfactory lessons, the pace was slower, the material less challenging and the teacher spent more time on managing behaviour. In Year 2, the teacher used every opportunity to reinforce and extend pupils' vocabulary when studying the text of "*Whatever the weather*" by the use of appropriate questioning such as "*What is it about?*" "*What is the name of a book called?*" "*What is the person called who wrote the book?*" Marking is not consistent – in some cases, comments are detailed and clearly indicate how the pupil can improve; in other cases, comments are brief, giving no indication of strategies for improvements. It is generally better in Key Stage 2.
87. The school has a clear developmental policy for the teaching of English and literacy and the well informed and enthusiastic subject co-ordinator provides direction and support for the



teaching, although she has not had the opportunity to observe her colleagues teaching the subject. Nationally recognised reading tests are used twice a year and the results of these tests are used to set targets, but mainly for classes as a whole rather than for individuals. Literacy is used well in some other subjects such as science, history, geography and religious education. However, the use of new technology is insufficiently used to support learning in English and literacy.

88. Resources for English are satisfactory. Recent investment has allowed the introduction of a modern reading scheme across the school and each classroom has a good fiction and non-fiction library. The main school library is in the process of refurbishment and currently has only a limited stock, which includes a number of rather old books. The non-fiction section includes some new, colourful and informative books (particularly on science), but books on regions of the world are not well represented with modern or advanced texts. There is a small number of bilingual dictionaries in several languages. The school is aware of these shortcomings and has begun to address the issue.

## **MATHEMATICS**

89. The last inspection reported average standards of attainment in both key stages. These standards are broadly reflected in Year 2, but in Year 6 they are below average because of the pupil profile of a very small cohort. For example, in this age group of ten pupils there are 6 with SEN and 7 with EAL who are on the early stages of acquiring sufficient language skills in English. Taken together, they are achieving well. In the rest of the classes in Key Stage 2, there is evidence of rising standards and pupils are likely to match, if not exceed national standards by the time they are 11. During the inspection, there were no discernible differences between the performance of boys and girls.
90. This generally improving picture is a direct result of the school's successful implementation of the National Numeracy Strategy, which is already having a positive effect on standards in mental arithmetic in particular. Pupils' achievement over their time in the school is good. Suitable emphasis is placed on the application of knowledge and rapid acquisition of numeracy skills. Pupils with SEN who are generally well-supported and those with EAL who receive very skilful and well organised support, make good progress, overall. Their progress accelerates where tasks are closely matched to individual stages of development and learning proceeds in progressive, manageable steps. Pupils enter Key Stage 1 with below expected levels of attainment of basic number skills. These are steadily built on as they move through the school. Pupils in Year 1 make good progress in counting accurately to 100 in tens and show developing understanding to solve simple problems. Their confidence is built upon as they are given tasks well matched to their ability. They write numbers correctly and in order beyond 20 and think of different ways of making numbers up to 10. In Year 2, pupils consolidate their previous learning and understanding of number in their mental calculations; for example, multiples of 10. Judged on their past work, by the end of the year, they confidently recognise simple relationships and patterns and identify halves and quarters in numbers and shapes. They apply their knowledge of counting money and make up combinations of different coins to 50p and beyond. Pupils have adequate knowledge of two- and three-dimensional shapes and can represent data in simple bar charts. Their skills of measuring length are developing slowly and many are becoming increasingly confident at explaining their work. The use of computer programs to consolidate number skills is very limited.
91. In Year 6, pupils demonstrate increasingly effective skills in mental mathematics. The combination of the well-structured numeracy hour, together with consistently good teaching, has a positive effect on pupils' attainment and learning in number. In the oral and mental sessions pupils become quite speedy in their calculations. Whilst pupils in Years 3, 4 and 5 are broadly working at levels appropriate for their age, this is not the case in Year 6. Some indeed are working comfortably within the expected standard and all are achieving well, as a result of the overall good quality of teaching and the consistently good quality in Key Stage 2. However, the majority of pupils in Year 6 have much to catch up on in their acquisition of the required knowledge, skills and understanding in all aspects of the subject. During the inspection, they were learning well and making good progress. Through their regular mental and oral sessions, pupils learn their own suitable strategies for problem-solving and investigative strategies in

numbers. Most pupils in this year group are developing secure competence in working out the nearest whole numbers to a decimal and use symbols for 'less than' and 'greater than' correctly. This was noted in a lesson that was skilfully planned, with an appropriate match of task and high expectations of work and behaviour. Much of the mathematics learnt involves practical 'hands on' components and appropriate real-life problem-solving situations. Opportunities for pupils to solve problems and to use units of length, capacity and time in practical contexts, as well as investigating different types of graphs, are limited. There is insufficient use made of technology, for example, in data handling, although some pupils use computers to create bar charts.

