

# INSPECTION REPORT

## **Earlham Primary School**

Wood Green London N22 5HJ

LEA area: Haringey

Unique Reference Number: 131478

Headteacher: Mrs C A Dartnell

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Reporting inspector: Linda Murgatroyd  
21541

Dates of inspection: 27 September – 1 October 1999

Under OFSTED contract number: 707924

Inspection carried out under Section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
Type of control:	County
Age range of pupils:	3 to 11 years
Gender of pupils:	Mixed
School address:	Earlham Grove Wood Green London N22 5HJ
Telephone number:	0181 888 2780
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Appropriate authority:	Haringey
Name of chair of governors:	Councillor J Gardner
Date of previous inspection:	Not applicable (Amalgamated school)

## INFORMATION ABOUT THE INSPECTION TEAM

<b>Team members</b>	<b>Subject responsibilities</b>	<b>Aspect responsibilities</b>
Linda Murgatroyd, RgI	Information technology Music	Special educational needs Teaching Leadership & management Attendance
Gwynne Oakley-Smith, Lay Inspector		Support, guidance and pupils' welfare Partnership with parents and the community Staffing, accommodation and learning resources Equal opportunities Spiritual, moral, social and cultural development English as an additional language Curriculum & assessment
Sibani Raychaudhuri	History Geography	
Robert Bonner	Mathematics Design and technology Art	
Wendy Jory	Science	Attitudes, behaviour and personal development
John Paul	Physical education Areas of learning for children under five English Religious education	Attainment and progress Efficiency of the school

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## MAIN FINDINGS

### What the school does well

- The headteacher and deputy head provide very clear and purposeful leadership for the school.
- Attainment in mathematics and science is well above that usually found in schools with a similar intake.
- The planning for the school's development is very thorough.
- There is good specialist provision for pupils with special educational needs, and for pupils learning English as an additional language, and these pupils make good progress.
- The school takes good care of its pupils.
- There are very effective arrangements for the professional development of all staff.
- The school has efficient control of its finances, and plans spending carefully to support its educational priorities.

### Where the school has weaknesses

- I. Attainment is below national expectations in English and information technology.
- II. Pupils' speaking skills are not developed well enough, and this holds them back in other areas of their work.
- III. Reading is not taught with enough structure, particularly in the early stages.
- IV. There are weaknesses in the curriculum. It is not well balanced, and planning for some subjects is inadequate. The school does not provide the full range of the National Curriculum in information technology. The amount of time spent in lessons is below that recommended, and in some subjects, particularly science and information technology, it is not enough to make sure that pupils' skills are built upon.
- V. Assessment in most areas of the curriculum is not thorough enough, and is not used to plan the next steps in pupils' learning.
- VI. Not all class teachers have well-developed skills in teaching pupils learning English as an additional language.
- VII. The school does not comply with the statutory requirement to provide a daily act of collective worship for all its pupils.

The school has a number of important issues to address in order to improve. After a period of change, staff and governors are keen to move the school forward. The headteacher, supported by the deputy headteacher, has a realistic view of what needs to be done, and has begun to take necessary action. Staff, governors and parents all feel optimism about the school's future. The governors' action plan, which will be sent to all parents or carers of pupils at the school, will set out how the school intends to tackle these issues.

### How the school has improved since the last inspection

At the time of the amalgamation, there were serious issues to address in the junior school. Its inspection found important weaknesses in management and the curriculum, and a significant amount of unsatisfactory teaching. The infants school was not inspected before the amalgamation. There have been key improvements in the amalgamated school since that time. The quality of management is now good overall, and planning for further development is of a high standard. The quality of teaching in Key Stage 2 is now satisfactory overall, with some good and very good teaching. The monitoring of teaching and learning by the headteacher and deputy is now good, although since the majority of subject co-ordinators are new, and some key posts remain unfilled, this aspect of management has not yet developed sufficiently. The weaknesses identified in the curriculum have not been effectively tackled, and attainment in English remains below national averages. Because of the very effective leadership of the headteacher and deputy, the very thorough development planning and the degree of staff support for improvement, inspectors consider that the school is very well placed to address the important remaining weaknesses.

Standards in subjects

This table shows the standards achieved by 11-year-olds in 1998 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools	Key	
English	E	B	<i>well above average</i>	A
Mathematics	C	A	<i>above average</i>	B
Science	B	A	<i>average</i>	C
			<i>below average</i>	D
			<i>well below average</i>	E

Many pupils enter the nursery with learning skills and experiences well below average. A large number are in the early stages of learning English as an additional language. Children under five make good progress, although they do not reach the expected levels in language and literacy by the time they are five. Some pupils do not achieve full fluency in English by the time they leave the school, and this has an effect on what they achieve in subjects where they are dependent on reading and writing. Attainment in religious education is what might be expected for 11-year-olds. Attainment in information technology is well below what is found nationally for the majority of pupils by the end of Key Stage 2.

Quality of teaching

Teaching in	Under 5	5 – 7 years	7 – 11 years
English	Satisfactory	Good	Satisfactory
Mathematics	Satisfactory	Satisfactory	Satisfactory
Science	Not applicable	Satisfactory	Satisfactory
Information Technology	Not applicable	Satisfactory	Unsatisfactory
Religious education	Not applicable	Satisfactory	Satisfactory
Other subjects	Satisfactory	Satisfactory	Satisfactory

Across the school, teaching is good in 45 per cent of lessons, including 13 per cent of very good teaching. A further 44 per cent is satisfactory. Eleven per cent of teaching is unsatisfactory; one lesson was poor. The majority of unsatisfactory teaching is by temporary teachers, and is in Key Stage 2. There is very good teaching in both key stages. The teaching of children under five in the nursery and reception is always at least satisfactory, and one third is good. The work of specialist teachers and support staff for pupils learning English as an additional language and pupils with special educational needs is good overall, with some very good lessons.

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



· **Other aspects of the school**

<b>Aspect</b>	<b>Comment</b>
Behaviour	Pupils generally behave well in classrooms and in the playground. The majority are interested in their work, and keen to learn. They do not always know what they need to do next to improve their work. In some lessons, when teachers' expectations are not made clear, they become unsettled and do not listen carefully.
Attendance	Attendance is broadly average, but too many pupils arrive late for school.
Ethos*	The school's ethos for learning is satisfactory. The headteacher and deputy head are committed to raising attainment, but there is not yet sufficient focus on this from all staff. The school works hard to ensure that all pupils have access to the curriculum. Relationships are good, and staff are beginning to work as a team. Most pupils work purposefully.
Leadership and management	The school is well led, and there is a clear view of the school's priorities for development. Arrangements for monitoring teaching and learning are good, but not yet implemented throughout the school. Governors are improving their strategic role. The school's aims are not yet being met.
Curriculum	Unsatisfactory overall. Many subjects do not have schemes of work to guide teachers. Not enough time is spent in lessons to cover the curriculum thoroughly. Assessment is detailed in English and mathematics, but not in other subjects, and is not used well enough to plan further work. The curriculum for children under five is satisfactory.
Pupils with special educational needs	The provision is very well managed. The specialist teacher is very thorough and pupils make good progress.
Spiritual, moral, social & cultural development Staffing, resources and accommodation	The school celebrates the cultural diversity of its pupils well. Moral development is good, and spiritual and social development are satisfactory. The school is staffed with suitably qualified and experienced teachers and support staff, although some key posts remain unfilled and many staff are new. Accommodation is good, and the school has sufficient resources to teach most subjects, although mathematics and information technology resources are in need of updating.
Value for money	Because of the strengths in management, the sound teaching and the progress that most pupils make, the school provides satisfactory value for money.

*\*Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

· **The parents' views of the school**

**What most parents like about the school**

- VIII. They have confidence in the headteacher, and feel that the school has improved since her appointment.
- IX. The school keeps them well informed.
- X. They are welcome in the school, and find staff approachable.
- XI. The school teaches their children positive values and attitudes.
- XII. Their children like school.

**What some parents are not happy about**

- XIII. Homework is not consistently given and
- XIV. Some parents would like more information in
- XV. Some ethnic minority parents do not feel that the
- XVI. A minority of parents feel that there is not

Inspectors' views largely support those of parents and carers. Homework is not given systematically. Although in most lessons there is appropriate challenge, work is not always matched carefully to pupils' needs, because of a lack of assessment in some subjects. Parents' concerns are identified as points for action in the inspection

report.

## KEY ISSUES FOR ACTION

*In order to raise attainment across the curriculum, particularly in English and information technology, the headteacher, staff and governors should:*

XVII. Improve the curriculum and assessment by:

XXVIII. developing long-term planning and schemes of work for all subjects so that all important parts of subjects receive appropriate coverage, and key skills, knowledge and understanding are systematically built on; (*Paragraphs 17, 18, 42, 74, 113, 116, 132, 139, 143, 149, 155*)

XIX. ensuring that medium and short-term planning have precise learning objectives, so that staff are clear what they intend pupils to learn from the activities they do; (*Paragraphs 27, 32, 41, 108, 109, 139*)

XX. giving due emphasis to science and information technology as core subjects; (*Paragraphs 15, 16, 17, 40, 79, 111, 112, 113, 116, 117-126*)

XXI. increasing the amount of taught time during the school day, reviewing its use, and the balance of time given to each subject; (*Paragraphs 40, 82*)

XXII. extending assessment procedures to enable teachers to obtain an accurate picture of pupils' attainment, in appropriate detail according to subject; (*Paragraphs 32, 47, 109, 121, 156*)

XXIII. using these assessments to plan in more detail the next steps in pupils' learning, so that they build systematically on existing achievements; (*Paragraphs 27, 32, 48, 109*)

XXIV. developing consistent practice in the giving and marking of homework; (*Paragraphs 36, 64, 108*)

XXV. Improve attainment in English by:

XXVI. developing the teaching of reading skills, particularly in the early stages; (*Paragraphs 12, 15, 30, 40, 95, 96, 97, 100*)

XXVII. providing more planned opportunities for pupils to develop their speaking and listening skills across the curriculum; (*Paragraphs 15, 17, 30, 96, 97, 100*)

XXVIII. further developing the skills of classroom teachers in addressing the needs of pupils learning English as an additional language; (*Paragraphs 31, 46*)

XXIX. Meet statutory requirements, including:

XXX. providing a daily act of collective worship for all pupils; (*Paragraph 74*)

XXXI. ensuring that the full National Curriculum in information technology is taught. (*Paragraphs 40, 74, 119, 120, 125*)

In addition to the key issues above, the following less important weaknesses should be included in the action plan.

XXXII. improve punctuality; (*Paragraphs 25, 60*)

XXXIII. provide curriculum information to parents in advance, so that they can support their children's learning; (*Paragraph 61*)

XXXIV. improve the quality of information to parents who speak English as an additional language. (*Paragraphs 61, 64*)

## · **INTRODUCTION**

### · **Characteristics of the school**

1. The school is located in Wood Green, in the London Borough of Haringey. There are 369 full-time pupils on roll, 183 boys and 186 girls, aged five to eleven years. There are also 52 pupils in the nursery, 21 boys and 24 girls, all of whom attend part-time for one year before they enter reception class. This means that the children attending the nursery range from just over three years to almost four. At the time of the inspection the nursery children were very new to the school, and the majority of children in the reception class were under five. Just over 50 per cent of children in the reception classes will not be five until the summer term.
2. The school serves an area with a mixture of council accommodation and privately owned housing. It is a culturally and socially diverse area. There is also a range of temporary accommodation, housing refugees and asylum seekers. This creates high pupil mobility (38 per cent last year).
3. Eighty per cent of pupils come from ethnic minority families, mainly Black African, African-Caribbean, Bangladeshi and Turkish/Kurdish, a very high proportion when compared with schools nationally. Over three quarters of all pupils come from homes where English is not the first language, and over 90 per cent are eligible for support from the government grant for teaching of ethnic minority pupils. Approximately 40 languages are spoken by pupils in the school. The most common minority languages are Turkish, Somali, Bengali and other African languages. Fifty per cent of pupils are eligible for free school meals, well above the national average.
4. Twenty-five per cent of pupils are registered as having special educational needs, including 35 pupils at the more advanced stages of assessment and provision. Four pupils have statements of special educational need.
5. Although a minority of children are well prepared for nursery, many pupils enter the nursery with learning skills well below average. Although they make good progress, by the time children reach five baseline assessment shows that their attainment is below average in language and literacy, and that fewer than average children attain the more formal skills in reading, writing and mathematics. On entry to the reception class, a significant proportion of children are in the early stages of fluency in English.
6. The school aims to raise the achievement of each child in a caring environment by providing a broad and balanced curriculum, encouraging a love of learning and motivating children to give of their best. The school aims to ensure high quality teaching and learning, with close monitoring and careful assessment, and a partnership with parents and the local community. It seeks to promote attitudes which make each child feel a valued member of the school community and encourage all children to be polite, self-disciplined and caring.
7. The school is setting realistic but challenging targets for improving attainment. Its most recent priorities have been to establish the numeracy hour and to develop further the Literacy Strategy. Other priorities have been to develop the provision for religious education and spiritual, moral, social and cultural development. The school also plans to develop mathematics and information technology throughout the school, and is in the process of appointing staff to lead these subjects.
8. At the time of the inspection, which took place early in the autumn term, eight out of 22 teachers were new to the school. This figure included four temporary teachers. In the light of this, the immediate priority of senior staff was to build the staff team and to ensure the quality of teaching and learning.
9. The school opened as a primary school in September 1997, formed from the previously separate infant and junior schools. The junior school had been inspected in February 1997 and placed under special measures, but because under the amalgamation this was a new school, no follow-up action to the special measures

was taken by Her Majesty's Inspectorate. There was no prior inspection of the infant school. For this reason, formal comparisons with the previous report are not made in this report. References are made to improvements where appropriate.

9. **Key indicators**

**Attainment at Key Stage 1<sup>1</sup>**

Number of registered pupils in final year of Key Stage 1 for latest reporting year:	Year	Boys	Girls	Total
	1998	24	20	44

9. National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	14	16	18
	Girls	18	20	20
	Total	32	36	38
Percentage at NC Level 2 or above	School	71	80	84
	National	80	81	84

9. Teacher Assessments		Reading	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	14	18	19
	Girls	18	20	20
	Total	32	38	39
Percentage at NC Level 2 or above	School	71	84	87
	National	81	85	86

### Attainment at Key Stage 2

Number of registered pupils in final year of Key Stage 2 for latest reporting year:				
Year	Boys	Girls	Total	
1988	25	29	54	

9. National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	15	17	17
	Girls	16	15	19
	Total	31	32	36
Percentage at NC Level 4 or above	School	60	62	69
	National	65	59	69

9. Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	18	16	18
	Girls	20	19	22
	Total	38	35	40
Percentage at NC Level 4 or above	School	73	67	77
	National	65	65	72

No percentages are given for the preceding year, since this was a newly amalgamated school in September 1997.

