

## INSPECTION REPORT

### **CLIFTON PRIMARY SCHOOL**

Southall

LEA area: Ealing

Unique reference number: 101893

Headteacher: Mrs Annette Reeves

Reporting inspector: Mrs Jayne Clemence  
22629

Dates of inspection: 5th – 8th February 2001

Inspection number: 210037

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Clifton Road Southall Middlesex
Postcode:	UB2 5QP
Telephone number:	0208 574 5712
Fax number:	0208 843 9097
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs Alva Patton
Date of previous inspection:	January 1999

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
22629	Jayne Clemence	Registered inspector	Music English as an additional language Areas of learning for children in the Foundation Stage	How high are standards? How well are pupils taught? How well is the school led and managed?
11575	Catherine Fish	Lay inspector		Pupils' attitudes, values and personal development How well does the school work in partnership with parents?
1085	John Laver	Team inspector	English Art and design Geography History Equal opportunities	How good are the curricular and other opportunities offered to pupils?
10270	Sandra Teacher	Team inspector	Science Information and communication technology Religious education Special educational needs	
1224	Graham Todd	Team inspector	Mathematics Design and technology Physical education	How well does the school care for its pupils?

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

### **INFORMATION ABOUT THE SCHOOL**

Clifton Primary School is situated in Southall, has 270 pupils between the ages of three and eleven years. There are 131 boys and 124 girls, with 15 children attending the nursery part time. Children enter the nursery with little or no English language and attainment is well below expectations for their age. The school serves an acutely disadvantaged community socially and economically. A significant proportion of pupils, 22 per cent, come from refugee families, and have had no formal education prior to their arrival. Many pupils stay for a short-time before moving elsewhere to resettle, and there is a constant stream of new arrivals on a weekly basis. The surrounding area is made up of rented and short term accommodation. Many pupils, 77 per cent, are from Indian and Pakistani ethnic backgrounds, and 11 per cent from Black-African heritage. A small minority of pupils are from white backgrounds. 96 per cent of pupils have English as an additional language. 15 per cent of those pupils are at an early stage of English language acquisition, and receive additional support. 34 per cent of the pupils are known to be eligible for free school meals - a figure that is high by national comparison. Two pupils have statements of special educational needs and 33 per cent of the pupils are on the school's register of special needs. One third of those pupils have higher levels of special needs, requiring additional and outside support. This figure is much higher than that found nationally. In the past year, 24 per cent of pupils joined other than at the usual time, and 26 per cent left. Overall, the mobility of pupils is very high and 70 per cent of pupils have moved on from the school during their primary school years. Only 12 pupils currently have been at the school from the nursery to the end of Year 6.

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

Clifton Primary is a good school, with many strengths and several outstanding features. It is successful in raising standards, and ensuring pupils with a wide range of needs settle quickly into school routines, learn effectively and achieve well. The headteacher's strong and dynamic leadership has brought about continuous improvements, where previously the school was judged to have serious weaknesses, it is now thriving and highly regarded in the community. The good quality teaching seen in all parts of the school is having a positive impact on the pupils' learning and achievements. The school provides good value for money; many pupils enter with limited skill but the very effective systems and strategies the school uses helps them to make swift progress socially and academically. By the time they leave, many are reaching standards that are close to those found nationally.

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

- The headteacher's strong leadership is visionary and dynamic, resulting continually in improvements in standards, teaching and pupils' achievements.
- Standards are steadily improving; by the time they leave pupils are attaining levels close to those found nationally; the high proportion of good and very good teaching is having a positive impact on pupils' learning and progress.
- Rigorous procedures for assessing pupils in English and mathematics ensures their progress is tracked meticulously.
- The systematic support for pupils with English as an additional language, including new arrivals; ensures they make rapid progress over a short time. The very good procedures for identifying pupils with special needs; as a result pupils are supported effectively, make good progress and achieve well.
- The high quality provision in the Foundation Stage; children have a very good start to school life and are well prepared for the next stage.
- The pupils' very good attitudes and behaviour means they are ready to learn; they understand the importance of effort and hard work in order to improve further.

### What could be improved

- Standards in English; pupils' writing, literacy, language and communication skills limit their rate of learning and progress
- The curriculum for information and communication technology does not meet statutory requirements; missing elements include control technology and modelling; standards are lower than could be expected because there are insufficient opportunities to use computers.

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

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

The school was judged to have serious weaknesses at the time of the last inspection. Since then there have been good improvements. There were longstanding problems and issues for the school prior to the previous inspection that gave cause for concern, and resulted in the delegated budget being suspended for a time. The governing body has full responsibility for the school's budget now. Key issues from the last inspection report have been addressed systematically and methodically and weaknesses dealt with effectively over time. The high proportion of unsatisfactory teaching in the Early Years and Key Stage 1 has been eradicated. There is now a higher percentage of good and very good teaching than was reported previously. The poor provision in the nursery has been removed and replaced by high quality education for children in the Foundation Stage. The quality of the curriculum throughout the school has also improved and now ensures pupils with wide ranging needs are provided for effectively. The headteacher since her appointment has enabled the school to be transformed, from one with deep rooted problems and a poor reputation in the local community, to a thriving and effective school where the quality of education, teaching and standards are continuous in strengths.

### STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	Compared with				Key
	All schools			Similar schools	
	1998	1999	2000	2000	
English	D	E	E	D	well above average      A above average            B Average                      C below average              D well below average        E
Mathematics	D	C	C	A	
Science	D	C	C	B	

By the age of eleven, standards have improved steadily over time. The improvements overall in the school are beginning to make an impact on standards reached in National Curriculum tests. The pupils' attainments are limited by a number of factors; many have not attended the school for very long, English is an additional language for a high proportion, there is a significant percentage of pupils with special educational needs and there are regular new arrivals. Nevertheless, the school is effective in raising standards and increasing the pupils' achievement. In the most recent national test results for pupils aged eleven, in English, standards were well below the national average and below when compared with similar schools. In mathematics and science, standards were in line with the national average, and well above average when compared with similar schools. In science, Standards by the age of seven in the national tests were well below the national average in reading and writing. Standards were very low in mathematics, and in the lowest five per cent nationally. When compared with similar schools, standards were well below in reading and mathematics and below in writing. Pupils across the school have particular weaknesses in their writing. This is linked closely to limitations in their vocabulary and breadth of language, and affects many areas of work, as they cannot always draw from the appropriate range of words to describe and articulate their work clearly. It should be noted that comparisons with similar



schools are based upon information about free school meals. This school has some of the highest rates of mobility nationally, and taking into consideration other characteristics is making a significant impact on the pupils' standards and achievement in a short time. The school sets realistic, yet suitably ambitious targets.

### PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good: pupils come to school ready and willing to learn and make best use of the opportunities as a result
Behaviour, in and out of classrooms	Very good; pupils show consideration and respect as a matter of course. They settle quickly to work.
Personal development and relationships	Very good; pupils show increasing maturity and responsibility as they move through the school. Relationships are very good.
Attendance	Satisfactory; pupils arrive punctually. This is contributing positively to their standards and progress.

The very good attitudes and behaviour of pupils is a very positive feature throughout the school. They understand the importance of effort and hard work in order to improve from an early age. There is a high degree of social harmony, regardless of pupils' differences in backgrounds, circumstances or beliefs, that makes a strong contribution to the calm and purposeful working atmosphere.

### TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	aged 5-7 years	Aged 7-11 years
Lessons seen overall	Good	Good	Good

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

Overall, teaching is good throughout the school, and is having a direct and positive impact on standards. During the inspection, teaching was satisfactory or better in 99 per cent of lessons. 48 per cent of lessons were good and 17 per cent were very good. Five per cent of the teaching was excellent. Teachers have high expectations for the pupils, resulting in lessons conducted briskly with time well used for learning. Teachers have a clear understanding of the pupils and ensure work is well matched to their needs. The teachers' highly effective and focused support for pupils with English as an additional language means they make rapid progress and achieve well. The very effective assessment and identification of pupils with special educational needs enables them to achieve well as teachers modify work appropriately. Teachers are effective in challenging higher attainers, for example in mathematics groups for the older pupils, where there are examples of excellent teaching. Teachers have a secure knowledge in subjects, apart from information technology, where some are less confident in using computers. Occasionally, in otherwise satisfactory lessons, there are missed opportunities for the pupils to develop their independent learning skills. The teaching in literacy and numeracy is effective and develops the pupils' reading, writing and number skills systematically. Pupils take longer in learning the skills of writing, as they start with a limited range of vocabulary.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Sound, apart from weaknesses in the curriculum for information and communication technology
Provision for pupils with special educational needs	Very good; procedures for identifying pupils and the very good provision ensures they achieve well
Provision for pupils with English as an additional language	Excellent teaching and highly effective organisation; providing focused Support, whereby pupils make rapid progress in a short space of time.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good provision overall; satisfactory opportunities for spiritual provision, good provision for cultural understanding and very good provision for moral and social development.
How well the school cares for its pupils	Very good; procedures for assessing pupils and monitoring their progress enable trends to be noted and provision modified.

The school has excellent working links with parents that help to support the pupils. This has brought about improved attendance and punctuality and increased the level of involvement in their children's education. The school goes out of its way to maintain positive links by being available to help families, often with difficult circumstances. The curriculum does not meet statutory requirements for information and communication technology owing to lack of suitable provision for control technology and modelling. All other aspects are broad and balanced. The high quality care for pupils means their needs are given careful consideration. This ranges, for example, from those pupils newly arrived whose families are displaced from their own countries, to the sensitive, yet rigorous provision for pupils with English as an additional language.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher's strong leadership has resulted in continual improvement in standards and the quality of education; the deputy headteacher's complementary skills contribute to a highly effective partnership; senior managers make a very positive contribution in driving up standards.
How well the governors fulfil their responsibilities	Governors are led ably; they are interested and active in school life and fulfil their responsibilities diligently.
The school's evaluation of its performance	The systematic and rigorous methods for evaluation means the school reflects on the impact of its actions regularly, particularly in relation to standards, teaching and the rate of pupils' learning
The strategic use of resources	Resources are used prudently and staff are deployed well.

There is a suitable number of well qualified staff and the accommodation is satisfactory. In some areas such as the foundation stage accommodation is of very high quality. Resources are satisfactory overall. As a result of the excellent leadership of the headteacher, the school has been transformed, and

continues to improve. The principles of best value are used effectively when making strategic decisions in the use of resources, time and staff.

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

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"><li>• Their children like coming to school</li><li>• The school expects children to work hard and do their best</li><li>• Behaviour in the school is good</li><li>• The teaching is good</li><li>• The school is well led</li><li>• The school helps their children become mature and responsible</li></ul>	<ul style="list-style-type: none"><li>• A few parents would like more activities outside lessons, and more homework for their children</li></ul>

The inspection team agreed with all the strengths identified by the parents. Inspectors consider there is a sound range of activities provided outside lessons and that overall, the amount of homework set is appropriate.

## **PART B: COMMENTARY**

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

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

1. Since the last inspection, standards by the age of eleven have improved overall. In the most recent national test results, in English standards were well below the national average, and below when compared with similar schools. In mathematics, standards were in line with the national average, and well above average when compared with similar schools. In science, standards were in line with the national average, and above average by comparison with similar schools. Standards by the age of seven were well below the national average in reading and writing. Standards were very low in mathematics and in the lowest five per cent nationally. When compared with similar schools, standards were well below in reading and mathematics, and below in writing.
2. Pupils enter school with little or no English language, and their attainment is overall well below expectations. Many pupils stay at the school for a short time only, and do not have the benefit of a consistent or continuous education. This impacts significantly on their attainment in national tests and is clearly reflected in the English results for pupils aged seven and eleven. The pupils who have been at the school over a longer period of time are attaining standards that are in line with the national average in English, mathematics and science. This represents significant achievement.
3. The highly effective teaching in the nursery and reception classes helps children to make good progress in communication, language and literacy, mathematical development, knowledge and understanding of the world, creative development and physical development. They make very good progress in personal, social and emotional development, which means they settle quickly and make a good start to school life. None of the children currently in the nursery had English as their first language when they were admitted. The majority of children enter the reception classes with below average attainment, in their English language development, although all children have made good progress towards meeting the required early learning goals.
4. Pupils' achievements are good overall throughout the school as they make good gains in their learning in a relatively short time. Although national test results are low, for example in English, the school provides significant added value when taking into consideration the pupils' starting points. Pupils for whom English is an additional language demonstrate considerable achievements, as they learn to communicate in a new language with increasing confidence and fluency. Many have too little time at the school to reach the nationally expected standards, but nevertheless make at least good progress. Pupils with special educational needs achieve well and make good progress because of the very good procedures for identifying their individual needs. Higher attaining pupils achieve well because they are challenged with suitably high expectations from the teachers, for example in literacy and numeracy. They work effectively in groups to extend their thinking, and undertake successfully tasks that are not only more advanced, but of a higher order academically.
5. The school has carried out a thorough and careful analysis of trends in standards, variations in progress between pupils from different backgrounds and achievements of boys and girls. They have tracked meticulously those pupils who have been at the school for varying lengths of time, in order to demonstrate the value being added to their education. The school sets realistic, yet challenging targets for the pupils, and is suitably ambitious. The inspection found there were no differences in the standards achieved by pupils from different backgrounds, or between boys and girls.
6. In English by the age of seven, pupils listen carefully, although the limitations in their use of the English language often mean they miss important differences in the meaning of words that sound the same. This subsequently affects their spelling and quality of writing. Pupils read with steadily increasing accuracy, and understand the differences between fiction and non fiction books. By the age of eleven, pupils continue to develop good listening skills, and they use a broader range of vocabulary. Many pupils do not have the breadth of vocabulary to debate their thoughts, and although the quality of their written presentations is good, the content is often weak. This is a