92. The quality of teaching in mathematics is good, overall. Most teachers have good knowledge of the subject. They use good teaching methods and effective organisational strategies. In the best lessons, teachers provide a brisk pace, have clear objectives, and tasks are well matched and challenge pupils' thinking. Their teaching approaches include effective exposition, good discussion and opportunities for consolidation and practical work. Introductions to lessons are often lively and teachers use questioning to good effect; for example, in Year 6, the teacher introduced the main part of the lesson on shape by asking, "*What do we mean by quadrilateral?*" These good teachers manage their pupils very well. This contributes to their good achievement in lessons. In one lesson which began after a "wet-play" the pupils were more excited than usual. The teacher began the session by saying, "*I know we've just had a wet-play and if I could have stopped the rain I would have – but it's happened – we have just have to get on with it!*" This approach immediately calmed the class and they were ready to learn. In the best lessons, pupils show increased competence in the use of different strategies to analyse and solve number problems. In some lessons, pupils are not always encouraged to explain their methods and say how they arrived at their answers. In these instances, pupils who are struggling with the concepts do not benefit from learning from the methods of others or of obtaining further advice from the teacher. In most lessons, although teachers' day-to-day assessment of pupils' work is purposeful their marking is inconsistent in quality. It is generally positive and completed regularly, but does not always show pupils how they could improve their work further and, on occasion, incorrect work is not identified. Teachers set a suitable amount of homework to extend what is learnt in school and this helps to consolidate pupils' understanding. Their planning is thorough and detailed, including clear intentions supported by well-prepared resources and a suitable structure to the sessions. Most teachers plan well for the higher attaining and provide them with sufficiently challenging work supported by appropriate practical, investigative and problem solving tasks.
93. Pupils show very positive attitudes and respond well. They persevere and approach the tasks with good interest and enjoyment. They adopt good work habits and collaborate well in pairs and groups. Relationships are good throughout and promote effective learning. Pupils apply themselves well to their task and are willing to ask for help when required. Their work is generally well presented. There is sometimes an over-reliance on pre-prepared commercial work sheets, which limits the breadth and the range of opportunities for "*hands on experience*" in their mathematical learning. This tends to apply lower down the school where "*Using and applying mathematics*" is not as well developed as in Key Stage 2.
94. Pupils' skills in numeracy make a positive contribution to achievement in other subjects. For example, an analysis of pupils' past work in books and on display shows examples of number work in collecting and representing simple data in science and of the use of Roman numerals in history.
95. The subject is well managed within the current limitations of the co-ordinator's role. For example, the very good resources are efficiently organised for ease of access and each classroom is suitably stocked with a range of basic practical equipment. However, the co-ordinator does not monitor teaching, although this has been undertaken by the headteacher and a thorough analysis of the results to highlight pupils' strengths and weaknesses in the subject is not used to set precise targets for individuals. Successful measures, such as the booster classes and very close partnership with parents in support of pupils' learning, have helped to raise the standards further.

## SCIENCE

96. The last report indicated that standards were in line with national expectations. Comparisons with the standards in Year 6 with this inspection need to be treated with caution because of the very small size of the cohort. In Year 2, standards are below those expected. This is a relatively small year group and with nearly 25 per cent of pupils with SEN and a high proportion of EAL, standards are bound to fluctuate. In Year 6, the below average standards in this small class reflect the high proportion of pupils with SEN and EAL. All pupils are achieving well because of the good teaching, but some pupils, despite the best efforts of the teacher, are making less marked progress, although it is satisfactory, overall.
97. Work in the books of pupils in Year 2 from last year shows that all areas of science are covered, but there is much less work than would normally be expected. In this evidence, standards are below those expected. In the one lesson seen in Year 2, all pupils, including SEN and EAL made good progress as they responded well to the effective team-teaching by their class teacher and another capable teacher whose main focus in the school is support for the Reading Recovery programme. In this lesson there was appropriate emphasis on scientific enquiry as pupils conducted an experiment to find the best soap to clean dirty hands, having first predicted what might happen. After the experiment they recorded their results on a pro-forma prepared by their teacher, clearly identifying the soaps that were the least and most effective cleaners. In the final session with their teachers they made sensible contributions in the evaluation of the scientific process and their findings. In this early stage of the year, in this lesson, although pupils have made good progress because of the good team-teaching and a generous pupil-teacher ratio, most still have only a sketchy understanding of the process of scientific enquiry and their standards are below those expected for their ages. Pupils enjoyed the lesson, listened well and worked well together.
98. Work in the books of pupils in Year 6 from *last year* shows that their standards were above average and reflects the results of the national (unpublished) results in 2001. There is appropriate emphasis on scientific enquiry within the other areas of the subject. For example, in Physical Processes pupils know that weight is a force that is measured in Newtons and conclude their experiment by writing, "*We found that one hundred grams is the same as the force of one Newton.*" There is evidence of good knowledge and use of scientific vocabulary such as "dissolve", "soluble", "condense", "transparent", "opaque" and "translucent". Most of this work is written up well and is neatly presented, but, as with Year 2, there is not as much of it as would be expected. This is because intensive booster classes from the class teacher and science co-ordinator began in March in preparation for the national tests.
99. In the lesson seen in Year 6, pupils developed their understanding of how animals are adapted to their habitats. There is a wide range of attainment in this class and the higher attaining pupils knew that the word *habitat* is used to describe the place in which an organism lives. Most understood the meaning of technical terms such as *food-chain* and *adapt*. They worked reasonably well on the task to match animals to their habitats, such as the Amazon Rainforest, the Sahara Desert and the grasslands of Africa, but taken together, the standard of their work was below that expected for pupils this age. These standards are consistent with the nature of the pupil profile, and the small number of pupils in the class with a disproportionately high number of EAL and SEN. Some of these SEN pupils in other schools, in other areas, would be assessed and identified at higher stages of the Code of Practice. Because of the teacher's good management of the class and her recognition of the need to consistently keep these pupils on task they still made satisfactory progress and are achieving well. It is the intention to re-institute an intensive booster programme towards the end of the spring term to raise standards further. In this class the teacher knows her pupils well, assesses them accurately and keeps good records that are used well in her planning. Pupils enjoy science and respond well.
100. Teaching ranged from satisfactory to very good and was good, overall, with a number of strengths, including teachers' secure knowledge and understanding of the subject, contributing to pupils' good progress. Clear learning objectives shared with the class ensure that its pupils are fully aware about the tasks to be undertaken. In a good lesson in Year 4, for example, the learning intentions were written on the whiteboard, "*To make predictions about different habitats around the school and collect evidence*". These were supplemented by the exhortation to "*Start*