### 9. Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year:			%
	Authorised	School	5.5
	Absence	National comparative data	5.7
	Unauthorised	School	0.7

9.	Absence	National comparative data	0.5
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9. **Exclusions**

Number of exclusions of pupils (of statutory school age) during the previous year:		Number
	Fixed period	5
	Permanent	3

9. **Quality of teaching**

Percentage of teaching observed which is:		%
	Very good or better	13
	Satisfactory or better	89
	Less than satisfactory	11



9. **PART A: ASPECTS OF THE SCHOOL**

9. **EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL**

9. **Attainment and progress**

1 There is no previous inspection report referring to the present primary school. However, there is compelling evidence that overall attainment at the time when it opened was well below that typically found. Two schools were amalgamated to form the new one. One of these had been placed into special measures as failing to provide an acceptable education. Furthermore, documents provided during the present inspection support a view that attainment was below expectations in all subjects, and that by 11 years old, in National Curriculum tests in English, mathematics and science, it was well below. Since then, although standards in subjects are often lower than average, there has been considerable improvement. For example, the results of the 1998 National Curriculum tests of 11-year-olds, taking the three core subjects of English, mathematics and science together, show attainment that is broadly in line with the national average, and well above that of similar schools.

2 Amongst children entering the nursery, there is a high proportion for whom English is an additional language. On entry to the nursery, records provided by the school suggest that overall attainment is generally below that usually found. Children make satisfactory and occasionally good progress across the nationally recommended areas of learning for children under five. However, standards remain below what is usually found by the time children begin working on the National Curriculum. Baseline assessment in the reception classes shows that there is a large group that attains below what is typical and another large group at around normal attainment, but that only very few children achieve above the norms. The majority of children do not reach the Desirable Outcomes for Learning in language and literacy, and this has an impact on their attainment in knowledge and understanding of the world, where they meet these outcomes to a very limited extent. In mathematics, personal and social, physical and creative development, the Desirable Outcomes are met by a small majority.

3 The 1998 National Curriculum tests show that at the age of seven, the average level in reading at the school was well below the national average. However, it was broadly in line with what is found in similar schools. In writing, it is below average, but above the average for similar schools. The percentage attaining at a level higher than expected was well below average in reading, and below average in writing. In mathematics, the school's average level was broadly in line with that found nationally, and well above the average for similar schools. The percentage attaining at a higher than expected level was also well above average. Teachers' assessments show that the percentage of pupils who achieved at the expected level or above was in line with the national average, and was above that of similar schools. It is not possible to make judgements about trends, as firm comparisons based on results prior to the school's re-opening as a new school would be unfair. There are minor rather than significant differences between the performances of groups of different ethnicity. The school monitors this well, and is in the process of targeting pupils accordingly.

4 The 1998 National Curriculum tests of 11-year-olds show that the average level of attainment at the school was well below the national average in English. However, it was above the average for similar schools. In mathematics, it was broadly in line with the average level, and in science, it was above. These results were both well above the average of similar schools. For the same reasons as stated above, it is not possible to establish trends. Again, there are minor differences in the results of different groups of pupils. However, the school monitors results and targets different groups. For example, last year there were "booster" classes in English and mathematics during the Easter holiday. This year, the school intends to extend the provision to science. This is in order to raise pupils' attainment prior to their taking the National Curriculum tests for 11-year-olds.

5 The school is disappointed with its results for both seven and 11-year-olds in 1999, which are not as good as those of the previous year in English, mathematics, or science. However, amongst seven-

year-olds in reading, it has maintained its proportion of pupils who attain at a higher than expected level. At 11, in English, although the percentage of pupils attaining at the expected level or above has fallen slightly, the number achieving at a higher than expected level has risen. The fall in results is accounted for by higher than usual proportions of pupils whose English is an additional language. The school believes that the slight rise in the proportion at a higher than expected level at 11 is directly related to the effect of the “booster” classes. These have enabled pupils whose English is sufficiently advanced to gain the necessary skills to reach the higher level of which they are capable.

- 6 In broad terms, standards seen during the inspection are similar to those found in the tests. Overall attainment at the age of seven is currently below average in English and science, and average in mathematics. A majority of pupils listen well. However, there is a high proportion for whom English is an additional language, and their fluency in spoken English is often restricted by a limited vocabulary. It is also characterised by short replies to questions. Many other pupils also lack extended patterns of speech, making only short answers in response to speech or conversation. This is reducing the effectiveness of literacy across the curriculum, as it is reflected in the written responses pupils make in recording their work. Most pupils read simple texts accurately, although more than usual are not fluent, and the number of higher attaining pupils is lower than usually found. Writing standards show a similar pattern. Specialist support of pupils for whom English is an additional language and of those with special educational needs is carefully targeted. However, by seven years old, many have not made sufficient progress to reach the levels expected in the National Curriculum. In mathematics, pupils understand and use numbers effectively. They count and order up to 100; work out simple additions, subtractions and multiplication, and share and split numbers in simple sums. They recognise simple two and three-dimensional shapes, and use their knowledge to solve a range of simple problems. In science, a majority understand that animals require different types of food and drink, and plants need soil, water and light. They recognise different materials such as plastic, wood and metals, and offer simple explanations of magnets and of how electricity works. However, the proportion of pupils whose knowledge and understanding is beyond these levels is lower than usual, and there are others whose knowledge is less advanced. Overall attainment is therefore currently below average. Standards in information technology are below average in most aspects of the subject. Pupils use keyboards for simple word processing, and a mouse to access simple programs. Most pupils know how to save and print their work, but few generate ideas in different forms, or sort and classify information. Standards in religious education are similar to those expected for the age group in the locally agreed syllabus. In history and geography there are weaknesses linked to a fairly narrow curriculum. In music, there are signs of improvement, and there are both strengths and weaknesses to report in art, design and technology and physical education.
- 7 By 11 years old, standards in English are well below average. In both spoken and written English, sentence construction lacks standard forms of grammar and the meanings conveyed are often restricted. However, there are a few higher attaining pupils for whom this is not the case. By Year 6, handwriting is nearly always neat, legible and well formed. However, it does not meet the expectation for the age group because the styles that pupils use are rarely joined fluently. Reading is below average. A weakness is that many pupils are unclear in explaining the uses of contents and indexes in non-fiction. These factors have a direct impact in reducing standards of literacy across the curriculum. The co-ordinator is aware of this, and is reviewing ideas for its correction. Again, there are a few higher attaining pupils who read fluently, and can talk freely about favourite authors and styles. In mathematics, attainment is broadly average and standards in numeracy are sound. Most pupils calculate well with numbers and understand place value. They know about symmetry and recognise it in a variety of shapes and contexts, and they read simple information accurately from charts and graphs. However, their application of this knowledge is often restricted by limitations in language. Overall attainment in science is about average. Pupils know about fair tests, and their factual knowledge of the subject is reasonable in all elements of the subject. Attainment in information technology is well below average since pupils receive insufficient experiences and coverage of the curriculum to reach the standards that are expected. In religious education, pupils know several facts about the religions found in the locality of the school, and understand that to have a faith often requires living within a particular code of conduct. Currently, there are weaknesses in music, but there are elements of physical education that contain strengths. There are signs of improvement in art, design and technology, geography, history and physical

education.

8 Overall progress through the school is currently satisfactory. This represents an improvement since the new primary school began. It is, however, inconsistent within year groups and across subjects. Progress in the lessons observed during the inspection is better than that seen in a scrutiny of pupils' work. This provides more evidence that it is slowly but steadily improving. This improvement is occurring because the quality of teaching has improved. However, at all stages across the curriculum, and in English especially, progress is limited by restrictions in vocabulary and language. This results in slower progress over time because pupils often find that extended speech and writing is difficult. Overall progress is at a sound rate in both mathematics and science. However, in science, it is usually better in classes for seven to 11-year-olds than from five up to seven. In information technology, progress through the school is poor. This is because many teachers lack confidence in the subject and because of weaknesses in the curriculum. This means that pupils do not receive enough experience in the subject to progress at a fast enough rate. Furthermore, there is little evidence that elements of the curriculum such as controlling devices and modelling, are covered at all in some classes. Progress is satisfactory through the school in religious education. The school is set in a multi-faith community, and pupils bring knowledge from their backgrounds. This helps to support knowledge and build understanding. Progress is satisfactory in art and design and technology. It is good in physical education. However, progress remains unsatisfactory in geography, history and music. This is partly because of weaknesses in the consolidation of skills through the school.

9 Besides the weaknesses already outlined in speaking and listening, there is another compelling reason for overall attainment being lower than average, when current progress is satisfactory. A scrutiny of pupils' work shows very inconsistent progress over the previous school year. This is linked to past weaknesses in the co-ordination of subjects, developmental planning, and teaching. Although many of these factors are currently being corrected, it is too recent to have an impact on standards.

## 18 **Attitudes, behaviour and personal development**

10 Observations indicate that following significant work by the school, pupils' attitudes, behaviour and personal development are satisfactory overall, and as the new strategies become more firmly practised by new staff, the capacity for improvement is good.

11 The personal and social development of children under five is good, with many children exceeding the Desirable Outcomes in the national guidance. Children quickly learn right from wrong. They understand the importance of taking care of resources in the classroom and respond well to the routines of the nursery and reception classes. Co-operative skills develop well as they help each other and share equipment sensibly. They explore their world with curiosity and become increasingly confident. Behaviour is good.

12 Pupils' attitudes to work in Key Stage 1 are generally developing well. They are often excited by their work and want to learn. They listen attentively in whole-class situations and settle to tasks with enthusiasm. Their ability to concentrate is variable depending on the appropriateness of the tasks. At times a significant minority are restless because they do not understand the work. Pupils are able to choose resources for themselves and return them when finished. When working independently, without an adult, most will do so quietly. In Key Stage 2, pupils' attitudes are satisfactory overall, but vary from class to class depending on the expectations of teachers. In a few classes, pupils approach their work with interest and optimism, are eager to answer questions and work purposefully for very good periods of time. In classes where expectations are low and the work has limited breadth to challenge the pupils, many are passive, not bothering to respond to questions and generally appearing bored. When working at tasks, the majority make efforts to achieve but often concentration wanes when pupils are not being motivated by staff. Few are able to research and direct their own study and the library is not used well for this purpose.

13 Overall, behaviour in and around the school is satisfactory. In the playgrounds there is little aggression and pupils play happily together in social groups. No evidence of bullying was seen. Racial harmony was noted at all times. In the classrooms, behaviour is generally good but it is variable according to the quality of the teaching and the expectations of staff. In most classes, where pupils are firmly managed, the rules of the classroom are consistently applied and work is stimulating, pupils' behaviour is very good. In a few classes, where these good features are missing and control is weak, behaviour deteriorates. Some of the oldest pupils are challenging to staff, there is much calling out and often instructions are ignored. It is acknowledged that with the large number of new staff, it will take a little time to establish the school policies fully. There were five fixed term exclusions during the last year, and three of these pupils were subsequently permanently excluded. These pupils were demonstrating very challenging and sometimes violent behaviour, and have moved on to specialist provision.

14 Pupils' personal development is sound overall. Relationships in the school are satisfactory. In Key Stage 1, pupils are caring of each other and generally helpful in the classrooms. They share their resources well and work sensibly in groups when required. However, they do not yet discuss together constructively and in the home corner activities their play is often individual. Pupils are courteous to visitors although a little quiet. They have good relationships with staff. In whole-class sessions, particularly in religious education lessons and story times, they learn to value each other's views. They enjoy taking minor responsibilities in the classroom. In Key Stage 2, pupils are developing strong relationships with friends and staff in most classes. Where the management of pupils is good, they work effectively in groups to collaborate their ideas. In some classes 'circle times' and time given to personal and social education successfully develops pupils' self-esteem and their tolerance of others. These good features are not apparent in all classes. Pupils are pleased to take responsibility but opportunities are not well developed within the school. The older pupils demonstrate a good sense of teamwork and personal responsibility when engaged in the numerous inter-school sports events and at the residential outward bound centre. They express pleasure when talking of these events.

## 23 **Attendance**

15 As a result of the school's consistent efforts there has been a considerable improvement in attendance over the past year and the latest figures show the school to be broadly in line with the national average. Although the unauthorised absence was reduced last year, the proportion of authorised absence was higher, due to improved registration procedures, and better communication with parents and carers about the reasons for absence.

16 Punctuality remains a problem, with too many children and parents and carers arriving late, with insufficient reason.

## 25 **QUALITY OF EDUCATION PROVIDED**

### 25 **Teaching**

17 The quality of teaching in the school has improved considerably since the previous inspection of the junior school. At that time, teaching in the junior school was judged to be unsatisfactory overall, with weaknesses in planning, subject knowledge and behaviour management. During the current inspection, teaching was judged to be satisfactory overall. It is very good in 13 per cent of lessons, good in 32 per cent, and satisfactory in a further 44 per cent. Ten per cent of teaching is unsatisfactory, with a small amount of poor teaching. Teaching in Key Stage 2 is satisfactory overall, with very good teaching outweighing the teaching that is less than satisfactory. In Key Stage 1, teaching is good overall, with some unsatisfactory teaching in one class.

- 18 Teaching for children under five is always at least satisfactory, and is good in thirty per cent of lessons. There is no unsatisfactory teaching. The nursery nurses are experienced and provide a significant contribution to learning. In the nursery daily planning ensures that activities cover the curriculum and are appropriate for the age group, although it does not include clear learning objectives. Similarly, systems for assessing progress are not securely in place. In the reception classes, planning for daily learning is good and builds on previous work. Although there are some good systems for assessing and recording progress, these are not sufficiently rigorous for the planning of reading and writing tasks to match the needs of individuals. The methods of teaching are generally appropriate and tasks are usually suitably matched to children's needs. The effective management of children in all classes significantly supports progress in learning. Relationships are good between all staff and children. Staff are skilled at questioning and interacting with individuals, small groups and in whole-class sessions. In the reception classes in particular, lessons move at a good pace and teachers have high expectations of children for perseverance, concentration and effort. Evaluation at the end of lessons is developing and good work is celebrated. Lessons are usually well structured to use time efficiently but an over-long period is given to preparation for lunch which decreases daily learning time.
- 19 Teaching in Key Stage 1 is good in over half of lessons, with some very good teaching in literacy in Year 2. Where there is unsatisfactory teaching, in just under one fifth of lessons, the major factor is classroom management. In some lessons, the teacher's strategies for getting and keeping pupils' attention are not effective. When this happens, they spend too much time in trying to get pupils to listen, the pace becomes slow, and consequently little progress is made. Despite these shortcomings, teachers all demonstrate good knowledge and understanding of the subjects they teach and appreciate how pupils learn.
- 20 In Key Stage 2, the quality of teaching is more varied. As in Key Stage 1, classroom management skills are a factor in unsatisfactory teaching. Most of the very good teaching is found in three classes in Years 4 and 5. The majority of unsatisfactory teaching is found in classes of temporary teachers, although there is some unsatisfactory teaching in Year 6. In the best teaching, a wide variety of methods and strategies is used, with a good balance between whole-class and individual activities. Tasks are well planned to build on the prior learning of all pupils. Expectations are high, both of the standards of work pupils can achieve and their behaviour. For example, in a music lesson in Year 3, the specialist teacher had very high expectations of pupils who had in other circumstances been very unsettled. In this lesson, they responded well, listening carefully and learning to treat instruments with respect. Much material was covered, and pupils made good progress. In good lessons, resources are well prepared and clear explanations engage pupils' attention and move lessons forward at a lively pace. In both key stages, the pupils' needs are very wide ranging, and good teaching is required to ensure that pupils make satisfactory progress.
- 21 Literacy and mathematics are satisfactorily taught throughout the school, and there are some good and very good lessons. Most teachers have a satisfactory understanding of the structure of lessons, although some new and temporary teachers have not had appropriate training. They plan and prepare their lessons thoroughly, but learning objectives are not always clear. Tasks and activities are matched well to the previous learning of pupils. Lessons move forward at a good pace, although in literacy some questioning requires only short answers from pupils and does not sufficiently extend their language skills. Teaching of reading skills is not systematic enough, particularly in the early stages. Improvements in teaching have had a positive impact on pupils' progress, although this does not yet show in attainment in National Curriculum tests and assessments in English.
- 22 Teachers' knowledge and understanding of the subjects they teach is good overall throughout the school. The teaching of information technology remains a weakness, particularly in Key Stage 2, with some teachers lacking confidence and skills. In most subjects, staff are well supported by specialist teaching and non-teaching staff for pupils learning English as an additional language. However, these specialist skills have not always been sufficiently shared with other staff members, and the majority of teachers do not have a thorough knowledge of how to develop the spoken language skills of these pupils.