particular weakness when they come to present arguments, as they do not have the appropriate level of language and vocabulary upon which to draw.

7. In mathematics, by the age of seven, pupils are making good progress. Pupils in Key Stage 1 achieve well in developing their mathematical knowledge and understanding. Their mental mathematical skills are being sharpened effectively through the National Numeracy Strategy. A specific weakness has been in the use and application of mathematics and there are suitable strategies for addressing this. Pupils in Key Stage 2 achieve well. By the age of eleven, pupils are quickly grasping the relationship between fractions, decimals and percentages. They use their mathematical knowledge in other subjects, for example learning about negative numbers through comparing temperatures in Delhi and New York and placing them on a number line.
8. In science by the age of seven, pupils make good progress in their understanding of body parts, and carry out simple investigations to test whether plants need light and water. Higher attaining pupils talk with confidence about their scientific enquiries, although lower attaining pupils struggle to explain and articulate their findings. By the age of eleven, pupils understand the principles of a fair test, recording their work accurately in tables and charts. Older pupils explain their work more clearly, though many struggle to record and write their findings to a satisfactory level that is clear and precise. Overall however, the pupils' achievement is satisfactory.
9. In information and communication technology (ICT), pupils by the age of seven and eleven attain standards that are below that expected nationally. Standards in word processing and communication are better than those in data-handling, controlling, measuring and modelling. Currently pupils have too few opportunities to use the computers and parts of the ICT curriculum are not fully covered. This is affecting the standards and achievements for all pupils as they are not covering important aspects of knowledge and developing their skills appropriately.
10. In religious education, standards are broadly in line with the expectations of the locally agreed syllabus. Pupils achieve well and by the age of seven understand the importance of special objects relating to different faiths. They make useful links with moral issues. By the age of eleven, most pupils have a good knowledge and understanding of different religions and faiths.
11. By the age of seven, and eleven, standards are in line with those expected for their age in art and design, design and technology, music and physical education. In history, standards are below those expected by the age of seven and in line by the time they reach the age of eleven. There was insufficient evidence to make judgements about standards in geography. Pupils achieve satisfactorily in these subjects, though some for whom English is an additional language are hindered by the limitations in their understanding and use of vocabulary, which in turn affects the quality of their written work.
12. The school has made good improvements since the previous inspection, ensuring pupils starting from a very low baseline achieve well, often make good progress, and by the time they leave, attain standards close to those seen elsewhere nationally. This is with the many additional challenges they face with language, previous lack of education for many, and significant disadvantages socially.

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

13. The pupils' attitudes, their overall behaviour and their relationships with their classmates and adults are very good. The very positive and caring ethos in the school fosters these qualities and helps pupils to develop a very good degree of self worth. The standards identified in the previous report have all been at least maintained and in many areas have been built upon.
14. Pupils are very enthusiastic to come to school. All parents replying to the questionnaire agreed with this. Pupils approach all the school has to offer with enthusiasm and interest and are determined to get as much out of school as possible. Pupils' attitudes to lessons are overall good and often very good. In the very best lessons, pupils are fully involved and respond enthusiastically to the high expectation set. For example, in a top mathematics set lesson in Year 6, pupils gained confidence from the very encouraging manner of the teacher and the excellent relationships and management of

the pupils ensured the lesson moved at a productive and enthusiastic pace. In a Year 4 history lesson, the expectations of the teacher and confidence of the pupils meant they asked a lot of pertinent questions and were very interested to learn more about the Tudors. When attitudes do not rise above satisfactory, it is generally due to loss of concentration on behalf of the pupils. Pupils are willing to talk about what they are doing and many show pride in what they have done. They are willing to seek help and clarification if they need to and listen well to the support given.