*thinking about what you will find in the habitat.*” The pupils responded well and enthusiastically discussed what they might find in various habitats around the school, making sensible suggestions. Good planning was a strong feature in all lessons. In Year 2, the staff team-teaching worked well together, to ensure that the lesson was a success. They both knew when to take the lead and complemented each other well. The structure of the lesson was well planned with an effective introduction, a session in which pupils used scientific methods of enquiry to conduct their experiments and test their predictions and a helpful session in which they evaluated their results with support from the teachers.

101. In the best lessons, good, probing questions were used very effectively. In a very good lesson in Year 3, a teacher supported a group of six high-attaining pupils. In this session, the pupils learned about the nature of scientific enquiry and, in particular, about planning an investigation and made very good progress in studying the properties of various materials made of different cloth and their suitability for clothing in winter. This was partly because the teacher encouraged the pupils to work out the experiment for themselves and the use of incisive questioning gently directed the group in new directions and encouraged them to go further. Questions such as, “*What do you mean by test?*” and “*What do you do to find which material works best?*” ensured that this group achieved its best.
102. The quality of teachers’ marking is variable. Based on the written work of pupils in the school last year, for example, it is good in Year 6 with helpful comments given to pupils to help them improve their work, but it is generally unsatisfactory in Year 2. Many obvious errors had not been identified, including simple spelling mistakes, and where the teacher writes that the pupils should finish their work there is no follow-through to ensure that they do. Assessment data are not used to set individual targets for pupils, except in Year 6, to raise standards further.
103. The needs of most pupils are met well, including those with EAL and SEN, where they are supported by learning support assistants. Literacy and numeracy are used well in science, but information and communication technology is insufficiently used to support learning in the subject. The exception was in Year 4, where pupils used a CD-ROM effectively to extract information linked to their habitat project. The co-ordinator has ensured that resources have been improved significantly, but has not had time to monitor standards in classes to ensure that assessment data are used consistently in long-term planning.

## **ART AND DESIGN**

104. Two lessons were observed, one in each of the key stages. In addition to these lessons, therefore, judgements are based on a survey of the samples of work on display throughout the school, discussions with teachers and pupils and teachers’ planning. This evidence, overall, indicates that pupils undertake an appropriate range of activities in which they design and produce art work of a satisfactory level in both key stages. These standards are similar to those reported at the previous inspection. Most pupils, including those with SEN and EAL, make satisfactory progress across both key stages in the basic skills of collage, drawing and painting. The skills in art and design are now being taught progressively across all the year groups.
105. Most pupils in both key stages are confident in developing an understanding of some of the aesthetic elements of art. They mix colours carefully and use different shades in their drawings and paintings. Pupils in Year 1 sculpture mobiles of fish. Those on display are beautifully finished and reflect the pupils’ attempts at exploring the possibilities of a variety of materials and processes. In Year 2, pupils have produced detailed sketches of buildings following their visit to the local church. Pupils’ skills and knowledge of shape, texture and form are satisfactorily developed. In a good lesson in Year 3, pupils discussed a portrait by the artist, David Hockney. They learnt to look at paintings of different times, that portray relationships. Most pupils demonstrate satisfactory powers of observation, accuracy of detail, shape and size in drawing and colouring, with different media, such as pastels, charcoal and chalk, pencil colours and felt-tips. Pupils are not sufficiently encouraged to evaluate and make improvements to further develop their own work. The use of sketchbooks to record observational drawings or experiment with line and tone is consistently developed. However, there is insufficient emphasis in developing computer-aided art and design throughout the school.