- 23 Short-term planning overall is just satisfactory, although there are some weaknesses. Teachers plan together in year groups, although a scrutiny of pupils' work shows that there have been inconsistencies in the quality of teaching between parallel classes. Some lesson planning identifies clear objectives for pupils' learning and recognises and makes provision for the varying levels of skill and prior attainment of all pupils, particularly in the core subjects. In most other subjects, this is less so and, consequently, tasks and activities do not challenge all pupils and provide sufficient opportunities for consolidation and support for those who need more time and repetition. The lack of formal assessment in most subjects means that work is not always closely matched to what pupils already know and can do. The majority of teachers have appropriate expectations of their pupils, particularly for children under five, and most work at a good pace. In some lessons, particularly where there are temporary teachers, the pace of lessons is slowed down by having to spend too much time on the management of pupils. This restricts their rate of progress.
- 24 In the better lessons a wide variety of methods and strategies is used to enable pupils to understand new ideas and to consolidate their learning. A good balance between whole-class and individual or group work is maintained. Activities are interesting and supported by a good range of resources. These lessons also move forward at a good pace by varying the activities; teachers are sensitive to the use of time, not letting pupils become bored by what they are doing.
- 25 In most lessons, questioning is used well to draw out pupils' understanding, and good use is made of praise and encouragement. The majority of permanent teachers have effective strategies for holding pupils' attention, and generally achieve a calm, purposeful working environment. However, not all have similar expectations or use similar strategies, and this results in some differences in pupils' response, and occasionally confusion among pupils. The majority of teachers use a plenary session at the end of English and mathematics lessons to review progress and assess whether objectives have been met. However, this good practice is not yet being used consistently in other subjects.
- 26 The quality of marking is not consistent between classes. Some teachers provide detailed comments on each piece of work, which help pupils to evaluate and improve their work, whereas others simply mark work with ticks and crosses. Most teachers effectively assess pupils' understanding during lessons, either during whole-class discussions or while individuals are working on tasks. In the best lessons, teachers use these interventions to adapt the activity and suggest other ways forward.
- 27 Homework, although generally supporting pupils' learning, was found to be inconsistent. In some classes, for example, homework is regularly set and pupils are reminded of the need to complete it, but in others there is less rigour in this system and overall, in Key Stage 2 in particular, not enough homework is expected of pupils. Some pupils take reading books home from their earliest days in the school but this becomes much less consistent as pupils move up the school. These findings on homework tend to support the concerns raised by some parents before the inspection.
- 28 Specialist teaching for pupils learning English as an additional language is effective, and many pupils make good progress, although they do not all reach national average levels of attainment. These teachers keep careful records of pupils' progress, and use a range of well prepared resources to support aspects of the curriculum. They plan jointly with classroom teachers with a clear focus on the language necessary for the subject. There is a clear procedure for identification of the linguistic needs of pupils and the conceptual demands of the subject. In Key Stage 1 in particular, there is high quality support, very focused on language skills, providing good models of language for pupils. The work of the bilingual classroom assistant is also of sound quality.
- 29 The individual support for pupils with special educational needs is very good, with a very skilled specialist teacher. Although the planning for these sessions is very detailed and based on targets in individual education plans, there is sometimes too little reference to what they are learning in their classrooms and, for some children, this hinders their progress to some extent. In general, the quality of teamwork between class teachers and other staff is good, and provides a good model of co-operative working for pupils.

1. The school has experienced significant staff changes in the recent past, and had a number of new and temporary teachers at the time of the inspection. Although there is some very effective teaching, there is not yet the consistency of approach to ensure that all pupils make good progress over their time in the school. Progress overall is satisfactory, but has been and to some extent remains inconsistent between classes and year groups. Across the school, teachers have to work very hard to produce relatively small steps in progress because of the wide range of needs of pupils.

39. **The curriculum and assessment**

2. A suitable curriculum is provided for the children under five, planned effectively to cover the nationally recommended areas of learning for the age group and preparing them well for the National Curriculum. The curriculum provided for children under five in the reception classes is satisfactory, and planning for daily learning is good with clear aims which build on previous work. However, there is insufficient structure for the development of reading skills. The curriculum for pupils in Key Stages 1 and 2 is broad, covering all subjects of the National Curriculum and religious education. However, the balance of time between each subject is unevenly proportioned resulting in insufficient study of science, information technology, religious education, history, geography and music at the end of Key Stage 2. The information technology curriculum does not meet with National Curriculum requirements. There is no rigorous audit of actual teaching time to ensure that intentions for each subject are reflected in practice and that subjects are studied in sufficient depth, for example in information technology, science, history and geography. The situation is further aggravated by a shortfall in the current teaching time. Time spent on teaching, which excludes registration and assembly, is currently below recommended levels in both key stages.
3. Pupils, regardless of either attainment, race, gender or social background, have equal opportunity and access to the curriculum, which has a positive impact on their attainment, progress, personal and cultural development. Provision for pupils with special educational needs is good. Specialist provision for pupils for whom English is an additional language is very good at Key Stage 1 and good at Key Stage 2. All these pupils are integrated very well into the life of the school. Throughout the school, suitable provision is made for personal, social and health education and older pupils are taught about the misuse of drugs appropriately. There is a clearly stated sex education policy, and parents and carers are informed of their rights to withdraw their child from these lessons. The sex education policy has not been reviewed in recent times. Personal education is promoted through the behaviour policy. The school makes satisfactory provision for the arts curriculum. Pupils are satisfactorily prepared for their successful transfer to secondary education. However, there are insufficient opportunities to develop the personal study skills of the older pupils.
4. The quality of planning is unsatisfactory. Policies have been developed for all core subjects and there are schemes of work for English and mathematics. These are of good quality and give clear guidance to the teaching of these subjects. There are currently draft schemes of work for science and information technology that have not yet been implemented. The school has formally adopted the locally agreed syllabus for the teaching of religious education, but has not as yet developed its own scheme of work. The need to further develop each of these is clearly identified in the school development plan but in the current situation the development of skills, knowledge and understanding in these subjects is not secure. There is a whole-school humanities policy and policies and schemes of work for art, design and technology and physical education for Key Stage 1. There are no whole-school schemes of work for any of the non-core subjects, with the result that teachers have no framework to guide their planning in these subjects. There is a curriculum map that gives some guidance to the teaching of topics. Medium-term plans are based on these topic cycles for subjects such as science, history and geography, and planning is carried out in year groups using whole-school planning proformas. This practice helps to provide equality of opportunity for all pupils within a year group. However, in their current form they are insufficiently detailed and do not provide a secure framework for the teaching of some core and all non-core subjects. Weekly planning, although generally sound, is often insufficiently detailed and in many instances does not contain tightly focused learning objectives. Within their planning the majority of teachers identify the work that is to be provided for pupils of differing attainments. Assessments are generally not identified in medium or weekly planning; however, at the end of each week, teachers evaluate what

they have taught and this information is used when planning the following week's work. Weaknesses in current medium-term planning, with no schemes of work to underpin some core and the majority of non-core subjects, mean that the progressive development of pupils' knowledge, skills and understanding in all subjects, apart from English and mathematics, is not assured. Curriculum development has been hindered by the turnover of staff, especially subject co-ordinators.

5. The effectiveness of the schools' strategy for literacy and numeracy is satisfactory. The school has successfully implemented the National Literacy Project; however the provision for the development of speaking and listening skills and extended writing across the curriculum is currently underdeveloped. The school is in its early stages of the development of the National Numeracy Project. Staff have received some training, with more planned for the near future. There are sound opportunities for the use of numeracy across the curriculum.
6. The school provides a satisfactory range of extra-curricular opportunities that are well organised and effectively enhance the curriculum. Sports clubs, such as netball, football, kwik cricket, swimming and cross-country, help to promote pupils' physical development and some success has been achieved in inter-school competitions. Older pupils also benefit from the opportunity to participate in residential visits.
7. The school complies with the Code of Practice for pupils with special educational needs, and there is good provision for these pupils. Specialist provision for pupils with special educational needs is very good. However, the link between the curriculum provided by specialist support outside of the classroom and that being taught in the classroom is insufficiently developed. All these pupils are integrated very well into the life of the school. No pupils with special educational needs are disapplied from the National Curriculum. Very detailed and thorough individual education plans are in place. In general measurable targets are set, against which pupils' progress can be assessed, but in a few cases these are rather broad. Progress towards these targets is regularly reviewed. Annual reviews include the involvement of relevant staff in the school, together with parents and carers and outside agencies. The co-ordinator works very hard and is extremely efficient.
8. The school has a clear and detailed policy for the teaching of pupils for whom English is an additional language, valuing the contribution of pupils' home languages and cultures. Curriculum planning for these pupils is good at Key Stage 1 and satisfactory at Key Stage 2. Specialist support teachers are involved in planning the work for pupils and are effective in teaching and supporting them in their learning, ensuring that they have equal access to the curriculum. Support takes place in classrooms, except some focused work in small groups. However, these skills are not always present in the majority of classroom teachers.
9. In the nursery, systems for assessing progress are not securely in place, although in the reception classes there are some good systems for assessing and recording progress, and these are used to a limited extent for further planning. At both key stages, procedures for assessing pupils' attainments are unsatisfactory. Statutory requirements are met to assess pupils in the core subjects of English, mathematics and science and to report these results to parents and carers. Very good procedures have recently been put into place for recording pupils' progress in literacy and numeracy but this initiative is in its early stages of development. The school has begun to put into place efficient systems of assessing pupils' attainment and progress in English which include procedures for updating class records, checking progress in phonics, word recognition and spelling, and collecting work samples. It is the school's intention to extend these procedures further to include mathematics and science. Progress towards developing these pupil assessment profiles is monitored by the deputy headteacher. Packs of assessment materials are being developed for literacy to include phonics and word lists to ensure evenness of practice across the school. It is the school's clear intention to extend these procedures to include numeracy and to assess pupils' attainment and progress at the end of blocks of work in mathematics and science.
10. Assessment is unsatisfactory overall, although there is a good capacity for improvement. Pupils undertake optional tests in Years 3,4 and 5 in English, mathematics and science. These are analysed



and used to identify weaknesses in pupils' knowledge and understanding and so influence future planning. In addition, they are used to monitor standards by gender and ethnicity and to identify pupils who require further support in their work. There are very good tracking procedures in place for monitoring standards and progress and setting targets for individuals and cohorts to make progress. The school is at an early stage of collecting and using assessment data, and many of the new procedures have yet to have an impact on the attainment and progress which pupils make. There are no formal assessments or procedures for monitoring standards in information technology, religious education or any non-core subject. There are currently no collections of pupils' work to inform teachers about standards of attainment, although the need to develop these is identified in the school development plan. There is no marking policy and assessment opportunities are not identified sufficiently in teachers' medium or short-term planning.

11. Informal assessments are conducted in the nursery and a baseline assessment of the attainment of children in the reception class takes place within seven weeks of starting school. Assessment procedures for pupils with special educational needs are thorough and tightly focused. The special needs co-ordinator monitors pupils' progress on an on-going basis.
12. Monitoring and recording of attainment and progress of pupils for whom English is an additional language are very good in Key Stage 1 and good in Key Stage 2. There are clear and rigorous assessment procedures for these pupils, including initial assessment of new arrivals and an annual survey of pupils' language fluency. Learning needs are identified through ongoing assessment, and detailed records are kept. Pupils learning English as an additional language in Years 1 and 2 are targeted for additional support to prepare for them for end of key stage tests, particularly focusing on the type of language they will be required to know to be able to answer the questions.

50. **Pupils' spiritual, moral, social and cultural development**

13. The overall provision the school makes for its pupils' spiritual, moral, social and cultural development is satisfactory. There are strengths in the provision for moral and multi-cultural development.
14. The provision for pupils' spiritual development is satisfactory. The school documentation indicates that there has been an improvement in this area of pupils' life. Assemblies offer pupils opportunities for reflection on themes, appropriate for their age. There are times of silence and worship. A large candle is lit and pupils are encouraged to use it as a focus for concentration. They make use of the school prayer. Subjects such as art, music and religious education offer pupils further opportunities for reflection; pupils reflect on the wonder and beauty of the work of famous artists such as Monet, Kandinsky, Van Gogh. Music is well used to create the atmosphere for assemblies and pupils sing wholeheartedly with enjoyment and enthusiasm. However, opportunities are not sufficiently exploited across the curriculum for pupils to reflect on literature or the natural environment, or the skills and ingenuity of science and technology.
15. The provision for moral development is good. The school puts a high priority on behaviour management, with a positive focus. There is a common set of rules, rewards and sanctions for pupils. Overall, pupils are aware of what is expected of them and understand the difference between acceptable and unacceptable behaviour. Staff set good standards of courtesy and show respect for all. Relationships between staff and pupils and among pupils themselves are good. The school's commitment to equal opportunities is very strong and this effectively promotes racial harmony among its pupils. Pupils from different ethnic backgrounds relate well to each other and considerable work has been done to assist pupils to show respect for different cultures. Pupils are encouraged to think about moral issues such as fox hunting and children's rights. The presentation of harvest packs to the community centre for people with special needs provides pupils with the opportunity to display care towards people in need. Pupils' achievements in all areas of school life are recognised and praised. They are regularly celebrated in a more formal way in assemblies and displays.
16. The provision for social development is satisfactory. Pupils are encouraged to develop good relationships with others. There are many sports and matches played with other schools. Pupils

participate in a range of after-school activities. The residential visit for Year 6 pupils offers them opportunities to work together and to share activities while living as a large group. There are examples of older pupils helping younger pupils, for example, pupils in Year 5 interview Year 2 to find out about their preferences for stories and write stories for them. The Metropolitan Police work with Year 6 pupils to develop their sense of citizenship. However, there are few opportunities for pupils to take real responsibility around the school, and this limits this aspect of their development.