15. Overall, in the classroom and around school behaviour is very good. It is good in lessons overall. In most lessons, pupils sit still and listen well to what their teachers are saying and also generally to each other, although there are some occasions when pupils call out rather than putting up their hand. They are generally polite to each other and to the adults and respect each other's views and beliefs. They respect equipment such as computers and musical instruments. Pupils are aware of the school rules and help to draw up class rules at the start of the school year; they are also familiar with the playground rules. Rules are reinforced during assemblies and in the classroom. Pupils know the expectations of behaviour and strive hard to meet them. There are some very minor incidents in lessons when pupils may show inappropriate behaviour, but these are dealt with effectively by teachers and classroom support assistants.
16. Behaviour around school is very good. Pupils play very well with each other and enjoy their playtimes; they encourage each other to join in with their games. The school has effective strategies to support pupils identified with behavioural difficulties and these help pupils to improve in this area. Although no bullying was seen in school during the inspection, everybody is aware that it does occur. However, pupils say that they are expected to tell a teacher, their concerns are taken seriously and the matter is dealt with promptly and effectively. They recently took part in sessions within school run by 'Equal Voices'. These dealt with such issues as bullying; pupils found the drama role play sessions particularly helpful. Pupils are expected to explain their misbehaviour, often to the head teacher; this was seen being very effectively used during the inspection. Pupils are also encouraged to acknowledge the effect their actions have on others. They show remorse and try not to do it again. One pupil was excluded last year for inappropriate behaviour, he returned to finish the school year and has moved to secondary school.
17. Pupils' personal development is very good. Many pupils arrive at the school from other countries, often with little or no experience of formal schooling and usually with no English. They very rapidly learn the school routines and what is expected of them, together with acquiring basic skills in the English language. This is especially impressive because they will often only speak English at school. Pupils were observed acting as interpreter for their parents with teachers. Pupils enjoy being involved in the day-to-day running of the school such as returning the registers to the office and ringing the bell for the end of playtime. Older pupils help in the school library and in the office at lunchtime, when they answer the telephone and take messages. Pupils are willing to take responsibility when asked to, such as organising their working groups within lessons. Pupils work in pairs and support each other in lessons. Older pupils look after younger pupils, for example during wet playtimes, older pupils also act as 'buddies' for newly arrived pupils.
18. Pupils' personal development is very well fostered through the school council representatives from Years 2 to 6 meet regularly to discuss issues arising from school life. The council is well organised and chaired by Year 6 pupils, who are responsible for taking charge of proceedings and making notes. The meeting held during the inspection was to discuss ways of raising money for those affected by the recent earthquake in India, many families in school know people affected. The ideas the representatives suggested were both original and practical; for example printing portraits on T-shirts using the digital camera and holding a mufti day. Representatives are expected to report back to their classes and take due note of the response. The current focus of the council is the renewal of the girls' toilets, showing a good sense of priority. Pupils show initiative on some occasions, such as suggesting they should accompany children in the reception back to their classrooms when the teachers had not arrived to collect them. However, there are insufficient planned opportunities for pupils to show initiative. This is more a concern with boys; many girls have to be dissuaded from doing, unasked, tasks that traditionally fall to girls.

19. Relationships across the whole school are very good. Staff have a genuine concern for their pupils and pupils show them a lot of respect. Pupils are polite, helpful and willing to initiate conversations. There is a range of races and religions within the school population, all show great respect for each others' beliefs and convictions, celebrating their similarities and differences.
20. The school has experienced difficulties with attendance in the past as detailed in the previous report. The figures for last year show the level of attendance below national averages, with unauthorised absences relatively high. However, the school has worked very hard to improve attendance and these efforts are now showing very good effects. The figures for last term show attendance at the national average and the figures for this term confirm this upward trend. Unauthorised absences are still above the national average, but these are mostly due to the head teacher taking a very strong line on extended holidays. The ten days that are allowed at the head's discretion are authorised, but anything over is not. She will use the ultimate sanction of removing a pupil from the school's roll.

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

21. The quality of teaching has improved significantly since the last inspection, with the high proportion of unsatisfactory teaching now eradicated effectively. There is now more good, very good and excellent teaching than seen previously. The good quality of teaching is having a direct and positive impact on standards, learning and the rate of pupils' progress. Overall, teaching is good throughout the school. During the inspection, teaching was satisfactory or better in 99 per cent of the lessons observed across the school. 48 per cent of the teaching was good and 17 per cent was very good. A small minority of five per cent of the teaching was excellent. As a result of the good teaching, pupils make good gains in their learning, achieve well and show enthusiasm, perseverance and effort in their work.
22. Teaching is good overall in the Foundation Stage, with many examples of very good teaching in the nursery. Teaching is good in Key Stage 1, with a smaller amount of very good teaching. In Key Stage 2, teaching is good overall, with a higher proportion of very good teaching. There were examples of excellent teaching at this key stage in mathematics, history and English as an additional language.
23. The excellent teaching for pupils with English as an additional language ensures every minute of time is used productively. There are crisp and clear explanations, as the teacher moves swiftly from one task to another with carefully chosen resources to support individual pupils. The teachers match the activities well to the wide range of pupils' needs, and cover language, spellings, vocabulary and conversation skills. This results in pupils gaining confidence and self esteem as they learn to communicate with increasing accuracy. Pupils who are otherwise quiet and at times reticent in class become chatty and communicative in a safe and secure environment. In a lesson focused on describing words, the teacher produced a range of materials that were shiny, soft, furry and rough and pupils searched to remember appropriate language to fit. This activity brought pleasure and interest to routine tasks of learning vocabulary. In mathematics, the exemplary teaching for higher attaining pupils in Year 6 is bringing about significant improvements in their understanding and use of number and mathematical principles. The teacher's own skills and expert knowledge of the subject means that questions are rigorous and challenging as pupils develop a growing understanding for themselves of decimals, fractions for example. In a history lesson in Key Stage 2, the teacher's knowledge and high expectations enabled pupils to maintain interest and concentration for extended periods of time as they considered detailed historical facts.
24. Teachers in the foundation stage have a very thorough knowledge of the early learning goals. As a result, they plan carefully and provide activities that are matched well for the childrens' needs. Teachers in Key Stage 1 have a sound knowledge of the subjects, though are less experienced in teaching all areas of the curriculum. This leads to some insecurity in knowledge at times. Teachers in Key Stage 2 have a good knowledge of the subjects they teach, and many are very experienced in their specialist areas such as mathematics, music and English as an additional language. Overall teachers throughout the school have a secure understanding of the frameworks for the National Literacy and Numeracy Strategies, ensuring lessons in these subjects are taught consistently. The

basic skills of reading, writing and number are taught effectively across other subjects. This provides pupils with further opportunities to use their literacy and numeracy skills across the curriculum.