106. Based on all the evidence in hand, the overall quality of teaching is satisfactory. It was good in the two lessons observed. The teachers had good subject knowledge and prepared effectively. The lessons provided suitable challenge to develop pupils' skills in art and their ability to explore imaginatively shape and form. As a result, pupils show good attitudes to learning. Most pupils demonstrate enjoyment, application and involvement. They listen intently, follow instructions well and are considerate towards others.
107. A few pupils in both key stages attend the art club after school and enhance their skills. Pupils attending this club are very enthusiastic about artwork. They show pride in their efforts and react well to praise. There are some good examples of sculptures, using plaster relief tiles by a mixture of pupils in Key Stage 2. Also on display are very effective minibeast models and facemasks made out of chicken wire and moulded plaster bandages.
108. Art is suitably linked to other subjects, such as science, history and geography. However, sometimes the art component in these links is less well focused and not carefully planned to support the systematic development of the required artistic techniques. There is also a lack of emphasis on the teaching of the design element of the subject. The available resources that are sufficient in range and quality are suitably organised for ease of access centrally and in classrooms. The co-ordinator is enthusiastic and has good expertise in the subject and awareness of what needs to be done to develop it further. She monitors the work in the school through displays and pupils' sketch books but has not conducted in-class monitoring. Information and communication technology resources, for example, in the form of CD-ROMs, are not used to generate ideas for artwork or to learn more about art and artists.

## DESIGN AND TECHNOLOGY

109. Lessons were seen in Years 1, 2 and 5. Judgements about standards are based on the evidence in these lessons, evidence of past work and talking to teachers and pupils. Standards of work seen are broadly in line with those expected for pupils' ages. The school has improved on the unsatisfactory standards reported in the last inspection. Pupils, including those with SEN and EAL, achieve satisfactorily when working on their design and technology projects. There is sufficient emphasis on developing knowledge and skills at the planning and designing stage by generating ideas and looking at other similar products. For example, evidence from a lesson in Year 6 shows that pupils have examined how sounds can be altered on different types of instruments. There is a big gap in pupils' experiences, particularly in systems and control. This is mainly because, although the required skills in the subject are planned for, they are not taught systematically across the school.
110. Pupils in Year 2 work with different materials to acquire skills, such as cutting, shaping and joining, when, for example, making puppets out of fabric. Their designs are detailed well and are clearly labelled. Most pupils pay appropriate attention to neatness and detail in their finished products. They are able to handle scissors with increasing skill and use glue or sticky tape to join materials effectively. In a lesson in this class, these pupils worked on their current project, *vehicles*, to identify various key parts such as wheels, axle, cab and body and learned well about their functions.
111. In Year 5, pupils examine and discuss a range of musical instruments on loan from the borough library. This was the first in a series of lessons in designing and making musical instruments. They listened well to their teacher and discussed the instruments in groups and then explained their findings clearly to the class. One girl described her instrument, a brass gong, saying, *"It's quite heavy and is made in China."* Pupils in this class achieved the objectives of the lesson satisfactorily: *"To understand how the instruments can be played; how they are made; what they are made of."*
112. Most pupils in Year 6 use accuracy and detail in their designs. Work from the previous year shows that pupils are developing skills, such as accurately measuring and marking out, satisfactorily, for example, their designs for a toy with a cam mechanism. Teachers' annual reports state that, when designing and planning, pupils consider the appropriateness of size,

power and strength of the product and make choices about building and joining from a range of materials. Teachers' planning is currently based on the national guidance on the schemes of work published by the Qualifications and Curriculum Authority. Resources are adequate in range and quality and organised centrally. There was no evidence during the inspection of new technology, particularly computers, being used as part of the design process.

113. The quality of teaching is satisfactory, overall. The examination of a few examples on display and discussions with staff and pupils suggest that some teachers do take time to teach correct techniques and appropriate vocabulary. In an unsatisfactory lesson in Year 1, pupils were not guided effectively in their learning. The teacher had low expectations of work and behaviour and was unsure of the purpose of the lesson. As a result, pupils' learning of the necessary skills was limited. The evidence from the last year's work suggests that pupils are not consistently encouraged to evaluate products against their original designs to identify improvements. The co-ordinator for design and technology is very new and not yet aware of the strengths and weaknesses in the subject. She has not had time to begin monitoring of the subject, including monitoring that the required skills are consistently taught.