17. There is a satisfactory provision for pupils to appreciate cultural traditions of this country but good provision for the appreciation of cultures of the communities represented in the school. Although the inspection took place early in the term, displays of pupils' work in art and festivals enhanced classrooms and other areas of the school. Pupils have the opportunity to enjoy artwork through focused teaching given by an additional staff. The displays of their work round the school indicate that they are learning about many European artists, although non-European traditions are not represented. Music and drama groups come to school to run workshops for teachers and pupils. Class productions, choir and dancing provide a platform where pupils display their achievements and develop self-esteem, although there are weaknesses in the music curriculum at the end of Key Stage 2. Bilingual pupils are encouraged to take pride in their home languages. Pupils' languages, cultures and religions are celebrated and integrated into the life of the school, for example, pupils study Turkish folk tales in the Literacy Hour or learn about other religions in religious education. There are labels in different languages and displays of artefacts from different cultures round the school enable pupils to become very aware of the cultural diversity found in contemporary society.

55. **Support, guidance and pupils' welfare**

18. On the evidence from previous school documentation the quality of support and guidance and concern for the welfare of pupils has improved over the past two years. Overall, the provision for these aspects of the school's work is good.
19. The majority of staff show concern for their pupils, and are responsive to their needs. Nursery children are carefully introduced to school, providing a good start to their education. The assessment of children under five enables teachers to monitor and build their personal and social development well. Parents are confident that their children are well looked after in school. Procedures for monitoring the progress and personal development of pupils are satisfactory overall, although there are weaknesses in the quality of assessment of attainment and progress in some subjects. Seventy-seven per cent of pupils have English as an additional language and the specialist provision for these pupils, and for those who have special educational needs, is very good. Planning for both these groups of pupils is rigorous, thorough and carefully targeted to meet their needs. Assessment is detailed, and teaching is effective. However, not all class teachers have developed their specialist skills for working with pupils for whom English is an additional language, and in some cases this slows down their progress.
20. The procedures for monitoring and promoting discipline and good behaviour are good. The new behaviour policy introduced at the beginning of the spring term this year is now beginning to have a positive impact on pupils' behaviour. Those who behave well are awarded stickers and particular classes and individual pupils who are well mannered, helpful or courteous towards others are rewarded in assembly. Parents and carers, pupils and staff are pleased with the results so far. However, due to a high turnover of staff during the summer term, it still requires more consistent application to be fully effective. Although staff are alert to the possibility of bullying, procedures for dealing with it have not yet been fully incorporated into staff practice. Despite this, no evidence of bullying was seen during the inspection.
21. The school's procedures for child protection and the promotion of pupils' well-being, health and safety are very good. Child protection procedures are very firmly in place and all staff are aware of what to watch for when assessing any children they suspect may be under threat. All concerns are reported immediately either to the headteacher or to the school's designated teacher for child protection, and appropriate and effective action is taken, following local authority guidelines. The school takes care to promote children's health and well-being and their medical needs are met in full.

22. Procedures for monitoring and promoting good attendance are satisfactory. The school is continually trying to convince parents and carers of the importance of regular attendance. Although authorised absence is higher than the previous reporting year, unauthorised absence is down because of improved monitoring of pupil's attendance overall. Despite reminders in the school newsletter and the constant efforts of the headteacher, punctuality remains a problem. Too many pupils arrive at school late and disrupt their own and other pupil's learning.

60. **Partnership with parents and the community**

23. Overall, the school has a satisfactory partnership with parents and carers and the community. The quality of information for parents and carers has strengths and weaknesses. The school prospectus is well written, clear and easy for parents and carers to understand. The regular weekly newsletters to parents and carers keep them well informed about the day-to-day life of the school, although parents and carers at the parents' meeting also said that they would appreciate information in advance about the curriculum that their children would be studying, in order to help them prepare more successfully. The school was able to provide some language support for parents last year, but funding for the project has now been withdrawn and has yet to be replaced. Notices and some captions to displays are shown in community languages, and linguistic diversity is valued in the school. However, the school does not provide translations of the school newsletter and most other school information into the major languages spoken by parents and carers, and this is seen as a barrier by some ethnic minority parents and carers.

24. Annual reports to parents and carers are clear and well informed, but they do not contain any spaces where parents and carers or pupils can make their own comments. Meetings with parents and carers have taken place about the introduction of the Literacy and Numeracy Projects and there are three meetings throughout the course of the academic year to enable parents and carers to meet teachers to discuss their children's progress. These meetings are generally appreciated by parents.

25. The school has recently formed a Community Association, which is actively concerned to involve parents, carers and friends in events to raise funds for the school. Parent and voluntary helpers come into school on a daily basis, and make a significant contribution to pupils' learning.

26. Some parents and carers with English as an additional language see the practice of giving homework at the weekends as unhelpful, since they have to wait until the following Monday to ask for help. Home-school contracts have been introduced and meet with parents, carers and pupils' approval, but are still awaiting translation to enable parents and carers who do not have any English to access them effectively. Good home-school links are made with parents and carers when their children enter school.

27. The special educational needs co-ordinator works hard to include parents and carers of pupils with special educational needs in reviews and decision-making. Parents and carers of pupils with statements of special educational need are invited to their annual reviews. All parents and carers of pupils on the special needs register are kept fully and regularly informed about their child's progress towards the targets set in individual education plans and involved in discussions about the targets to be set.

**MANAGEMENT AND EFFICIENCY OF THE SCHOOL****65. Leadership and management**

28. The headteacher provides very good leadership for the school; she is forward-looking, purposeful and supportive to staff. She and the deputy headteacher have a very effective working relationship, and together they have a clear vision for the school's development, which is thoroughly documented in high quality planning. Both of these senior staff set an excellent example of hard work and commitment to raising attainment throughout the school. This sense of purpose is being shared with staff, governors and parents. However, because there are still some very important issues to be addressed, and because of the many new staff in the school, this positive leadership has not yet had a full impact on the quality of education and the standards that pupils achieve.
29. At present the management of subjects is only just satisfactory. Because of recent staff changes, there are at present few subject co-ordinators, and the majority are newly appointed. In the interim, the headteacher has assumed overall responsibility for the co-ordination of these subjects, and all subject areas have clear action plans for their development. There are effective structures in place for communication and decision making, with meetings minuted and subsequent action. The immediate priority of school management is to build the staff into an effective team.
30. Some governors know the school very well, and a core group provides good support to the school. There are, however, a number of vacancies on the governing body, and not all governors are fully aware of the extent of their responsibilities. Governors are developing a clear overview of the school's work, and there are effective systems in place for monitoring and evaluating it. There is an appropriate committee structure with minutes and reports from staff members where appropriate, and link governors for curriculum areas who provide feedback to the full governing body on their areas of responsibility. As a whole, the governing body is developing its strategic role, with action plans for each committee, and an increasing level of involvement in and scrutiny of decisions.
31. The headteacher and deputy head have a thorough knowledge of what happens in the school. The headteacher monitors teaching regularly, giving written and verbal feedback with action points for improvement. The deputy head, who is non-class based for part of the week, also has a role in this monitoring, and provides effective mentoring to new staff. Both monitor teachers' planning regularly, including evaluations of the learning which has taken place the previous week. They also review pupils' work on a regular basis to monitor attainment and progress. The headteacher and deputy head know parents and carers well, and most parents have confidence in the school's leadership. There is a planned programme of release time for key stage and subject co-ordinators to monitor teaching and learning, including standards of attainment. The school analyses results of National Curriculum and other assessments to set targets for attainment. The introduction of the school's Literacy and Numeracy strategy has been carefully planned, although not all staff are confident about both the structure and content, again because of staff changes. Most staff have made a good start on using the Literacy Strategy, although not all have had appropriate training for this and the Numeracy Strategy, and improvements in pupils' learning are already apparent as a result.
32. The school's provision and co-ordination of support for pupils with special educational needs is good overall, with a number of strengths. There is a positive ethos in the school for the effective management and support of special educational needs. The school's policy for special educational needs meets the recommendations of the Code of Practice. The special educational needs co-ordinator is very skilled and experienced. She carries out her role very effectively, and is a valuable resource for colleagues. The administration of the provision is very efficient, with thorough record keeping and assessment. Individual education plans are regularly reviewed by class teachers with the support of the co-ordinator, and are in use in most classrooms.
33. The management and co-ordination of specialist work for pupils learning English as an additional

language is very good. This work is monitored by the headteacher who identifies strengths and sets targets for areas of development. The school has a strong bilingual policy that has been implemented effectively in valuing and celebrating pupils' home languages and creating systems of support for their English language development.

34. At present, the ethos of the school is satisfactory; although there is commitment at managerial level to raising attainment, this is not yet fully apparent in the expectations of all teachers, although all staff want their pupils to do well. Relationships within the school are generally positive, and all pupils, including those with special educational needs and those learning English as an additional language, have equality of access to the curriculum. Although most pupils are interested in their work, particularly where teaching is effective, pupils themselves do not yet have well developed attitudes to learning or positive learning strategies. There is a positive attitude among the majority of staff towards educational development and change. The aims of the school have recently been revised; they are at present guiding school planning and providing a basis on which to build the staff team, but do not yet permeate and inform the work of the school as a whole.
35. There is a very thorough school development plan, which builds on reviews of previous work. All staff are involved in establishing priorities, and co-ordinators and governing body committees produce action plans for their own areas of responsibility as part of the plan. Targets within the plan are expressed in ways that can be measured and evaluated. The governing body regularly reviews what has been achieved through its committees as well as at full meetings, ensuring that their input is both critical and supportive, and is beginning to provide an effective strategic overview.
36. Since the amalgamation, the school has made significant improvements, and many of the key issues identified in the report on the junior school have been addressed. The management of the school is now good overall, and there are a number of effective measures in place to raise attainment, particularly the assessment procedures in English. Arrangements for monitoring the quality of teaching and learning are thorough, although not yet fully in place because of the number of new staff. In particular, new subject co-ordinators have not yet had the opportunity to observe teaching or work alongside colleagues, although these measures are planned, and clearly outlined in job descriptions. The quality of teaching in Key Stage 2 has improved. However, many subjects still do not have schemes of work, and although planning has improved, there remains work to be done on this before it provides a suitably detailed framework to guide teaching. Most statutory requirements are met, but the school does not comply fully with the requirements of the National Curriculum in information technology. Although there is an act of collective worship each day, not all pupils take part, and in this respect governors are still not meeting their statutory responsibilities. Because of the good working relationships in the school, the quality of leadership and the thorough development planning, the inspection team judges that the school is very well placed to make further improvement.
74. **Staffing, accommodation and learning resources**
37. The school has a satisfactory number of suitably qualified teachers, despite a high turnover of staff during the last academic year. This has resulted in a few temporary teachers being appointed until the headteacher and governors have had the opportunity to appoint permanent members of staff to vacant posts. At the time of the inspection, over one third of the teaching staff had been in the school for only three weeks, and several co-ordinator posts remained unfilled. However, the permanent staff members provide a satisfactory balance of experienced and newly qualified teachers, although some new appointments have not yet had time to familiarise themselves with school policies and practice. The school has some well-trained classroom assistants, who meet the needs of the pupils whom they support well.
38. The provision for the professional development of all staff in the school is very good. The headteacher has used the 'Investors in People' scheme to set the standard for this and to put into place systems for their continued development. This is beginning to have a positive impact not only on staff deployment, but also meeting the perceived needs of individuals to improve their experience

and understand the needs of pupils at both key stages. She has also used the Business Excellence Model to set up systems for the recruitment, retention and salary structures for staff working in the school. Training for staff development is carefully focused to meet individual needs as well as those of the school.

39. Newly qualified teachers are integrated fully, effectively and easily into the school. They receive good advice and support not only from their official mentors but also from all members of staff. The new staff handbook is easy for newcomers or others to access and sets out the day-to-day procedures of the school simply and clearly.
40. There is adequate accommodation for the needs of pupils. The school surroundings are spacious with the use of one of the adjoining secondary school's playing fields, as well as a local park and three playgrounds for outdoor use. Internally, the school is attractive and clean, with many of the rooms having recently been redecorated. Previous school documentation refers to the collapsed school roof, but this has now been repaired successfully. The school has also fulfilled all the minor outstanding health and safety requirements found at the time of the last health and safety inspection carried out by the local education authority.
41. Resources for learning depend largely on the availability of a subject co-ordinator. Where one has been appointed and schemes of work are in place, resources match the needs of the curriculum. However, there are still some core subjects where resources are inadequate, for instance in mathematics and information technology. Most of the hardware available is out-dated; the computers frequently break down, and there is a restricted range of software. There is no opportunity to teach the subject to large groups together. There is an attractive and well stocked library.
79. **The efficiency of the school**
42. The efficiency of the school is good. The new school inherited a pattern of expenditure that could not be sustained. For example, the previous junior school ended with a considerable overspend. The new headteacher and governing body have fully resolved the situation by making prudent decisions and keeping a tight control of spending. In its short existence, the school has therefore made a lot of improvement in financial control and management.
43. Financial planning is very good. The headteacher and chair of the finance committee work closely together and have very well thought out routines for setting an annual budget. These include early reviews of staffing and developmental needs for the next financial year. The quality of information on which this is based is exceptionally good. The school development plan is seen as an important working document, and is currently being updated as an integral part of the process. Its cost implications are well understood. The headteacher and chair of finance very carefully and regularly check financial expenditure. They are very effective in ensuring that the school's overall spending remains within its means. Furthermore, guidelines that ensure prudent use of allocated funds such as the Ethnic Minority Achievement Grant are strictly applied. In addition, the caretaker conscientiously and routinely compares different estimates before placing an order for any minor maintenance work that he does not carry out himself. The chair of finance shows a lot of knowledge about the school's financial needs and of how budgets operate and work effectively. He brings his considerable expertise in the field to the planning that takes place. He recognises the need for continuing the school's development of monitoring the efficiency of spending and its impact on achieving value for money.
44. The use of teaching and support staff is good. Teachers are generally teaching age groups for which they have relevant qualifications, expertise and experience. The deputy headteacher is used well to support and monitor the work of new staff, working alongside them in the classrooms. Many teachers are currently new to the school, which means that the match of expertise to co-ordinate and manage all areas of the curriculum is not yet being used fully. However, the headteacher is applying her own knowledge well as an interim measure until this can be organised. The co-ordinator of

special educational needs uses her very good knowledge to manage resources and links with parents and carers and outside agencies very well. However, the time she spends on teaching is not fully efficient. It is often spent on individuals rather than on groups of pupils with similar needs. It thus has an impact on the progress of fewer pupils than it might. Teachers who support pupils with English as an additional language are used effectively in the classrooms. This has a positive impact on the progress of these pupils and of many others who are working alongside them. In the reception classes an over-long period is given to preparation for lunch which decreases daily learning time. In Key Stage 2, the use of support for pupils learning English as an additional language in blocked time of a half term for one class at a time is not very effective. Pupils in the early stages of learning English in other classes, who need immediate support, have to wait their turn of six weeks sometime during the year. Support staff are used well. Assistance in the classroom is well organised and directed to those pupils who need it the most. It thus helps to ensure that what is taught is accessible to them.