25. Teachers' planning is good throughout the school. There are clear objectives for lessons and suitably detailed plans for the medium and longer term. This ensures pupils have a broad and balanced curriculum with their knowledge and skills built on systematically over time. There is an appropriate emphasis on provision for the wide range of pupils' needs. This is also reflected well in teachers' plans. Activities for pupils with special needs are suitably modified and for higher attainers, work is set to challenge and stretch their thinking. Teachers have a good and thorough knowledge of their pupils. This enables work to be matched accurately to the wide ranging needs, for example those with special educational needs are identified accurately. Pupils with English as an additional language are given careful consideration in lessons, and the use of language is suitably modified or explained where necessary.
26. Teachers use a wide range of teaching methods appropriate for the tasks. This ensures pupils have a diverse experience working as a whole class, in groups, individually or independently. Teachers in the foundation stage manage the children very well and establish helpful work routines and habits that prepare them well for the next stage of school life. Elsewhere in the school, teachers manage the pupils effectively, setting suitably high expectations for behaviour and academic work. This leads to purposeful and productive lessons throughout the day.
27. The staff supporting children in the foundation stage work as a strong team together with the teachers. This is a very strong feature of the nursery where the nursery nurse and teacher work to complement one another's strengths, and delegate responsibilities efficiently to ensure children gain the most from their sessions each day. Elsewhere in the school, support staff work effectively to support individual pupils and small groups, resulting in pupils gaining more from the lessons with additional guidance.
28. Teachers use their time in lessons efficiently. There is a sense of urgency to start the sessions promptly, in order to make best use of the time available. Resources are used satisfactorily in most subjects, although computers are vastly underused to support learning across the curriculum, resulting in pupils having too little access to information technology and their skills not being developed at an appropriate pace or level.
29. Currently there are very good procedures for assessing the pupils in English and mathematics that ensure their progress is tracked meticulously. Teachers note trends and variations in the rate of pupils' progress and take swift action taken where necessary to speed up the learning where possible. They use information about the pupils' attainment and achievements efficiently and analyse it systematically. This ensures everyone has a comprehensive knowledge of the pupils' standards and what could be realistically expected of them in order to improve standards further.

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

30. The school has a satisfactorily broad and balanced curriculum overall, apart from weaknesses in the provision of information and communication technology. A significant strength of the curriculum is the emphasis placed upon ensuring that all pupils have full and equal access to the various opportunities which the school provides. The curriculum for children in the Foundation Stage reflects the early learning goals well and provides a rich experience.
31. All pupils between the ages of five and eleven have access to the full range of National Curriculum subjects, except that opportunities to use information and communication technology are limited, and it does not yet form an integral part of curriculum provision in other subjects. The school is not ensuring that all strands of the information and communication technology programme are taught, and therefore statutory requirements are not met.
32. Curriculum provision for pupils with special educational needs is very good. When new arrivals are identified as having special educational needs, they are quickly placed on the school's register for



such pupils. They are then supported well throughout their time in school, and their targets are regularly reviewed, so that the pupils concerned derive maximum benefit from the curriculum. The many pupils with English as an additional language enjoy similarly good access to the curriculum. They receive very good support whether working in withdrawal groups or mainstream classes. As a result of this provision, both pupils with special educational needs and those with English as an additional language make good or very good progress in their learning. The school has also begun to identify ways in which particularly gifted and able pupils can be identified and receive additional support to enable them to make appropriate progress.

33. The quality of curriculum planning has improved since the previous inspection. Detailed and appropriate areas for curriculum development in each subject have been identified in the detailed school development plan. Policies and schemes of work have been subsequently improved, and this in turn has improved the overall quality of teaching.
34. The school has good provision for promoting literacy across the curriculum, and this is having an increasingly positive effect upon standards. Not only are many pupils making good progress in developing their basic skills in English and literacy lessons, but teachers are paying due attention to helping pupils meet their literacy targets in other areas of the curriculum. For example, teachers emphasise key vocabulary in subjects such as mathematics. They also work hard to improve pupils' speaking and listening skills generally, although the problems which many pupils experience with accurate writing sometimes restricts their progress, for example when writing up science experiments. The school is also making good progress in implementing its numeracy strategy. In addition to improving their skills in mathematics lessons, pupils have opportunities to practise them in other lessons. For example, data collected in traffic surveys in geography lessons is translated into graphs; and some teachers use registration periods with younger pupils to practise mental arithmetic skills, based on the numbers of pupils present and absent on a particular day.
35. The school's provision for personal, social and health education is good. Lessons introduce pupils to issues such as the development of healthy living habits. Pupils have undertaken poster campaigns about the dangers of drugs and tobacco abuse. Opportunities are taken in some lessons to develop pupils' social awareness. For example, in a Year 4 history lesson on the Tudors, the teacher promoted an awareness of citizenship issues by comparing the role of government in that historical period with the role of monarchy and the government in Britain today.
36. Pupils' learning experiences are supplemented by a good range of extracurricular opportunities that interest pupils and help to raise standards. These opportunities include a range of sports clubs such as football, netball, hockey and athletics, although there are currently no inter-school sports. There are also non-sporting activities such as art and dancing clubs. There is a good participation rate in these activities: for example during the inspection several pupils were observed enjoying making clay pots in the after-school art club. Pupils also go on visits to complement their work in school. For example younger pupils have visited the Florence Nightingale Museum and have used the experience of the visit to inform their history work on "famous people" in Years 1 and 2. A residential trip to Hampshire was successful not just as an exercise in developing social skills but also as a valuable contribution to pupils' environmental studies.
37. The community makes a good contribution to pupils' learning, and in return, pupils go out into the local community both for its benefit and to enhance their own personal development. Professionals such as the police, fire and health services come into school to talk to pupils about their role in the community. Expert coaches come into school to coach rugby. Grandparents have talked to pupils about their role in the Second World War. Local companies sponsor school activities and have helped to provide computer equipment. Activities which pupils themselves carry out in the community include contributing to Ealing's official annual celebration of a particular religion; and visiting local nursery schools to perform Asian dance.
38. The school has good links with partner institutions. Links are fostered with nursery schools in the way outlined above. Joint projects are undertaken with local primary schools, for example buying into theatrical productions which contribute to pupils' cultural education. There are good links with local secondary schools. In addition to visits to these schools by prospective pupils, Clifton Primary

uses the sports facilities of a local secondary school on a regular basis, and a teacher from that school comes to Clifton to teach dance.