## **GEOGRAPHY**

114. Only one lesson was observed during the inspection. In addition to the evidence from that lesson, judgements about standards are based on discussions with pupils and the subject co-ordinator, an examination of pupils' work and reports to parents. Standards throughout the school match those expected for pupils' ages and have improved since the last inspection.
115. Work in geography begins with looking at the school and the immediate local area, where pupils were involved effectively in recording the main features of the school playground, routes to school and the local market and were able to offer sensible strategies to improve the environment; for example, to provide and use waste bins for rubbish. Pupils have also conducted a sound survey of traffic and parking problems in the area, accurately mapping features such as crossings, barriers and side roads. They contrasted well the local area with a rural and a seaside area, recognising the important differences. By the end of Key Stage 1, they used and understood basic geographical terms confidently. From early representational mapping the pupils moved on to more formal plans and maps confidently and they carried out geographical enquiries satisfactorily, gaining a clearer understanding of their local area. At the same time, they improved their use of geographical method.
116. In Key Stage 2, topics were more global and covered areas such as transport, weather and an examination of contrasting areas; for example, Hackney and a village, Chembakolli, in India. In the one lesson seen, in Year 6, pupils accurately identified significant features from a map of the village and confidently discussed ways in which life in the village might differ from their own experience. Pupils responded enthusiastically, enjoyed the lesson and were well behaved. Throughout Key Stage 2, pupils use geographical terms with increasing sophistication.
117. In the lesson seen teaching was very good. The teacher used resources well, including an over-head projector and was very skilful in asking probing questions and extending her pupils' understanding. Pupils were led to read and interpret maps accurately and to recognise that geographical factors affect the way we live. However, there is insufficient evidence to make judgements about the overall quality of the teaching in the school.
118. The appointment of a subject leader and the adoption of the scheme Qualifications and Curriculum Authority have improved planning and given structure to the subject since the last inspection. Pupils' knowledge and understanding are more developed and the systematic development of skills and knowledge has improved. There is insufficient use of information technology in geography. The co-ordinator says her priorities for this year are to monitor teaching and learning throughout the school.

## **HISTORY**

119. In addition to three lessons observed, judgements about standards are based on discussions with pupils and the subject co-ordinator, an examination of pupils' work and reports to parents. Standards throughout the school match those expected for pupils' ages. These represent improvements since the last inspection.
120. In Year 1, the teacher displayed photographs of old and new houses and asked pupils to consider differences between them. Pupils were able to identify differences in the size and decoration of old and new houses, though they struggled to give reasons for these differences and to clearly distinguish other features. By the end of Key Stage 1, pupils are aware of chronology, and are able to place a limited range of events in chronological order. They are able to talk about the events, showing understanding and are able to give sensible reasons for them. In a lesson in Year 2, they compared homes, toys and holidays from the past with their own and moved on to investigate people and events from the past, for example, Florence Nightingale and the Fire of London. They are in the early stages of developing skills to interpret meaning and draw inferences from photographs. They have a satisfactory understanding of technical vocabulary such as "*time-line*" and accurately place pictures of nurses' uniforms in order in a time-line.
121. In Key Stage 2, the pupils' grasp of chronology becomes more secure and they develop a greater understanding of the variety of different periods of history such as Tudor Britain and Victorian times. There is more emphasis on historical enquiry as, for example, in a lesson in Year 3. Here pupils became "*archaeological detectives*". After a brief reminder by the teacher of when the Romans were in Britain, pupils in pairs were given Roman artefacts which they were asked to attempt to identify and to consider what those artefacts told them about the people who had used them. This exercise led to some lively discussion, based on hypothesising and then testing the hypothesis against other pupils' ideas. A wax tablet and stylus were easily identified as writing implements, but the size led some pupils to think it was a diary. A glass container on a leather thong was a '*Sort of drinking bottle*', since '*They'd get thirsty on those long marches*'. Here, pupils were using evidence to construct a working view of the past. They listened well and worked well together. They are disposed to enjoy history, but, in some lessons, teaching lacked stimulation and their attention wavered. In a lesson in Key Stage 1, for example, there was a lack of excitement as pupils were asked to study and infer information from old photographs of Florence Nightingale, without being given the historical background and understanding as to the reason for being in the Crimea.
122. Teaching ranged from unsatisfactory to good and was satisfactory overall. In the good lesson, the teacher asked probing questions to assess her pupils' levels of understanding of archaeology and the story of Pompeii. Questions such as, "*What is it?*" "*How do you know?*" "*What is it used for?*" "*What does it tell you about the Romans?*" The pupils became quickly involved and were made to think. In the paired group work she circulated to respond to questions and answered their questions by posing her own challenging versions, not simply giving them the answers. The pupils were encouraged to listen as well as to speak and to reason about past times. In the otherwise satisfactory lesson, which had clear learning objectives, the introduction was given in a low-key way with no suggestion that history could be exciting. Some children began to lose concentration, which they regained when the teacher produced an original Victorian dress similar to one that Florence Nightingale might have worn. This brought the lesson alive. In the unsatisfactory lesson, there were no clear learning objectives and it was, therefore, not clear what it was intended the children should learn. The teacher's questions lacked depth and the work set lacked sufficient challenge for her pupils.
123. The co-ordinator has been in post for just over a year and resources are now satisfactory, but were poor when she was appointed. She has not had the opportunity to monitor teaching. The school also uses resources from the local authority, the London Museum education service and a local museum, the Geffrye Museum. The use of technology as a resource for history, including the use of CD-ROMs, is insufficiently developed.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