45. The use of accommodation and learning resources is satisfactory, although variable. In literacy hours, it is usually good. Teachers use texts and big books well, propped on whiteboards or clipboards so that all pupils can see and read together. In a few lessons, this is further supported by the use of taped stories, magnet boards to spell new words, and a variety of visual aids. However, in mathematics, for example, the use of resources and structural apparatus is often limited. The accommodation is well used. Available space supports a variety of subjects and purposes, such as a language and literacy bay, music and meeting rooms.
46. The headteacher and administrative officer manage daily routines very efficiently. This supports the school's smooth running. For example, financial monitoring occurs regularly. Orders are sent out punctually and efficiently, and different staff are responsible for authorising payments from those who check the orders. The good level of administrative support makes a very positive contribution to the efficiency of the school as an institution. A recent auditor's report found few problems with the school's systems, and the school has responded satisfactorily to the recommendations.
47. The school gives satisfactory value for money. This judgement takes into account the school's average levels of funding for the London area, its context, and the below average attainment of its pupils when they start at the school. This is set against the satisfactory attitudes and behaviour of pupils, the generally sound teaching, and the below average attainment of pupils when they leave.

85.  
**LEARNING FOR CHILDREN UNDER FIVE**

**AREAS OF**

48. Children enter the nursery with a range of experiences, but on average, attainment on entry is below what is commonly found nationally. Observations indicate that, as well as the large number of children in the early stages of learning English as an additional language, a significant percentage of the remainder have underdeveloped language skills. Over the two years children make good progress in most areas of learning but by the time they are five, on average children do not reach Desirable Learning Outcomes in language and literacy. A significant number do not have sufficient skills in speaking, reading and writing to fully attain some of the concepts expected in other areas of the curriculum. This is particularly evident in knowledge and understanding of the world, where children barely achieve the Desirable Outcomes, since their vocabulary and general knowledge are limited. However, by the age of five, the majority of children do meet the standards set out in the national guidance in mathematics and personal and social, creative and physical development.

86.  
*development*

*Personal and social*

49. Children develop good personal and social skills because the teaching of this aspect is good. The settling-in period, which is preceded by home visits for new children, successfully makes them feel secure. During this time the good range of activities is appropriate for stimulating interest and enjoyment. There is a regular pattern to the day and children quickly learn routines. Staff are warm, effective in building relationships and firm in their management of the children. Children who have experienced a few weeks of nursery respond well to the regime. They begin to listen with interest in whole-class story time but only one or two respond to questions. They choose activities independently but concentration periods are short and there is little talk between children or by children to adults. The children who have been in the reception classes for a few weeks show that over time they have made good progress and they are settling quickly to the class routines. They are eager to perform the responsibility tasks which are shared among them each week. Most are capable of working for a good span of time on a task and they make efforts to achieve. The majority listen carefully in whole-class sessions and many respond well to questions. They work successfully without close supervision and they share resources, take turns and sometimes interact with each other. It is noted, however, that play, for example in the sand or home corner, is mainly individual. Children are confident with the staff and beginning to ask for help when needed. There is a clear understanding of what is right and wrong and children respond positively to the class rules and gentle reprimands. They eagerly participate in the full range of activities and select resources with confidence. They display independence in dressing and in personal hygiene. The behaviour in all lessons is good.



87.  
*literacy*

*Language and*

50. By the time children reach five, attainment in language and literacy is below what might be found nationally, despite the progress children make in both the nursery and reception classes. Progress in the nursery is at least sound and often good when taking into consideration the limited English of many children when they start in the nursery. Baseline assessment administered at the beginning of the reception classes show that attainment is well below average. Very few can write their names with well formed letters and, similarly, very few can recognise letters or know their sounds. They enjoy books and listen to stories with interest. They have favourite stories and take books home regularly to enjoy with parents and carers. Work in the children's diaries show that some are beginning to write, using marks resembling letters and some drawings show recognisable shape. In the main the drawings indicate immaturity in development and very early stages of writing. Good progress in language and literacy continues through the reception classes because lessons are carefully planned to provide regular opportunities for speaking and listening and the development of reading and writing skills. Satisfactory progress is made overall in this year and by the age of five many children can write their name and copy short sentences, recognise a small number of words and letters. Only a small percentage can express their ideas or answer questions confidently with a breadth of vocabulary. The implementation of the literacy hour, the regular group reading and focused work with letters and sounds are examples of good strategies being used consistently by teachers. The classrooms have a rich resource of word-banks, labels and books to support literacy. However, at present the teaching of reading is not sufficiently structured, and this hinders progress.

88.

*Mathematics*

51. In mathematics, by the time they are five, most children are close to the expectations for their age because there is daily, structured teaching in the reception classes of good quality. Children make satisfactory progress. There is good provision in both the nursery and reception classes of a full range of activities and resources to support children's learning. Children in the nursery engage in activities with sand and water and have some conception of full and nearly full. They are excited by the sorting activities with two-dimensional shapes, puzzles and pattern making as they thread beads. They are beginning to put up fingers during number rhymes. The reception children show that they have made good progress in the nursery with counting and a significant minority have a sound understanding of numbers to ten and demonstrate the understanding of adding on and taking away. They use the monthly calendar daily to support their recognition of numbers and several children can select the date for the day. The writing of numbers is less secure. Generally there is good progress with tasks because the teaching of mathematics is generally good. Tasks are interesting and well structured to meet differing ability and instructions are clear. However, for a significant number the language used during the class teaching sessions is beyond their understanding or outside of their vocabulary. While these children are supported during activities, progress with understanding is slow.

*understanding of the world*

52. By the time children reach five, the majority just achieve the Desirable Outcomes for Learning, although for many the extent of their attainment in this area of learning is limited by their lack of language skills and general knowledge. Children make sound progress in developing their knowledge and understanding of the world. The wide range of activities is enhanced by visits to places in the local community and visitors giving children first hand information. An example is the visit of a mother and baby when studying the topic 'growth and growing up.' In the nursery, the activities usefully encourage children's observational skills. They gain knowledge through stories and by making models to find out how things work. Children new to the nursery make good progress with construction materials, building with bricks of varying size and using play-dough to make foods. In the sand, they find out how to manoeuvre tipper lorries and dump trucks. By the time children reach the reception class they have some knowledge of their body parts, their senses and how plants and animals grow. Reception children explore the use of the computer and many are learning to control the mouse to draw pictures. They watch planting experiments with interest and display some understanding of growth as they predict which objects planted are likely to grow. Teachers' planning and evidence of past work show that by the time they are five they will have some understanding of old and new, how tadpoles develop into frogs and how babies and children change as they grow up. Construction work is progressive and children experience working with a good range of resources as they learn to join materials together. There is limited opportunity to work with wood and tools. Children develop a sense of chronology through sequencing pictures, learning the days of the week and months of the year. As they record and talk about the weather they begin to understand that weather effects what people do and what they wear.
53. The staff work hard to encourage the children to talk and express their own ideas and to support those with limited vocabulary to understand. Teaching is generally good. However, some opportunities to extend knowledge are missed. For example, when planting acorns and conkers no links were made with the names of the trees. The correct name of the horse chestnut was omitted, yet nearby the display included leaves, fruit and pictures of the trees.

91. *Physical development*

54. By five, most children achieve the Desirable Outcomes for Learning in physical development. In the classrooms children develop sound physical skills for managing pencils, brushes and scissors. There are good opportunities for developing these skills and most children hold pencils correctly by the time they reach reception classes. The majority have average control by the time they are five. The children make sound progress in the nursery with appropriate use of the outdoor areas and good progress in the reception classes through regular planned activities in music and movement, gymnastics and games. The young children quickly gain confidence as they experiment with the climbing apparatus. This gives them freedom to experiment with their bodies and develop muscle control and fitness appropriate for their age through activities such as balancing. They learn the importance of safety as they control the wheeled toys. They start to help each other by pushing or peddling. Most children show little ball control while a few throw with a degree of accuracy. There is little structured teaching at present to extend children's skills. Children in the reception classes thoroughly enjoy their opportunities to travel in different ways using all parts of their body. Similarly, in music and movement lessons, while their interpretations are not yet imaginative they are making good progress with following instructions, stretching, moving in a variety of ways and matching steps to heavy, light, slow and quick. They demonstrate increasing control and physical strength as they practise. Good progress is generally made because the lessons are structured to build on skills, the children are clear about what they have to do and the rules for behaviour and safety are consistent.

92. *Creative development*

55. The children make good progress towards the Desirable Outcomes in creative development, and the majority meet these by the time they are five. In the nursery daily free painting is supplemented by activities which support their knowledge of colour and shape, for example printing with various objects. Children are creative in their use of the home corner, but the lack of conversation hinders the quality of the role-play. At present they need adult help to promote ideas. Reception children demonstrate knowledge of a good range of songs and nursery rhymes. In music and movement the majority of children are expressive and show that they are listening to the beat and the change of mood. They react to the changes of tempo and volume well. When making junk models and painting children show a sound knowledge of colours and can mix them to create others. They use glue, card, paint and a variety of materials to express their ideas. They enjoy their times in the home corner and use it to dress up and create their own settings. The teaching of creative development is satisfactory. Teachers know when to intervene and in the reception classes they plan activities with specific outcomes for learning.

93. **MATHEMATICS AND SCIENCE**

**ENGLISH,**

93. **English**

56. There is no previous inspection report to use for comparisons. However, there is compelling evidence that overall attainment was well below that typically found at the time when the new Earham primary school opened. Currently standards are similar in Year 6. The overall attainment of seven-year-olds is below average.

57. In the 1998 Key Stage 1 National Curriculum tests, attainment in reading was well below average for seven-year-olds in comparison with all schools in the country. However, this result was broadly average when compared with similar schools. Attainment in writing was below the national average, but above average compared with similar schools. The percentages of pupils attaining a level higher than expected was also below average in writing and well below average in reading. The school analyses its results carefully, and targets particular groups of pupils in order to improve their results as they move through the school. There is evidence that this is beginning to have an impact in increasing rates of progress in Year 3, which is the age group to which the 1999 results apply. Key Stage 2 National Curriculum tests in 1998 show that, at the age of 11, attainment was well below the average level in the country as a whole. However, it was above average in comparison with similar schools. This pattern is repeated in the percentages of pupils who exceed the expected level. It is not possible to establish a trend in the results of either seven or 11-year-olds, as these are the first results that apply to the new school. However, the 1999 results are disappointing, showing a small drop in the percentages reaching expected levels in both reading and writing. The school accounts for these falls by pointing out that the number of pupils with English as an additional language is higher than usual in both groups.

58. Inspection findings are that attainment by the age of seven is below average. This is broadly similar to that in the tests. A majority of pupils listen well. However, there are high proportions of pupils with special educational needs and for whom English is an additional language. Especially amongst these pupils, but not exclusively, fluency in spoken English is often restricted by a limited vocabulary. It is also characterised by simple sentence construction. Many pupils lack extended patterns of speech, preferring only short answers to questions. Most pupils read simple texts accurately, although more than usual are not fluent, and the number of higher attaining pupils is lower than usual. Higher attainers, however, are often independent readers of fairly complicated texts by authors such as Allan Ahlberg or Roald Dahl. Their prediction of what will happen in the story and understanding of characters is clearly advanced for their age. Writing standards show a similar pattern. Support of pupils for whom English is an additional language and of those with special educational needs is carefully targeted, resulting in good progress in these groups. However, by the end of Key Stage 1, the average level of attainment overall does not reach the levels expected in the National Curriculum.

59. By 11 years old, the current attainment in English is well below average. In pupils' speech and writing, sentence construction lacks standard forms of grammar and the meanings conveyed are often restricted. The reply "because of the wood and 'stuff'", in response to a question about how it was that the Great Fire of London spread so rapidly is an example of this. However, there are a few higher attaining pupils for whom this is not so, and their attainment is at a level higher than expected. By Year 6, handwriting is nearly always neat, legible and well formed. However, it does not meet the expectation for the age group because the styles that pupils use are rarely joined fluently. Reading is below average. For example, many pupils are unclear in explaining the uses of contents and indexes in non-fiction. These factors have a direct impact in reducing standards of literacy across the curriculum. The co-ordinator is aware of this, and is reviewing ideas for its correction. Again, there are a few higher attaining pupils who read fluently, and talk freely about favourite authors and styles. Roald Dahl remains a favourite, but the titles offered contain more complex text than in those mentioned by younger pupils.
60. Progress through the school is currently satisfactory, although there are occasions in lessons when it is either slower or faster than this. It is closely related to the quality of teaching. However, a scrutiny of work shows that progress last year was often unsatisfactory, due to its erratic rate. The improvement has occurred because of the impact of the National Literacy Project in improving planning. Teachers are clear about how to structure lessons effectively, with precise objectives about what pupils should know at the end of lessons and how to get there. Thus, in a large majority of lessons, each step builds carefully on what has gone before, with opportunities for consolidation and practice. Provision for pupils with special educational needs and for those for whom English is an additional language are good. Specialist teachers and classroom assistants know their needs well and support them appropriately, leading to good progress. However, overall progress is adversely affected because many pupils do not speak in extended sentences employing standard forms of grammar. Furthermore, they possess a limited vocabulary. This reduces their understanding in a range of situations, and has a negative impact on standards of literacy across the curriculum.
61. Generally pupils of all age groups behave well in lessons. However, where the rate of progress is slow, it is usually because pupils' attitudes and behaviour are such that a lesson is disrupted. This occurs mainly when there are weaknesses in the quality of teaching. More usually, pupils listen well, follow instructions sensibly, and are keen to do what their teachers say. Younger pupils are interested by books and are willing to listen carefully to the reading of texts at the start of the literacy hour. However, opportunities to explore texts in collaboration with others or to co-operate on a joint writing task are limited.
62. Overall, the quality of teaching is satisfactory. In fact, 81 per cent of the teaching is at least satisfactory, including 38 per cent that is good, and 19 per cent very good. Nineteen per cent is less than satisfactory, including one poor lesson in Year 3. Teaching is slightly better in classes for five to seven-year-olds than in the older age group, because it is more consistent, with unsatisfactory teaching occurring in only one class. In classes for older pupils, it occasionally occurs in Years 3, 4 and 6. Conversely, there is also a higher proportion of very good teaching in classes for seven to 11-year-olds. The good and very good teaching is based on particularly thorough knowledge of the subject, which is used to plan work that closely matches what pupils need to do next. Different tasks are used to meet these needs, leading to a high level of interest amongst pupils, and resulting in good behaviour. A very good lesson in Year 5 contained all these features. Furthermore, the teacher used a calm, confident manner with the pupils, which included very good questioning and clear explanations about what she expected. In the group that she focused on, this resulted in a high level of debate amongst pupils, in which precise speaking was encouraged, thus addressing an important need. Much of the unsatisfactory teaching occurs when teachers' skills in managing pupils are insufficient. Pupils' attitudes and behaviour deteriorate, and time is lost in correcting them. This slows the pace and flow of the teaching, leading to unsatisfactory rates of progress. To a lesser extent, this feature occurs in some of the otherwise satisfactory teaching. A less effective feature of teaching, except in the good and very good lessons, is that teachers do not ask the type of questions that require extended answers. Whilst much of the questioning is clear, and proceeds in a progressive sequence, it often requires a single right or wrong response. Thus, it does not

sufficiently address pupils' lack of flexibility in the use of extended syntax. Reading skills are not taught systematically enough, particularly when pupils have difficulty.