39. The curriculum for the under-fives has improved significantly over the last two years. Curriculum planning has also improved, although deficiencies in information and communications technology still detract from overall curriculum provision. Overall there has been satisfactory progress in curriculum provision since the previous inspection.
40. There is very good overall provision for the development of pupils' spiritual, moral, social and cultural education. Pupils' educational and personal development is successfully broadened and boosted in line with the school's mission statement. This statement encourages pupils to respect each other and their environment, and to help develop a wider understanding of the world in addition to furthering their academic attainment.
41. The school's provision for spiritual development is satisfactory, which is an improvement on the situation at the previous inspection. The school is exempt from statutory provisions on collective worship, but pupils are encouraged in assemblies to reflect upon a higher deity. They are enabled to study faiths other than their own, and to explain their particular faiths to other pupils. Visits are organised to various places of worship in the community. However, opportunities to foster spiritual reflection are sometimes missed in other contexts: for example, relatively few opportunities are taken to discuss spiritual matters outside of religious education lessons.
42. The school's provision for pupils' moral development is very good, and this represents an improvement since the previous inspection. Moral messages are put across in assemblies: for example the concept that the world is a limited resource and that we should respect the environment as well as each other. School rules and conventions of behaviour are prominently displayed around the school, teaching pupils to respect their surroundings and each other. Teachers themselves are good role models for pupils, through their commitment, the care which they show for pupils' welfare, and the ways in which they offer clear moral guidance. The school encourages personal responsibility by appointing pupils as monitors and setting up a school council, although in some lessons which are very teacher-directed opportunities are missed to develop pupils' independent learning skills. Moral issues such as those relating to drug abuse are addressed in lessons. Pupils learn to respect each other and to understand the consequences of their actions on others. They also develop a sense of responsibility through charity work and efforts in the community such as supporting the playground project at Ealing hospital. The very good moral provision helps to make the school an ordered and caring community.
43. Linked with this moral provision is the school's very good provision for social development, which is an improvement since the previous inspection. The good range of extracurricular activities encourages pupils to learn and play together constructively. Pupils cooperate well in lessons. Good social behaviour is also encouraged through activities in the community such as cleaning the street outside the school and keeping a check on dumped cars in the neighbourhood. These activities encourage a sense of social as well as moral responsibility. Inside school, pupils are polite and get on well with each other in a fundamentally friendly community.
44. Provision for pupils' cultural development is good, which is an improvement since the previous inspection. Successful attempts are made to increase pupils' cultural awareness: for example in the music played in assembly and the art displays in the school. Trips are organised, such as those to the Florence Nightingale Museum, the transport museum and the Ealing Museum and art gallery. There are also theatre trips. However, the main strength of the school's cultural provision is the way in which the school utilises opportunities to celebrate life in a multicultural society. For example, parents as well as pupils promote Asian dance and song inside and outside the school, and the school makes good use of pupils' varying backgrounds in religious education lessons when discussing issues of faith.
45. Therefore overall there has been a good improvement in the school's provision for spiritual, moral, social and cultural development since the previous inspection.

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

46. In the previous report a number of health and safety issues were raised; these have been attended to. There is now an effective risk assessment policy and recent building works have resulted in a new fire alarm system being fitted.
47. The school has worked very hard to create an environment in which pupils feel safe and an atmosphere in which they feel both cared for and secure. In both these aspects the school has been very successful. The school provides very good support and guidance for the personal development of all its pupils. It places strong and successful emphasis on the personal, social and moral development of its pupils and this helps to promote their confidence and supports their endeavours to become more independent. All members of staff provide very good, caring support for pupils. They have a very good knowledge of pupils' individual needs and circumstances and are always willing to talk with pupils about any concerns or problems. Very good use is made by teachers of pastoral folders in which are noted anything important to do with the pupil, from medical information to any activities they are involved in. Pupils say that teachers and other staff are all very approachable and always willing to listen. The head is very approachable; pupils know if they have concerns or difficulties that she will help and she will check up that everything is going well; pupils find this very reassuring.
48. The school takes very good care of its pupils. It has very good procedures to ensure the safety, health and welfare of its pupils in all situations. Almost all staff are first aid trained. Playtimes are always well manned and supervision is very good at all times, including lunchtime supervision, which is well organised. All accidents are dealt with in the new medical room and are correctly and promptly recorded. The school has medical plans and records for all pupils; those requiring medication during the school day are encouraged to self medicate under supervision. Risk assessment is undertaken when trips are to be made and the appropriate insurance forms are completed. Mobile telephones are always taken. If journeys are to be made on the train, London Transport is contacted and informed of their plans.
49. The school follows the local child protection procedures. A number of staff are trained as key workers and are able to deal effectively with any issues. The head is currently the designated person, but this is to pass to another key member of staff. The school is very familiar with the procedures relating to child protection issues. Either the head or the relevant class teacher attends any case conferences or similar meetings as appropriate. All staff are familiar with the need to be vigilant in this area. Better contact and communication has been established with social services than existed at the time of the previous inspection.
50. Measures to promote discipline and good behaviour are very effective. The staff have very high expectations of behaviour and the pupils strive hard to meet them. Midday supervisors have a good system of noting any concerns and the action taken by them. The head regularly monitors these and, should a pupil give rise to concern, will talk to that pupil. The consistent use of these procedures ensures that the pupils' behaviour around school and in lessons is very good. The school has an equally effective bullying policy. There is a climate of openness within school and the way in which all matters relating to behaviour and bullying are spoken about ensures that, whilst bullying does occur, it is handled quickly and effectively. Pupils know what they must do and have confidence in the system. The school recently arranged for 'Equal Voices' to come in to school to raise pupils' awareness of these and similar issues; this provision helps to reinforce pupils' knowledge of how matters should be approached.
51. Procedures for monitoring and promoting good attendance are excellent and have been very successful in bringing levels of attendance up to national expectations. Parents are continually reminded in newsletters of the need to request permission for holidays before they are booked. With a large number of families who have relations in the Indian subcontinent there are many requests for extended holidays. The head takes a firm line and will only authorise the ten days over which she has discretion; parents of pupils in Years 2 and 6 may be refused permission. Any holiday taken over ten days is unauthorised, and the head may remove the pupil from the school roll. This happened recently; the pupil will only be taken back into school when another family leaves the

area. Pupils are enthusiastic to come to school and prize very highly the 100 per cent attendance certificates they receive. There are regular meetings with the educational social worker that help to promote good attendance.