124. A new computer suite was opened in January 2001, which is used well and is beneficial to both staff and pupils in improving their technical knowledge and skills. Pupils in Year 2 are given an email address that is accessible from home. Away from the suite, however, only four classrooms are equipped with computers, including the nursery, and some of these are not in working order. The computer in Year 1, for example, is very old and is permanently locked away. All pupils have at least one hour a week in the computer suite, with the nursery class having more. Lunch-time and after-school computer clubs are run regularly. Standards in the lessons broadly matched those expected for pupils' ages. Similar standards were reported at the last inspection. However, the general level of attainment has risen nationally since then. In relation to their attainment on entry, pupils are achieving well, overall, and all pupils, including those with SEN and EAL, are making satisfactory progress overall, since the opening of the computer suite. In two of the lessons seen, in Years 4 and 6, teaching was good and all pupils made good progress.
125. In Year 1, most pupils learn effective control of the mouse, enter single words from the keyboard and use a word-bank to assemble sentences and communicate meaning. They use CD-ROMs to access information and use graphic packages to create pictograms and to create pictures. Although these pupils have used computers in the reception class, at this early stage of the year they are not fully secure in all the practical technicalities of using computers. However, with some prompting by their teacher they are able to recall instructions
126. In Year 3, the class is introduced to the use of different fonts. When writing their name in various fonts they choose, highlight and click-on and by the end of the lesson they perform these procedures confidently. In Year 4, where the co-ordinator for the subject is the class teacher, the pupils use a CD-ROM as they research information to support their habitat project in science. In this class, pupils see the CD-ROM as a real tool and not just as an exercise. Pupils have a clear understanding of the difference between floppy discs and CD-ROMs and are confident in their knowledge and ability to use the computers efficiently and effectively. In Year 6, many pupils use the technology to generate, develop and present work effectively. Many are competent and confident users of the web to access information; for example, in the production of a poster on the importance of water. They combine graphics with text, enter data into a database and use it to answer questions, producing bar charts, sending and receiving emails and attaching text and images. Pupils have good attitudes to the subject and generally respond well. They are enthusiastic and enjoy the lessons.
127. The quality of teaching is satisfactory overall, with some good lessons. Teachers' subject knowledge and confidence have increased considerably since the introduction of the new suite and the appointment of a subject leader. Teachers manage their classes well, despite problems inherent in sharing computers. The lack of a large-screen monitor is to be remedied shortly with the introduction of an interactive white-board, which will allow pupils to follow more closely the teachers' demonstrations. In the best lessons, teachers explained the objectives of the lessons clearly and explain what needed to be done confidently. However, there was little evidence of the use of the technology in the pupils' work from the previous year, or its use in the day-to-day learning in other subjects in the classroom. Although teachers' knowledge and confidence have increased considerably in the last year, their skills are insufficient to use the technology effectively throughout the curriculum without further training. Pupils would benefit from more computers in the classrooms.
128. The subject leader has informal arrangements that allow him to monitor and assist staff, but not enough to monitor the use of the technology in the curriculum. All teaching staff, with the exception of the new appointments, have received training in the use of the computers. The co-ordinator recognises that more systematic staff development about software available for use across the curriculum would help in turning the skills attained by pupils into useful tools throughout their learning. Technical advice and servicing of the computer suite, are effectively provided by the local authority.

## **MODERN FOREIGN LANGUAGES**

129. French was introduced to the curriculum a year before the inspection. It is taught to each of Years 4, 5 and 6 for a half an hour lesson per week. At the time of the inspection, Years 5 and



6 were starting their second year of lessons and pupils in Year 4 had started to learn French only two weeks previously. Pupils were enthusiastic and well motivated. They delighted in practising their new-found skills with other pupils, teachers and visitors who would respond. French accents, even of the beginners, were better than would normally be expected.