63. The headteacher and co-ordinator have worked hard together to introduce a sound strategy to improve literacy. This is beginning to have a positive effect in English lessons, improving the quality of teaching, especially but not only, in classes for five to seven-year-olds. A very good assessment pack has recently been developed and tested in a few classes, and is ready for introduction throughout the school. Where it has already been used, it has improved the match between pupils' needs and teachers' daily planning. Measures to improve literacy across the curriculum are currently not as strong. However, the co-ordinator is knowledgeable and clearly well organised. The capacity for improvement is therefore good.

101. **Mathematics**

64. The results of the 1998 National Curriculum tests and assessments at the end of Key Stage 1 indicate that the percentage of Year 2 pupils reaching Level 2 was close to the national average. The percentage of pupils reaching the higher level (Level 3) was above the national average. Pupils' performance was well above the national average in comparison with schools with pupils from similar backgrounds. The results of the 1998 National Curriculum tests and assessments at the end of Key Stage 2 indicate that the percentage of Year 6 pupils reaching Level 4 was close to the national average. The percentage of pupils achieving at the higher level (Level 5) was below this standard. Pupils' performance was well above the national average in comparison with schools with pupils from similar backgrounds. In both key stages standards have been maintained broadly in line with the national average. Inspection findings reflect the results of these tests, with a majority of pupils attaining at national standards, with a small minority achieving above this level in both key stages. There are no significant differences between the attainment of boys and girls or amongst pupils from different ethnic backgrounds.
65. By the end of Key Stage 1, the majority of pupils use and apply mathematics in problem solving situations and are developing an appropriate mathematical vocabulary. They are developing confident mental calculation skills. They add and subtract numbers up to, and beyond 20, count in twos, fives and tens and understand place value to 100. The majority of pupils know the difference between even and odd numbers, and can recognise patterns in a series of numbers. They have a sound knowledge of two and three-dimensional geometric shapes, use the correct language and can recognise them by their properties. Pupils measure using standard measures such as centimetres, and non-standard, such as measuring capacity in different shaped containers. They display data using pictograms, block graphs and Carroll diagrams and interrogate block graphs to access the information they require.
66. By the end of Key Stage 2, the majority of pupils are developing their own strategies for problem solving and recording their findings both in working within mathematics, and in applying mathematics to practical contexts. Pupils search for patterns and present their findings in a clear and organised way. They have a sound knowledge of mathematical terms such as mean and range, and can calculate these given a sample of data. The majority display an understanding of place value in numbers over a 1000. They apply the four rules of number to thousands, hundreds, tens and units accurately, and use number facts up to  $10 \times 10$ . Their knowledge and understanding of fractions and decimals is sound. They measure the areas and volumes of shapes using the correct units of measurement, and recognise shapes that have line symmetry. Pupils construct graphs using appropriate scales on the vertical and horizontal axes, they collect and record data on block and straight line graphs and access information they require efficiently. Most pupils understand and use simple vocabulary associated with probability.
67. In each key stage, pupils have opportunities to apply their mathematical skills, knowledge and understanding to other subjects. From the time the pupils enter the reception class they learn to count, add and subtract, using number rhymes and games activities. They sort, order and match numbers in a variety of contexts. Pupils learn their ordinal numbers when they line up for physical

education lessons and write numbers in sand and dough. In Year 1 they count the number of pupils who are present and those who are absent. They learn the days of the week, calculate the date by counting on, and learn times of the day like home time and lunchtime. In Year 2, they count the number of pupils for whom English is an additional language, presenting their data on a block graph. Throughout Key Stage 2, pupils collect, record and display data, and measure using a range of units of measurement in science work. In Year 3, pupils investigated the strength of materials using gram weights, and measured temperatures using a thermometer. In their history lessons pupils use timelines to develop a sense of the passing of time and calculate how long kings and queens were on the throne. In Year 4 geography lessons, pupils calculate distances on maps using scales. In Year 5 science lessons, pupils measure the height and the length of arms and legs of others in their class using centimetres as their unit of measurement. In Year 6 geography lessons, pupils consider the length of rivers and the height of mountains measuring in metres and kilometres and they study the temperatures in rainforests measuring these in degrees Celsius. Insufficient use is made of computers and programs to support and enrich pupils' learning in this subject.

68. Pupils' progress, although uneven across classes and year groups, is satisfactory overall in both key stages. The introduction of the Numeracy Strategy is in its early stages and has yet to make a significant impact on pupils' progress. As pupils progress through the school they develop their ability to collect, record and display data. In Year 1 pupils create block graphs of their favourite pets. In Year 2, pupils displayed the results of an investigation into capacity on a block graph. In Year 3, they construct a bar chart about popular fruit and favourite colours and interpret the data they have collected. In Year 4, they collect information about different pets owned by pupils in the class, creating block graphs to record the information. In the same year they collect information about videos that have been rented, interrogating the data presented on the graphs. In Year 5, pupils collect data using tally and frequency charts, grouping data in equal class intervals. They develop their ability to use an appropriate range of measurements. In Year 1, pupils measure in cubes and learn the terms, longer and shorter, larger and smaller. In Year 2, pupils measure capacity in non-standard units such as mugs and cups. In Year 3, pupils measure in centimetres and millimetres and in Year 5 this is extended to metres and kilometres. Pupils with special educational needs generally make good progress in relation to their prior attainment. These pupils are generally provided with appropriate work and good support. Pupils with English as an additional language make particularly good progress in Key Stage 1 and sound progress in Key Stage 2.
69. Pupils' attitudes to mathematics, although generally satisfactory overall, range from good to poor. The majority of pupils listen attentively and respond to questions with enthusiasm. They show good concentration when at work. Many apply themselves well and persevere when tasks are difficult. There is a small minority in some classes, however, who experience difficulties settling to their tasks and find it difficult to concentrate for any length of time. Some of these pupils also display challenging behaviour; they call out in lessons and show little respect to their teacher or each other. Pupils enjoy the success of solving problems through using an increasing range of strategies. The majority are well behaved, co-operate well on joint tasks and work comfortably on their own when required to do so. Many pupils take a great pride in the presentation of their work, but this is not to be seen in all classes. The majority experience positive relationships with each other and with their teachers.
70. Overall, the quality of teaching is sound in both key stages. It ranges from very good to unsatisfactory. It is good or better in 36 per cent of lessons and, in nine per cent, it is very good. These lessons are very carefully planned with clear learning objectives to ensure a crisp pace to learning. There are clear signs of improved progress in lessons, such as the development of mental strategies to solve number problems. Teachers plan their lessons well, clearly setting out learning objectives and activities. In the best lessons, pupils are provided with a variety of activities, the teacher uses questioning effectively and there are high expectations of behaviour and achievement. In these lessons, there is an effective plenary session to reinforce the concepts learnt. In the majority of lessons, the teachers exhibit good subject knowledge, provide clear explanations and manage pupils well, effectively achieving a high standard of discipline. These lessons have a good pace and pupils are provided with challenging work to extend their knowledge and understanding. Less than satisfactory elements in some lessons include weaknesses in subject knowledge, planning which is

insufficiently clear or detailed and, in the classes where pupils display challenging behaviour, the management of the pupils is sometimes ineffective. The quality of marking is not consistent between classes. Some teachers provide detailed comments on each piece of work, which help pupils to evaluate and improve their work, whereas others simply mark work with ticks and crosses. Homework is not used effectively or consistently to support the work of the pupils in the classroom.

71. Overall, the mathematics curriculum is satisfactory. There is a detailed mathematics policy, which sets out clear aims and objectives for the subject. The school is in the very early stages of introducing the National Numeracy Project. There have been two training days with two more to come. Medium-term planning is carried out in year groups using whole-school planning proformas. This practice helps to provide equality of opportunity for all pupils within a year group. However, in their current form they are insufficiently detailed and do not provide a secure framework for the teaching of this subject. Weekly planning, although generally sound, is often insufficiently detailed and in many instances does not contain tightly focused learning objectives. Within their planning the majority of teachers identify the work that is to be provided for pupils of differing attainments. Assessments are generally not identified in medium or weekly planning; however, at the end of each week, teachers evaluate what they have taught and this information is used when planning the following weeks' work. Statutory requirements are met to assess pupils in this subject and to report these results to parents and carers. Additional standardised tests are set in Years 3, 4 and 5. The results of these and end of key stage tests are analysed and used to identify weaknesses in pupil's knowledge and understanding and so influence future planning. In addition, they are used to monitor standards by gender and ethnicity and to identify pupils who require further support in their work. The school is at an early stage of collecting and using assessment data, and many of the new procedures have yet to have an impact on the attainment and progress which pupils make. Very good procedures have recently been put into place for recording pupils' progress in numeracy but this initiative is in its early stages of development. These procedures include the monitoring of standards and progress and setting targets for individuals and cohorts to make progress. Progress towards developing these pupil assessment profiles is monitored by the deputy headteacher. It is the school's clear intention to develop packs of materials to assess pupils' attainment and progress as they pass through the school. The school has not, as yet, compiled a sample of pupils' work from each year group to inform their judgements on pupils' attainment against National Curriculum levels.
72. Management is just satisfactory, since there is currently no co-ordinator for this subject. The headteacher monitors teachers' planning and provides feedback for improvement. There is a clear structure for the development of this subject contained in the numeracy action plan. At the time of the inspection, there were several new teachers to the school and three temporary members of staff. The amount of numeracy training these teachers have received is variable. The school recognises the need for all staff to be appropriately trained and has earmarked two training days for this purpose. The provision of resources for teaching this subject is unsatisfactory. Much of the equipment in the school is old and requires replacement, and the range and quantity of resources are insufficient for teaching this subject. The accommodation and resources that are available are used efficiently.
110. **Science**
73. Standards of attainment in science are overall in line with the national average at Key Stage 2 but below average in Key Stage 1. The 1998 teacher assessments at seven show that while the number of pupils attaining the average level expected for their age is good, none of the pupils reach the higher level. This is well below the national average and the average for similar schools. Preliminary evidence from 1999 shows that fewer pupils attained the expected level for their age. Pupils are doing less well in the areas of 'life processes and living things,' and 'materials and their properties'. In Key Stage 2, the results of the national tests show that the percentage attaining Level 4, the expected level for their age, is close to the national average and the percentage reaching Level 5 is well above average. From the evidence of the 1999 tests the pattern is similar. These results are an improvement from the time of the amalgamation and while good for the higher attaining pupils there is a significant minority who are underachieving.

74. Progress over time in Key Stage 1 is unsatisfactory. This is mainly because science is given insufficient time and priority over the two years. Consequently pupils do not consistently practise the skills of observation, prediction, testing and evaluating. Similarly, they are not gaining an appropriate breadth of knowledge. Evidence from pupils' work indicates that by the end of Year 2 pupils have made satisfactory progress with their understanding of the sources of light, the effects of the sun, shadows and growth of plants. They use their knowledge successfully when writing interesting poems about the effects of candles. Pupils have experimented with batteries and bulbs and know how to make a circuit. They have some knowledge of materials as conductors. In Year 1 they clearly enjoyed studying the life cycle of butterflies and their drawings show understanding. When comparing the work of parallel classes it is evident that the rate of progress and the depth of learning is variable. The presentation of findings is usually on worksheets and often handwriting and drawings are of poor quality. In the lessons seen in Year 1 pupils made sound progress when classifying materials because the teaching was well structured to build on previous knowledge. Pupils are beginning to describe wood, plastic, metal and wool in a scientific way.
75. In Key Stage 2, progress is satisfactory overall. As in Key Stage 1, the topic approach is restricting continuity in the learning of skills and knowledge. Furthermore, there are variations in the rate of progress between parallel classes mainly linked to teaching and breadth of the subject. The scrutiny of work shows good progress with experimenting and testing but results are often poorly presented. There is some use in Year 4 of graphs, bar charts and the use of the computer to present data, but overall, this aspect is weak. In Year 6 progress is more rapid because of the priority given to the subject. By the time they leave the school, the majority of pupils have a sound understanding of the planets, sources of light, food-chains, magnets, the water cycle, the effects of water on solids, forces and gravity and living things. Present Year 6 pupils show a sound knowledge of how the sun affects our planet and reasons for day, night and the seasons. In Year 4, pupils are becoming secure in their understanding of fair testing. They tested and made valid comparisons to find whether sound travels best between materials which are hard or soft. The work was challenging and pupils concentrated well, used their past knowledge and made good progress because of the high quality teaching.
76. In both key stages, pupils have good attitudes to their work when it is well matched to their ability and is made interesting. They enjoy the topics and frequently use books in their reading time to find out more. Where the teachers manage pupils well and ensure that the lessons are carefully organised, pupils use resources and carry out experiments with excitement but sensibly. They work sensibly in pairs and groups to share findings. In most lessons pupils listen to explanations with interest, answer questions promptly and eagerly contribute their ideas. Behaviour is generally good except in a few instances where methods for control are not used consistently. These occasions are mainly with the older pupils. Pupils are developing their ability to concentrate and work unaided as they move up the school. In a few lessons, the work is not well matched to pupils' ability and concentration wanes. An example was in Year 6 when few pupils could carry out the research task about the planets as they did not have the language skills necessary.
77. The quality of teaching is sound overall but ranged from a small amount of unsatisfactory teaching to very good. No science lessons were seen in Year 2, since the topic is not a science based one for the half term of the inspection. Teaching in the one lesson seen in Year 1 was good. The lesson was carefully planned to build on pupils' knowledge, the objectives for learning were clear and organisation and use of resources were good. The probing questions supported pupils' understanding and expectations for attention and concentration were high. In Key Stage 2 science did not take place during the term of the inspection in Years 3 and 5. In a Year 4 lesson, the very good teaching about vibrations and sound contained all the features which enable pupils to make good progress. In the small amount of unsatisfactory teaching seen on the same topic, the activities were unchallenging, pupils had little opportunity to participate and explanations were unclear. This resulted in pupils displaying restless behaviour and boredom and making little progress. Other teaching was generally satisfactory. Limited detailed assessment is used on a weekly basis to plan for the next lesson but there are useful procedures for assessing attainment at the end of each topic.
78. There is a useful policy for the teaching of science with guidelines for developing skills, knowledge and understanding. A draft scheme of work is being used by some teachers but it is unfinished and



has not been fully shared with all staff. The school topic approach to science is not helpful as coverage is not assured and the progression of skills is haphazard. There is good range of resources. The headteacher has a clear action plan to raise standards and has appointed a new co-ordinator for this purpose.