52. Overall, there has been good improvement in assessment since the last inspection. The school has good procedures for measuring attainment and assessing the pupils' academic achievements, and very good procedures in English and mathematics. In these subjects there is a close analysis of data such as baseline assessment, standardised tests, national tests and pupils work. When collated, at the beginning of each academic year, this information is used very effectively to predict future levels of attainment and set targets for learning. The assessments are particularly useful identifying focus groups of pupils whose achievements mean that they require close monitoring and tracking.
53. The use of assessment data to improve teachers' planning is good overall and very good in English and mathematics. An example of this is the way the school analysed data in English last year and found that reading was a weakness and then worked to improve it. This year, writing was shown to be weak and this is now the main school focus. Although pupils are assessed and tracked well in English and mathematics, the use of data is not as effectively used in the majority of other subjects. The school is very aware of this and there are plans in place to extend the existing very good practice to other subjects. Marking is variable; it is good in mathematics, but practice varies considerably in other subjects.

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

54. The school has worked very hard to establish stronger and more effective links with pupils' families since the previous report; it has been very successful in this. The support that is provided for families by all the staff, and particularly the head, is excellent. Many families with children at the school are refugees and asylum seekers and have little or no knowledge about where and how to apply for the help that they urgently need, and they lack the necessary language skills. Within the school they receive the support they need to enable them to function and to get their children to attend school where they can be helped to acquire English and receive an education. The school is fortunate in being able to find someone to talk most of the languages with which they are presented and this helps to make parents feel welcome and supported. Many parents turn to the school as their first stop in finding solutions to problems; the head is particularly keen to help as this means that the children become good attenders at school because the parents see that the school is very supportive. While the head is extremely helpful, she appropriately expects the parents to co-operate with her, supporting their children and the school in its work. The head expects the school to develop a good partnership with all parents and works extremely hard to ensure that this is what happens; she enjoys a very large degree of success.
55. No significant issues were brought to the attention of the inspectors either through the questionnaire or at the parents' meeting prior to the inspection. Analysis of the questionnaires show that all parents say their children like school, the majority feel that the teaching is good, the information provided is good, the expectations of their children are sufficiently high and they make good progress. Inspectors agree with all these positive comments.
56. The quality of information provided for parents is very good. Information is written in English; the head surveyed parents about whether they would like information in their own languages, but nearly everyone stated a preference for English. The regular Newsletter sent to parents is both friendly and informative, keeping them well informed of what has just happened and giving advanced warning of future events. There is generally a reminder about attendance. Letters are sent giving good clear information about trips and outings. There are notice boards outside all classrooms in Key Stage 1, Reception and the nursery that display details for parents of what pupils will be covering in class, trips out, physical education days, homework, and the latest newsletter. Parents of older pupils receive copies of what their children are covering via pupil post. The general notice board in the entrance hall details information of events, activities and classes of interest to parents and pupils in the locality. All this information helps to promote parents' interest in their children's work and indicates ways in which parents and pupils can be involved in the local community.

57. Annual reports to parents on their children's progress are of a very good standard. All the core subjects are very well reported with good details of what pupils know and understand and what they can do with confidence. Most other subjects are also well reported. General comments about pupils' attitudes and other attributes are relevant; clear details are given of where improvements are needed. In addition to this annual report, parents receive, at the termly meeting arranged between parents and teachers, an interim report. These give details of literacy and numeracy progress and any concerns; targets are set. A section is devoted to looking at pupils' attitudes and personal development. Any comments from teacher or parents are noted. On all reports attendance rates are given. All this information ensures that parents have the opportunity to know exactly how their child is doing. The school makes strenuous efforts to make contact with all parents to discuss their children's progress; if they do not come to the arranged meetings, they may be approached in the playground or a home visit is made.
58. During the inspection, many parents came into school to deliver and collect their children and to talk to members of staff. All were made to feel very welcome. All staff have a very good knowledge of family circumstances and do all they can to support and encourage. This all helps to promote and develop a very good partnership between the school and the parents of its pupils.
59. Attendance at parents' evenings is generally very good. Parents are able to feed into the home school contract and nearly all parents have signed it. Curriculum evenings are often held at these times as well. Home visits are made before a pupil starts in the nursery or Reception, usually by the relevant teacher, with maybe the head as well. The head teacher always makes a home visit in regard to behavioural difficulties. Despite the very strenuous efforts of the head and her staff, the school does not have a parent teacher association and help at home with reading and homework is unreliable. However, some mothers will come and help at such celebrations as Divali, and grandparents have talked to pupils about their experiences in the Indian army during World War Two. The school does have sufficient parents and other adults willing to come and help with trips and visits. The attendance by parents at concerts and other events involving their children is very good. Whilst there is little direct parental involvement in the work of the school, parents are very supportive and have responded well to the school's initiatives to improve attendance, one of the biggest factors in raising standards.

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

60. The strong leadership and management is having a significant impact on standards and pupils' achievements. The headteacher's leadership is excellent. It is both visionary and dynamic and an outstanding strength of the school. The senior management team is highly effective, and has clear lines of delegated authority and responsibility. The deputy headteacher is a very effective manager; both she and the headteacher provide exemplary practice as managers and teachers for others to follow. Teachers with responsibilities for developing subjects are effective and carry out their management roles well. Others with responsibilities, for example in the foundation stage, the coordination of special needs, and English as an additional language, do their work with quiet efficiency that adds to the smooth running of the provision throughout the school.
61. The school's aims are clear and reflected in an excellent and consistent manner. There is a clear commitment to including pupils regardless of their particular needs or circumstances, whilst recognising the importance of individual and expert support where appropriate. There is a clear emphasis on driving up standards and achievements for pupils throughout the school.
62. There are excellent procedures for monitoring the quality of teaching that have brought about significant improvements in teaching over time. Teachers are observed regularly, and have a clear and realistic understanding of their strengths and areas for further improvement. This is carried out in a very positive atmosphere where teachers are also encouraged to observe one another to gain new skills. The headteacher and deputy headteacher share their own good practice with others by carrying out model lessons. These strategies have built an open atmosphere for improving teaching throughout the school, enabling teachers to compare practice and identify areas for their own development.