130. The emphasis in the first year is on speaking and listening skills, but pupils starting their second year (in Years 5 and 6) were being introduced to the written language, which they accepted as readily as the spoken, despite the different conventions of sound-letter match. Lessons were observed in Years 4 and 6 and, in these classes, pupils' standards were better than would be expected for their ages.
131. Pupils in Year 4 could already use everyday words such as, *oui, non, bonjour, au revoir, un garçon, une fille*, and numbers up to 30. They also recognised and were beginning to use weather phrases; for example, *il pleut, il fait beau, j'ai chaud*. They knew the names of several colours. Pupils in Year 6 understood gender differences and were usually accurate in their use of the definite articles, *le, la* and *les*. They recognised written words and could place word-cards in the correct order. The days of the week and months of the year were used accurately in short sentences, answering, for example, "*Quelle est la date de ton anniversaire?*"
132. On the basis of the lessons observed, the quality of teaching is excellent. The teacher made learning enjoyable, but without any compromise of standards. She is a native French speaker and spoke at normal speed. Lessons were conducted in both French and English, with the teacher moving effortlessly from one to the other. The pace of lessons was brisk and involved constant repetition of words and phrases. The use of various resources was outstanding. Puppets were used to great effect to introduce new words and phrases in a conversational context and a humorous way that appealed to the pupils. With the younger pupils, visual aids appeared from the teacher's voluminous bag like rabbits from a hat. A fan, gaudy sunglasses and a water-spray helped to introduce weather phrases. Joeys were produced from a kangaroo's pouch and all counted and re-counted, with growing suspense, up to a total of 15. With the older pupils, a variety of guessing and repetition games were used at a brisk pace to practise words and phrases, while exaggerated gesture, tone of voice and facial expression were used to convey the meaning of new vocabulary. All pupils were fully involved in these exciting lessons. They listened intently and joined in the repetition sequences enthusiastically. All pupils, including SEN and EAL, made outstanding progress. Many pupils attend the extra-curricular French Club and are making very good progress.

## MUSIC

133. At the last inspection, standards were reported as being below expected standards throughout the school. This was because the quality of teaching was unsatisfactory. Most teachers had weak subject knowledge, activities did not match the needs of pupils, and lessons were unsatisfactorily planned. The school has addressed these issues by employing the services of a visiting musician, who teaches Years 1 and 2 separately and two professional musicians. One plays the guitar, the other the violin and they are both members of a musical ensemble. These musicians teach Years 3 to 6 for 35 minutes each. No lessons were seen in Key Stage 1 and there is therefore insufficient evidence to make judgements about standards or teaching. Planning in Key Stage 1 shows an emphasis on developing words and rhythm and the use of the voice to make a variety of sounds. In Key Stage 2, two lessons, or part-lessons, were seen in Years 6 and 5. Both lessons were identical in content, but, in Year 6, the class teacher, who is a musician, played a significant role working alongside the visiting musicians. In these lessons, pupils attained standards above those expected for their age and achieved well.
134. Pupils in both Years 5 and 6 sang confidently and in pitch. Both classes did particularly well holding the line in the singing of a three-part round and all pupils, including those with SEN and EAL, made good progress. Individual pupils were given opportunities to perform, singing the verse of one of the songs confidently, whilst the remainder of the classes joined in the chorus enthusiastically. Towards the end of the lesson in Year 6, pupils listened attentively to a recorded excerpt from Mozart's *Così Fan Tutte* and were able to correctly identify some of the orchestral instruments accompanying the soprano. All pupils had good attitudes to music and enjoyed the lessons, worked well together and behaved well. Pupils in Year 6 are learning that

singing together is a social event and that in singing three-part rounds they have to co-operate and rely on each other.

135. The quality of teaching in the lessons seen was good. The visiting musicians have excellent knowledge and understanding of the subject and the class teacher's own knowledge and expertise are very good. Warm-up exercises were good and all adults had high expectations of their pupils' performance. In Year 5, the class teacher, a supply on a temporary contract, took a less active part as this was his first music lesson with the class, but was active in helping to ensure that the class remained on task. Planning was good. The scheme of work for the autumn term for all four classes in Key Stage 2 takes appropriate account of the requirements of the National Curriculum, but all lessons planned were identical, with the exception of some songs, which differed for some classes. This is legitimate for the autumn term as the focus of the work for this term is the preparation, rehearsal and performance of a seasonal allegory for Christmas composed by one of the musicians. However, insufficient planning for the longer-term was seen during the inspection to judge whether adequate care is being taken to ensure that there is no unnecessary repetition in the curriculum. With the exception of a CD player for pupils to listen to recorded music, there is no mention in the planning of the use of information and communication technology. The two visiting musicians also manage a pan-pipe club at lunchtime. On the basis of the evidence seen during the inspection, the school's investment in this provision in terms of pupils' achievements and progress represents good value for money.