116.

## OTHER

### SUBJECTS OR COURSES

#### 116. Information technology

79. At the time of the inspection of the junior school, attainment in information technology was below average overall. The full range of the National Curriculum in this subject was not being taught in the junior school. There was little use of information technology across the curriculum. No comparative information is available for Key Stage 1.
80. No specific lessons of information technology were planned during the inspection, although there were some references to the subject in the medium-term planning of the majority of teachers. Judgements are based on a review of the policy and planning, discussions with the interim co-ordinator and pupils and scrutiny of displayed work. Information technology was seen being used on a very few occasions to support development in other subjects. It is not possible, therefore, to make judgements about all aspects of this subject. No significant differences between the attainment and progress of girls and boys were observed.
81. By the end of Key Stage 1, attainment is average in some aspects of the subject, but there are omissions in the curriculum, which are reflected in attainment. Most pupils are able to identify the main parts of the computer, and use word processing to support their work in English. They type work onto the screen, and can edit and change the appearance of their text. The majority can save their work in a file, find it with some help, and print their work. They produce some drawings and paintings, using colour, and in discussion with an inspector, some Year 3 pupils remember using "Roamer" to practise simple programming, although they do not recall any other aspects of control technology. They play some sorting and matching games. They have little experience of communicating ideas in different forms such as tables and using sound, or of using models or simulation to explore options.
82. Standards in Key Stage 2 remain well below average and the range of applications required by the National Curriculum is not met. The school has made little progress in addressing the issues raised in the junior school report. By the end of Key Stage 2, the majority of pupils have made very little progress from their attainment in Key Stage 1, and the attainment of the majority remains at broadly the same level. They use word processing to print their work in an attractive way, but there is little composing, editing and redrafting directly onto the screen. Discussions with pupils demonstrate that few pupils have experience of data handling or of using information technology to support other areas of the curriculum. They are unable to identify the positive and negative features of computerised information systems, and show little understanding of the application of programs other than word processing. They are unable to explain the use of spreadsheets, and do not recall using control technology such as "Roamer" or LOGO. They can identify other areas where technology might impact on their lives. They know that e-mail, fax and mobile phones could be used to transfer documentation or information and have some idea of what the Internet is. Few pupils were seen using information technology in any subject. There is little work on display, and what there is is limited to simple word processing.
83. Particularly in Key Stage 2, the progress pupils make is directly related to whether or not their teacher has the confidence to use computers. The school recognises that this is insufficient and that pupils' progress remains limited. Progress in skills during the one session where information technology was the focus was unsatisfactory, since no skills were learned or consolidated. Progress

over time is satisfactory in word processing in Key Stage 1, but unsatisfactory overall in Key Stage 2. No consistent records are kept of pupils' skills, and checklists of experiences are not in common format or formalised.

84. Most pupils are keen to work with computers. On some occasions, they work well in pairs, as did pupils in Year 2, although they waited too long before they asked for help. They offer limited help and support to each other. Pupils were willing to discuss their activities, although on some occasions this demonstrated a lack of understanding of the purpose of the activity.
85. From the evidence of pupils' attainment, teaching of information technology is unsatisfactory overall. Across the school, teachers' subject knowledge varies, and many lack confidence in the subject. Some teachers make satisfactory use of resources and are prepared to adapt planning when equipment is not available or functioning. However, this varies across the school. Most classes have no record of work covered in this subject and no displays of pupils' work.
86. The pupil to computer ratio is low by comparison with the latest national figure available for primary schools. There is a limited range of software, not well used by teachers. Much of the hardware is outdated, although there are a few more up-to-date machines. Staff have to cope with breakdowns of equipment.
87. There is no co-ordinator for the subject at present, owing to staff turnover, although the headteacher is covering until a new appointment is made. There is a policy, which makes use of local education authority guidelines for content. However, it is not being fully implemented by the majority of teachers, and overall National Curriculum requirements are not met, particularly in Key Stage 2. These factors restrict the opportunities that teachers can provide for pupils, not only in the direct teaching of information technology skills but also in planning activities where information technology can be used to support learning in other subjects. As a result, there is insufficient attention to the subject and progress is limited.
88. The senior management team has already identified many of the impediments to progress and the subject is a focus of the school development plan for next year, when the school will join the National Grid for Learning. The school is currently trying to appoint a co-ordinator to lead this development.

126. **Religious education**

89. There is no previous inspection report with which to make comparisons. However, the school has provided evidence to show that its planning and resources for the subject have improved in the past few years. It was possible to observe only three lessons in the subject. However, in a discussion with an inspector, pupils in Year 6 gave several examples of religious festivals from a range of world faiths. For example, they explained that Divali is a Hindu festival of light. They know that religions offer codes of conduct for their followers so that belief affects the way that people live.
90. The attainment of pupils in Year 2 is close to what is described for the age group in the locally agreed syllabus, which the school has formally adopted. For example, they know that forgiveness is better than revenge. In a lesson, they explain that saying "sorry" makes it easier for others to forgive an action that is wrong. A strength in this lesson was that skills acquired in the school's literacy hour were used to access the meaning of a story about 'Lucy's Quarrel'. It also made a strong contribution to moral development. By Year 6, pupils name a range of world religions, such as Christianity, Islam, Judaism, Hinduism and Sikhism. They relate several festivals to the correct religions, putting Easter and Christmas with Christianity; Eid with Islam; Divali with Hinduism, and Hannukah with Judaism. They are able to offer a few simple ideas about the differences between these religions, and the significance of the festivals.

91. Progress through the school on the basis of limited available evidence is satisfactory. However, the subject does not make a strong enough impact on standards of literacy across the curriculum, as generally writing is used insufficiently to record pupils' ideas as they progress through the school. At about the age of five, pupils respond well to the story of "The Selfish Giant", and understand how, by the end, he is selfish no more. As pupils move on, simple ideas of kindness are developed into sharing, and thinking of others' feelings. Stories of Jesus and famous religious leaders are used as examples and illustrations. By the age of seven, the development of such ideas reaches a standard close to that suggested in the agreed syllabus. It was not possible to see enough lessons in classes from the age of seven up to 11, and there is insufficient recorded evidence of past work to make firm judgements in the older age group. However, by 11, pupils' knowledge and understanding is sound, suggesting that overall progress is satisfactory.
92. Pupils' attitudes and behaviour, judged in the visited lessons, is good. They listen well, and sometimes very well. They reply eagerly, if briefly, to questions, and enjoy the stories that are used. Year 6 pupils in a discussion with an inspector answered conscientiously and explained that no-one should be offended or upset by the beliefs of others. Other pupils agreed that learning about religions does not mean that everyone has to be the same.
93. All the teaching in the three lessons observed was satisfactory or better. It was based on good questioning, and tasks that matched pupils' present requirements for making progress. In the better teaching, teachers were clear at the outset about what they expect pupils to do and how they expect them to behave. In the otherwise satisfactory teaching, teachers do not sufficiently ask questions that require extended speaking from the pupils. Opportunities are provided for pupils to take part in and experience simple features of festivals such as Divali, St Patrick's Day and Chinese New Year during assemblies.
94. A new subject co-ordinator has recently been appointed. He has produced an action plan in order to prioritise aspects of provision for improvement. This largely focuses on making better use of knowledge and expertise in the community, and developing a detailed scheme of work based on and supporting the locally agreed syllabus.
132. **Art**
95. During the inspection, only two lessons were observed, both at Key Stage 2. Judgements on progress are based on the planned curriculum, observations made in the lesson, and scrutiny of pupils' work. The majority of pupils, including those with special educational needs and English as an additional language, make satisfactory progress throughout both key stages. The school is successful in providing the pupils with opportunities to experience and use a wide range of media and techniques to express their ideas visually. By the time the pupils are eleven they have developed an awareness and critical understanding of the work of different artists and genres, styles and cultures.
96. At Key Stage 1, pupils have a range of experience in colour mixing and creating observational drawings. They create paintings of themselves and members of their families, using paints, colouring pencils and felt tip pens. They mix colours, seeking to create flesh colours of different hues and make simple drawings of children wearing their favourite clothes. Pupils seek to create rough and smooth textures to be found on a range of materials. They study cross-sections of fruit and vegetables creating the shapes and colours that they see in oil and chalk pastels. Pupils in Year 1 create patterns and textures using different types of wood and sawdust and in Year 2 pupils create fabric wall hangings, using paints and attaching sequins and pieces of material. Pupils experiment with a range of techniques such as batik, rubbings, and spraying. They take rubbings of leaves with wax crayons, diffuse spray different autumn colours and then highlight the veins in the leaves, producing work of good quality. They study the work of painters such as Mondrian, seeking to replicate his patterns in their own work.
97. At Key Stage 2, pupils work with a wide range of materials. Pupils in Year 3 create three-

dimensional collages in the style of such artists as Kandinsky using a range of fabrics and materials. They draw self-portraits in the style of Picasso and Klee using pastel crayons. Their observational drawings of animal skulls and teeth using graphite pencils showed good detail, considering shape, line and shade. They develop their ability to print as they create patterns on fabric overlaying different shapes using a range of colours. In Year 4, pupils study the work of Monet and seek to create his style in their own creations using pastels and black paper silhouettes. In Year 5, pupils carefully produce observational drawings of pot plants and flowers in a vase, considering shape, texture and pattern.

98. This subject is largely used to support and enrich other areas of the curriculum, although pupils in both key stages are given important opportunities to study the lives and work of artists. In Key Stage 1, pupils frequently illustrate their work in science and design and technology. In Year 2, pupils produced some very good pictures using batik to illustrate their work on the Chinese New Year. In Key Stage 2, pupils are provided with a range of opportunities to use art to support their work in such subjects as design and technology, history, science, music and religious education. In Year 5, pupils created self-portraits in a Victorian style, staining their pictures with tea bags and singeing them to create the desired effect. In Year 6, pupils made shields and vases from black and orange paper to illustrate their work on the Ancient Greeks. Also in Year 6, pupils painted scenes from Ancient Egypt on papyrus, working carefully and accurately. In a Year 5 lesson, pupils were creating sketches as they began designing a collage that reflected everyday Victorian life. In Year 4, pupils produced observational drawings of musical instruments as part of their science topic on sound. They worked from real objects, using charcoal, pastels and graphite pencils, focusing sometimes on the functioning parts of the instruments. In Year 3, pupils produced posters, highlighting the rights of every child and the importance of families. Information technology is not used effectively to support the art curriculum, and pupils have limited opportunities to create pictures and patterns using computer programs.
99. Pupils' attitudes towards their work are satisfactory overall. In the lessons observed, pupils were generally attentive and settled well to their tasks. However, there were a significant minority who sought to disrupt and who exhibited challenging behaviour. The majority tried hard, producing their work carefully and accurately.
100. The quality of teaching is sound overall with some very good teaching observed. Activities in the very good lessons are very well planned and organised and suitable resources are readily available for the pupils, so that they work quickly and purposefully. In these lessons, the class teachers display very good subject knowledge and challenging behaviour is dealt with firmly. There is positive interaction between teacher and pupils and there are high expectations of behaviour and effort. Teachers encourage pupils to use their sketchbooks, to experiment and explore a range of ideas and techniques.
101. There is no subject co-ordinator. There is a scheme of work for Key Stage 1 but not for Key Stage 2. Medium-term plans are based on topic cycles for subjects such as science, history and geography, and planning is carried out in year groups using whole-school planning proformas. This practice helps to provide equality of opportunity for all pupils within a year group. Weekly planning, although generally sound, is often insufficiently detailed and in many instances does not contain tightly focused learning objectives. Weaknesses in current medium-term planning and no scheme of work to underpin the teaching of this subject means that the progressive development of pupils' knowledge, skills and understanding is not assured. The support and expertise provided by school helpers have a positive impact on the range of opportunities provided for pupils and therefore on the progress that they make. The common display areas of the school are regularly used to promote a specific theme chosen by the staff. The range, quality and diversity of the work displayed is sound.

139.

### **Design and technology**

102. During the inspection, only two lessons were observed, both in Key Stage 2. Judgements on progress are based on the planned curriculum, observations made in the lessons, and scrutiny of pupils' work.

The majority of pupils, including those with special educational needs, and those with English as an additional language make satisfactory progress throughout both key stages.

103. From the time the pupils enter compulsory full-time education they gain valuable experiences in designing, making, evaluating, assembling and disassembling using recyclable materials. They develop skills and techniques in joining materials together in a variety of ways including using glue, tape, and paper fasteners. Pupils in the reception classes built a house using a box, masking tape and paints. Also in the reception classes they made teddy puppets from felt, sewing two sides together and drawing faces on their finished product. This was further developed in Year 2, where pupils designed and made their own puppets dressed in national costume. They made their puppets from a variety of fabrics, stitching the two pieces together to form the body and sticking on other pieces of fabric to form the pattern of the costume and the features of their face. In the reception classes pupils made papier-mâché masks, painted them with bright colours and bold patterns, varnished them and cut out holes for the eyes and the mouth. In some classes, such as Year 2, pupils use construction kits to build vehicles with wheels, add a sail and then see if the wind will blow it along. Also in Year 2, after reading "Stone Soup", pupils made their own version considering the ingredients to be added, which they cut up and cooked and evaluated the taste.
104. By the end of Key Stage 2, pupils measure, mark out and shape a range of materials using additional tools and techniques. They further develop their designing skills to include the resources they require and a description of the construction of their work. Pupils in Years 3 designed and made shakers, drums and guitars from recycled materials. In the design they included the materials they were going to use, the method, and an evaluation of the design. The instrument designs were carefully thought out and modified during the making process. Also in Year 3, pupils created tree dressings for School Grounds Day. They made creatures such as toucans, ladybirds and butterflies from paper, card and a range of recyclable materials using a range of joining techniques. In Year 4, pupils designed and made moneyboxes, considering where the money would go in and how they would get it out. Designs included robots, houses and pigs, and the final product was painted and varnished. Pupils in Year 5 made an aerofoil, measuring accurately in centimetres and then cut it, folded it and stuck it into shape. Also in these classes, pupils made bridges from rolled up newspaper and tested them for their strength by applying weights. They described what they had done and evaluated how they could make their structure stronger. In Year 6, pupils make pop up cards by folding and gluing, and flip books made of paper with different heads, bodies and legs. Last year, pupils in Year 5 participated in an enterprise venture that was held in a local college. They designed and made pottery tiles, bead jewellery and cards which they sold in school.
105. The pupils observed in the two classes generally displayed positive attitudes towards this subject. They listened intently and settled to their tasks with interest and enthusiasm. They were well behaved and relationships between them and with their teacher were good. They co-operated and collaborated well together, sharing resources and ideas. They enjoyed talking about their work and were appreciative of the work of others and they cleared up well at the end of the lesson. In one of the lessons the relationships between some pupils became rather strained at times.
106. This subject is largely used to support and enrich other areas of the curriculum, particularly science and history. There is no whole-school policy and only a Key Stage 1 scheme of work to guide teachers' planning. Weaknesses in current medium term planning and no scheme of work to underpin the teaching of this subject mean that the progressive development of pupils' knowledge, skills and understanding is not assured. There is a sound range of resources that are of good quality. There is currently no co-ordinator to support and monitor work in this subject.