## PHYSICAL EDUCATION

136. Lessons were observed in Years 2, 5 and 6. On the basis of this evidence, standards are broadly at the level expected for pupils' ages, similar to those recorded at the last inspection. The school blocks aspects of the subject each term. This term gymnastics is taught, with dance following in the spring and games in the summer term. Statutory requirements are not fully met. This is because the local swimming pool has been closed as part of the budgetary plans of the local authority. No alternative arrangements have been made and most pupils in Year 6, who left the school last July, were unable to swim at least 25 metres – the minimum requirement. There are no plans for pupils in the current Year 6 to have swimming lessons.
137. In Year 2 pupils showed an awareness of space and of others as they ran in and out of each other as part of the warm-up. They practised floor-work balancing in different ways, using various parts of their bodies such as their hands, feet, knees, sides and stomachs. They learned to stretch out those parts of their bodies not taking their weight and remaining as still as possible to improve their balance. In this lesson, all pupils made good progress. The class was very attentive and responded well to their teacher's instructions. All pupils were aware of what was expected and what they had to do. Year 5 was taught by a supply teacher in the gymnasium and the activities were invasion games. They developed their reaction times well to the teacher's quick-fire instructions to run to sides of the hall in random order, each side having been designated, north, south, east or west. In a *"Piggy-in-the-middle"* game they learned to swerve and shuffle to make themselves available to catch the ball and all pupils made good progress in this lesson. In the demonstration organised by the teacher before this, the pupils applauded appreciatively when a boy in the middle role succeeded in catching the ball. Pupils enjoyed the lesson and responded well. In Year 6, pupils performed a range of activities such as balancing on one foot and changing their shapes to positions both high and low. They progressed from balancing on one to two parts of the body and worked with a partner to join their shapes. Despite the good teaching, learning was just satisfactory as some of the boys with SEN were boisterous and noisy in this session and the sound was amplified by the poor acoustics in the gymnasium.
138. In all the lessons seen, teaching was consistently good. Lessons were well-planned and contained appropriate warm-up activities. Teachers' instructions were clear, ensuring that their pupils were in no doubt about what was expected and activities were suitably challenging. Questioning was often good, such as in Year 2, when the teacher asked, *"How do we improve our Balance?"* A shoal of hands was raised in response.
139. The former co-ordinator left the school in the summer and the headteacher is currently managing the subject. The school follows the scheme of work published by the Qualifications

and Curriculum Authority. The curriculum is enhanced by a range of extra-curricular sporting activities, but, hitherto, pupils have not had the opportunity to pursue outdoor and adventurous activities. However, it is planned to take Year 6 on a residential trip next summer. Resources for the subject are satisfactory.

## RELIGIOUS EDUCATION

140. Standards of attainment by the age of seven and eleven broadly meet the expectations set out in the locally Agreed Syllabus for religious education. This is an improvement on the below average standards reported in the previous inspection. Teachers make good use of story telling and discussion and, because of this, pupils begin to develop their own ideas about appropriate personal responses to right and wrong and basic knowledge of their own and others' religions. The pupils achieve well and continue to build on this understanding throughout. Most pupils show satisfactory gains in their knowledge and understanding of Christianity and other major faiths across both key stages. Religious education effectively contributes to pupils' spiritual, moral, social and cultural development. Assemblies occasionally support the religious education programme through stories such as *The Good Samaritan*.
141. In Key Stage 1, the younger pupils begin by looking at events in their own lives. They learn about the importance of family and special friends. In Year 2, pupils know about some aspects of Christianity. They show developing understanding of the Hindu story of Diwali and how evil is conquered by good. Pupils draw on class discussions of the festival and make simple comparisons with their own religious festivals. They outline similarities and differences and show increasing understanding of special events, people and customs. Pupils learn that the Bible is a special book for Christians and the church is a special place for prayer.
142. By Year 6, pupils have adequate knowledge of Christianity. They understand that communities of different faiths worship God in different ways. Pupils' understanding is largely confined to facts about festivals such as Christmas, Harvest, Eid, Diwali or Channukah. In a very good lesson as part of their topic on 'Communities', pupils in Year 6 learned about the Muslim community. They gained a significant amount of factual information and also learned to show respect for the beliefs and values of others. Pupils have heard stories from the Bible, but most do not understand the deeper meaning of the religious stories. Most pupils have a developing knowledge and understanding of their own and other major religions of the world such as Judaism, Hinduism, Buddhism and Islam. They are able to draw on this knowledge to help them make decisions about own lives and to make sense of what they see around them.
143. The quality of teaching is good, overall. In a very good lesson in Year 6, the teacher wrote the key words of the lesson on the whiteboard having assessed the pupils' levels of understanding. The topic for the week was the study of the community of Muslims. "*What is a community?*" she asked. Resources in this lesson were used very well. A good lesson in Year 4 offered stimulation, with use of appropriate artefacts and an effective discussion to enhance pupils' understanding of the key features of the synagogue. Pupils in this lesson were able to extend ideas and increase their understanding of the Jewish place of worship. In most lessons, as a result of the good relationships, pupils' attitudes and responses to learning are good. They listen carefully when a story is told or information is given. Pupils behave well and respond to questions with confidence. Most show a positive willingness to talk about and share personal experiences.
144. The teaching of religious education makes a sound contribution to pupils' literacy skills. Appropriate discussions and questioning in some lessons support pupils' listening and speaking skills. The co-ordinator for the last two years is currently carrying out the responsibility temporarily. She is clear about the direction for the subject, but has had no opportunity to monitor teaching and the quality of work in the classrooms. Assessing and recording pupils' achievement over time are unsatisfactory. Resources are satisfactory in range and quality. The school has a suitable collection of multicultural artefacts and books about other religions of the world. Pupils often visit the local church and the vicar from this church also supports assemblies. So far, there have been no opportunities to invite visitors from other religions or organise visits to places of worship, other than the church, to enhance pupils' learning in the subject.