144.

144.

107.

During the inspection only three lessons were observed in these subjects, one in history in Year 5, and two in geography in Years 2 and 3. Further judgements on the quality of provision and progress are based on a scrutiny of teachers' plans and pupils' work in both key stages, and discussion with pupils and the co-ordinator. There is insufficient evidence of work on which to base sound judgements for both subjects in Key Stage 1 where there is very little recorded work in pupils' books.

108.

In Key Stage 1, overall progress is poor in both history and geography. The pupils have not developed geographical skills expected for their age. The pupils in Year 2 made satisfactory progress in a lesson when they studied the effects of weather on people. They knew what clothes they need for hot and cold climates and recorded their work in pictures. The pupils do not make satisfactory progress over time due to little teaching of the subject. They do not study the local area and improve their awareness of places beyond their own locality. In history, although pupils learn to distinguish between old and new, they do not have skills of historical enquiry using evidence or a sense of chronology. They have acquired a limited factual knowledge of some historical events.

109.

Progress over time across Key Stage 2 is unsatisfactory in both history and geography. There was limited evidence of the use of historical enquiry in pupils' work and in the lessons observed. There was also insufficient evidence of map work at the upper end of Key Stage 2. Pupils' progress in skills of historical enquiry and map making is unsatisfactory. This is because the subjects are neither taught systematically nor taught often enough. When taught, evidence from pupils' work indicates that they are not taught in sufficient depth across all year groups. Pupils do not build and extend their knowledge and skills in the subjects adequately. The pupils made satisfactory progress in the lessons observed when their competence in English and prior learning was taken into account. For example, the pupils in Year 5 were studying the Victorians and there was evidence of satisfactory progress in pupils' use of pictures as evidence. They were able to ask questions about the past and to compare Victorian objects with modern ones. There are examples of work of sound quality produced by able pupils in Key Stage 2. They include their work on the Tudors, the Victorians and the Rainforests.

110.

In both key stages, pupils' response to the subjects is satisfactory. They show interest in history and geography and are generally keen to learn. They work with concentration where behaviour boundaries are set by the teacher. They are keen to talk about and show what they have learnt. Pupils work well under supervision from the teacher but many find it difficult to work independently.

111.

In the few lessons seen, the quality of teaching was satisfactory overall. Teachers had a secure subject knowledge and planned their lessons well using activities and resources that interest their pupils. The teachers carefully prepared the tasks to meet the needs of mixed ability classes. It is not possible to make judgements about the quality of teaching in history at Key Stage 1.

112.

There is a combined humanities policy for history and geography. History and geography are planned and taught in an integrated way through topics linked with science. Whether pupils study history or geography depends on the scope within the topics. Consequently, they find it difficult to retain their skills, knowledge and understanding as they do not have the opportunity to recapitulate and consolidate these regularly. Planning for history and geography is unsatisfactory through this topic approach, as key skills and concepts for the subjects are not identified, planned and built on year on year.

113.

The co-ordinator was appointed very recently and has yet to develop his role. The monitoring of the whole school planning and pupils' progress is at an early stage of development. The subjects are supported by an adequate supply of books, pictures, documents and artefacts from the local education authority loan service but the resources for locality studies are not adequate in geography. Visits to museums and the places of historical interest also enrich the curriculum.

114. Very few music lessons were seen during the inspection. Some class lessons were seen in Key Stage 1 and, in Key Stage 2, one lesson with Year 3 pupils was seen, taught by the specialist teacher. Judgements are based on these few lessons, teachers' planning, and a discussion with the headteacher, who is currently acting co-ordinator. No music lessons were timetabled for Year 6, and Year 5 pupils have fortnightly lessons with the specialist teacher, who is new to the school this term. It is therefore difficult to make accurate judgements about the progress pupils have made during their time in school, particularly in Key Stage 2. Evidence from the lessons seen would indicate that, apart from a small number of pupils who make good progress because of participation in instrumental lessons, the majority of pupils make unsatisfactory progress in music over time across the school.
115. By the end of Key Stage 1, pupils sing enthusiastically and tunefully. Judging from a lesson with Year 3 pupils at the beginning of the academic year, by the end of the key stage they are able to clap in rhythm, and to recognise when music becomes louder or softer, or faster or slower. They can compose a very simple sequence on a percussion instrument, although some are unable to remember this to repeat it. Very few are able to work in pairs to develop or review their work. They can name only a very few instruments and recognise only a piano and a violin when listening to music. Most do not know what a composer is, and are unable to name any. The majority have very limited vocabulary to describe what they hear, and do not recognise the value of written notes. No lessons were seen involving older pupils, although they also sing enthusiastically in assemblies. In the lessons seen in reception and Year 1, pupils made satisfactory progress in their ability to follow a rhythm, and in listening to one another. Progress in the lesson with the specialist teacher was very good, and pupils learned during this lesson to recognise a repeated theme in listening to music, and developed their skills in practising and refining a short sequence. This was a direct result of very good, purposeful teaching.
116. Pupils enjoyed the musical experiences they received during the inspection, and listened to each other well. Behaviour was good. In the Year 3 lesson, pupils who in other circumstances had presented challenging behaviour to their teacher quickly responded to the high expectation of the specialist teacher, and their behaviour improved visibly during the lesson. They had little idea of how to select or treat musical resources, although they were keen to learn to handle instruments with care. In a Year 2 singing lesson they joined in enthusiastically and quickly learned a new song. There is evidence of pupils' appreciation of music both from western European culture and other traditions.
117. The quality of teaching seen was sound overall, and specialist teaching is very good. In most lessons, there is a good structure, clearly planned, with a range of appropriate activities to maintain pupils' interest. Pace is satisfactory, and the level of challenge increases as the lesson proceeds. The specialist teacher has high expectations, and works at a very brisk pace. She uses specialist vocabulary, ensuring that pupils learn these terms as the lesson proceeds, and introduces musical notation, using the rhythms that pupils themselves have composed. She included a great deal of material in one short lesson, making very good use of time. The subject knowledge of the teachers observed was sound, although that of the specialist teacher is outstanding. Some other teachers do not feel confident to teach the subject, and this partly accounts for its low profile in the school. There is at present no scheme of work to provide a basis on which to build.
118. There is currently no subject co-ordinator, although the specialist teacher will take on this role. Although she is new in post, she has a clear view of what needs to be done to improve the subject. She has made an energetic start, and provides a model of good practice for colleagues. At present, there is no common form of assessment across the school. Many resources are not in good condition, but replacements are being bought now that there is a specialist in post. Resources reflect a range of cultures and musical traditions. Visiting tutors provide instrumental teaching, and there are some extra-curricular music activities such as recorder groups. Pupils participate in performances for parents and each other, and a choir is formed for specific events. At present, music does not make a

significant contribution to pupils' spiritual, moral, social and cultural development. The very good work of the specialist teacher would indicate good capacity for improvement in the subject overall.



119. Pupils make satisfactory progress in physical education in Key Stage 1 and because the teaching is well structured they make good progress in Key Stage 2. During the inspection it was only possible to observe Year 2 in Key Stage 1 but evidence from teachers' planning indicates that the pupils experience a regular programme of dance, gymnastics and games. By the end of the key stage pupils have a good understanding of safety and use space well. They can travel in a variety of ways using all parts of the body with a satisfactory degree of control. They use apparatus with increasing confidence to balance and jump. Skills in throwing and catching with balls and bean bags are developing sufficiently for them to engage in short team games. Progress in all areas continues as pupils move up the school and, by the end of Key Stage 2, their physical skills and strength are well developed.
120. Year 3 pupils demonstrate sound ball skills as they learn techniques in preparation for rounders. Year 5 pupils can run and jog for significant amounts of time and maintain their speed and style. They dribble balls with their feet with reasonable control. Year 6 pupils demonstrate good control when practising football skills in the hall. They use all parts of the foot to turn, stop and move the ball and make passes with reasonable accuracy. They understand the reasons for warm-up and calming down. Photographic evidence indicates full involvement with team games as well as inter-school matches and inter-school athletics meetings where the pupils enjoy significant success. Provision for swimming occurs in Year 6 and by the end of the year all pupils swim 25 metres and the majority well exceed the expected level. The annual residential visit enables older pupils to engage in canoeing, water sports and climbing.
121. Pupils generally enjoy lessons in physical education and the majority make efforts to improve their standards and are eager to perform. Their self-confidence is strong by the end of Key Stage 2 and many perform with a sense of pride, especially when demonstrating to their peers. Similarly, pupils show appreciation for the skills of their friends. In lessons where expectations for effort and attainment are high, pupils try hard and little time is wasted. In a few lessons, in both key stages, attitudes deteriorate and a minority of pupils waste time for the whole class, thus hindering progress. Pupils generally work sensibly in pairs and groups and are developing a sense of teamwork. They manage and care for resources well and most pupils co-operate well in order to organise and put away equipment quickly.
122. The quality of teaching is always at least satisfactory throughout the school and often good. Lessons are well prepared with plans that are carefully structured to build on the previous skills learned. Time-scales for warm-up, activities and conclusion are appropriate and the activities are well matched to pupils' physical ability. All teachers use explanations, questions and demonstrations well to enable pupils to build on their skills. Limited opportunity is provided for pupils to evaluate their own performance with the view to improvement. The most successful teaching, in Year 3, moves at a good pace because pupils are effectively managed and there are high expectations for effort. In a few lessons time is wasted because control of pupils is not fully effective. While there are no formal methods for assessment staff make reasonable assessments of the progress of the classes as a whole.
123. The policy for physical education is helpful, giving clear guidance for the teaching of the subject. The detailed scheme of work for Key Stage 1 provides for progressions in all areas of the subject. Teachers in Key Stage 2 make effective use of the local education authority guidance. While there is no co-ordinator in post, the headteacher ensures that the provision is good. There is a good range of resources including equipment for hockey, short-tennis, cricket, netball, rounders, basketball and football. The school takes advantage of local education authority schemes for additional training and use of equipment. Good use is made of resources including the local authority sports centre. Physical education contributes significantly to pupils' social and cultural development.

**162. SUMMARY OF INSPECTION EVIDENCE**

- Six inspectors took part in the inspection, made up of the registered inspector, four team inspectors, and a lay inspector. The number of days worked in the school by the inspection team totalled twenty-five.
- Over 12 hours were spent looking at the work of a representative sample of pupils, three from each class, at other current work, and at displays of pupils' work around the school. In addition to this, the team looked at other examples of pupils' work during lessons and on visits to classrooms.
- Approximately 10 per cent of pupils were heard reading.
- Seventy-eight lessons or parts of lessons were observed.
- Members of the team attended assemblies each day of the inspection.
- Inspectors worked with and spoke to pupils, in order to assess their attainment and their response to the provision within the school.
- In total, the inspection team spent just over 84 hours observing lessons, hearing reading, attending assemblies, discussing with pupils and looking at their work.
- Pupils were observed arriving and leaving the school with their parents, and at lunchtimes.
- Discussions were held with the headteacher, deputy headteacher, other teachers (including specialist staff for pupils learning English as an additional language), the special educational needs co-ordinator, support and administrative staff, nursery nurses, the site manager, midday meals supervisors, governors, pupils and parents.
- School documents, including pupils' records, curriculum policies and plans, financial information and attendance registers, were examined both before and during the inspection.
- A questionnaire on the work of the school was sent to all parents, and the responses to the parents' questionnaire were analysed.
- A meeting was held with parents before the inspection, and informal and formal discussions were held with parents during the inspection.
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**163.  
INDICATORS**

**DATA AND**

**163. Pupil data**

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y6	369	4	94	186
Nursery class	52 (26 fte)	0	0	0 (all part-time)

**163. Teachers and classes**

**163. Qualified teachers (YR – Y6)**

Total number of qualified teachers (full-time equivalent):	19
Number of pupils per qualified teacher:	24

**163. Education support staff (YR – Y6)**

Total number of education support staff:	8
Total aggregate hours worked each week:	195

**163. Qualified teachers (Nursery class)**

Total number of qualified teachers (full-time equivalent):	1
Number of pupils per qualified teacher:	26

**163. Education support staff (Nursery class)**

Total number of education support staff:	2
Total aggregate hours worked each week:	39.3
Average class size:	26.4

**163. Financial data**

Financial year:	1998/9
	£
Total Income	705784
Total Expenditure	715205
Expenditure per pupil	1703*
Balance brought forward from previous year	0
Balance carried forward to next year	-9421

\*Based on pupil numbers of 420 in 1998.

## 164. PARENTAL SURVEY

Number of questionnaires sent out: 376

Number of questionnaires returned: 50

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	30	58	2	8	2
I would find it easy to approach the school with questions or problems to do with my child(ren)	32	60	4	2	2
The school handles complaints from parents well	22	58	16	4	0
The school gives me a clear understanding of what is taught	18	66	4	10	2
The school keeps me well informed about my child(ren)'s progress	38	54	4	4	0
The school enables my child(ren) to achieve a good standard of work	24	60	6	10	0
The school encourages children to get involved in more than just their daily lessons	14	56	20	10	0
I am satisfied with the work that my child(ren) is/are expected to do at home	24	46	14	16	0
The school's values and attitudes have a positive effect on my child(ren)	28	66	6	0	0
The school achieves high standards of good behaviour	28	54	16	2	0
My child(ren) like(s) school	52	46	0	2	0

### 164. Other issues raised by parents

- They have confidence in the headteacher, and feel that the school has improved since her appointment.
- The school keeps them well informed.
- They are welcome in the school, and find staff approachable.
- The school teaches their children positive values and attitudes.
- Their children like school.
- Homework is not consistently given and marked.
- Some parents would like more information in advance about what their children will be learning.
- Some ethnic minority parents do not feel that the school does enough to communicate with them.
- A minority of parents feel that there is not enough challenge in the work given to their children.