63. There is a strong and effective culture whereby the school is continually looking for ways to improve further. Staff reflect on their actions and the impact being made upon the pupils, finding solutions and strategies for increasing the rate of pupils' learning and progress wherever possible. The headteacher has skilfully faced staff with areas that were not good enough, whilst providing a way forward for improvement. This has built a high level of ownership, for example in the school improvement plan, as people recognise the need for change.
64. The governing body has a clear idea of the school's relative strengths and weaknesses, and their role has developed over time. They are interested and have begun to monitor the school's work more strategically recently. Some governors are more active than others, and, currently, there are several vacancies. This means a few governors are carrying many responsibilities. The senior management team and governors discuss the principles of best value in their decision making and seek to gain the best deals in staffing and resources. The school has carried considerable debts from previous financial mismanagement and until very recently, unpaid debts that became apparent were added to the growing and considerable deficit. The school sought to resolve this and the local education authority has recently agreed to underwrite the debts and clear the deficit entirely, enabling the school to start with a clean bill of health financially for the first time in years. There is excellent use of specific grants for the further benefit of the pupils' education.
65. The day-to-day management is smooth and efficient. The administration and secretarial support adds a quiet, calm and welcoming atmosphere on entry to the school.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- (1) **\*Raise standards further in English by:**
- improving the quality of written work;
  - developing pupils' language, literacy and communication skills across all areas of the curriculum.
- As referred to in paragraphs 73 -85
- (2) **\*Raise standards in information and communication technology by:**
- including control technology and modelling as part of the curriculum;
  - using computers more frequently across the curriculum;
  - increasing staff confidence in the use of technology for pupils' learning

As referred to in paragraphs 92,100,121,122-128,143

\* indicates this is part of the school's current improvement plan

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	76
Number of discussions with staff, governors, other adults and pupils	30

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
5	17	48	29	1	0	0

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

### Information about the school's pupils

#### Pupils on the school's roll

	Nursery	YR– Y6
Number of pupils on the school's roll (FTE for part-time pupils)	15	255
Number of full-time pupils known to be eligible for free school meals		91

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs		2
Number of pupils on the school's special educational needs register	1	91

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	205

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	66
Pupils who left the school other than at the usual time of leaving	69



**Attendance**

**Authorised absence**

	%
School data	5.3
National comparative data	5.4

**Unauthorised absence**

	%
School data	0.6
National comparative data	0.5

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

**Attainment at the end of Key Stage 1**

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	14	10	24

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	10	8	11
	Girls	6	6	8
	Total	16	14	19
Percentage of pupils at NC level 2 or above	School	70 (72)	58 (67)	79 (83)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	7	8	10
	Girls	6	6	7
	Total	13	14	17
Percentage of pupils at NC level 2 or above	School	54 (78)	58 (88)	71 (74)
	National	84 (82)	88 (86)	88 (87)

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

**Attainment at the end of Key Stage 2**

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2000	25	14	39

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	18	20
	Girls	7	7	11
	Total	22	25	31
Percentage of pupils at NC level 4 or above	School	56 (59)	64 (65)	79 (87)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	18	18
	Girls	8	7	8
	Total	23	25	26
Percentage of pupils at NC level 4 or above	School	59 (65)	68 (80)	67 (85)
	National	70 (68)	72 (69)	80 (75)

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

#### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	2
Black – African heritage	23
Black – other	0
Indian	129
Pakistani	38
Bangladeshi	0
Chinese	0
White	7
Any other minority ethnic group	18

This table refers to pupils of compulsory school age only.

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

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

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

#### **Teachers and classes**

#### **Financial information**

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

Total number of qualified teachers (FTE)	14.2
Number of pupils per qualified teacher	21
Average class size	23

**Education support staff: YR – Y6**

Total number of education support staff	12
Total aggregate hours worked per week	183

**Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	2
Number of pupils per qualified teacher	30

Total number of education support staff	1
Total aggregate hours worked per week	32

Number of pupils per FTE adult	15
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*FTE means full-time equivalent.*

Financial year	1999/2000
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	£
Total income	751,634
Total expenditure	775,987
Expenditure per pupil	2587
Balance brought forward from previous year	-47,011
Balance carried forward to next year	-71,364

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	318
Number of questionnaires returned	77

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	70	30	0	0	0
My child is making good progress in school.	52	45	3	0	0
Behaviour in the school is good.	60	31	3	0	6
My child gets the right amount of work to do at home.	49	39	9	3	0
The teaching is good.	56	42	3	0	0
I am kept well informed about how my child is getting on.	56	38	6	0	0
I would feel comfortable about approaching the school with questions or a problem.	55	34	6	3	3
The school expects my child to work hard and achieve his or her best.	62	32	3	0	3
The school works closely with parents.	49	38	5	3	5
The school is well led and managed.	53	36	1	1	8
The school is helping my child become mature and responsible.	56	32	3	0	9
The school provides an interesting range of activities outside lessons.	38	42	9	5	6

Additional comments may be found in the summary section under Parents' and Carers' view of the school.

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

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

66. Children in the Foundation Stage start in the nursery before moving on to one of the two reception classes. This is part of the overall Early Years provision that has been recently completed to a very high standard. All children who attend the nursery do so on a part time basis either in the mornings or afternoons. Children enter the reception classes in September or January according to their ages. This year, no children spoke English on arrival. The children's assessments show they come to school with very limited skills in communication, language and literacy. This is both in their own language and in English as an additional language. Teachers make good use of the assessment information to set targets for the children's future learning. Many children do not stay for the entire period of the foundation stage, and new children arrive to take their place. This means that although most make good progress towards the early learning goals, by the time children reach the end of the Reception, the composition of the group overall has changed considerably. Overall those children who stay throughout the foundation stage at Clifton meet many aspects of the early learning goals, but remain limited by the level of language they are able to acquire in the time available.

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

67. Children in the nursery make good gains in their personal, social and emotional development because of the effective teaching. Activities are chosen carefully and encourage sharing, cooperation and group work amongst children. This in turn develops their confidence and independence. The good achievements in the nursery are built upon systematically in reception, as children are challenged with more opportunities and responsibilities, for example in working independently on tasks for extended time without adult assistance. Children learn to play and work well together. They learn appropriate routines to become more independent, and this prepares them well for the next stage of school life. The system whereby older pupils spend time with the youngest children provides further opportunities for social development. There are good facilities both inside and outside for children to share apparatus and large toys, use the home corner and sit together socially. The atmosphere is calm, productive and secure. Children in turn become quietly confident in themselves. The teaching in this area is very good. Children are on course to meet this early learning goal.

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

68. Children by the time they reach the end of the foundation stage have made good gains in this area. Those pupils who stay throughout this stage reach the recommended early learning goal. The children for whom English is an additional language achieve well in relation to their starting points, but they have some limitations in the use of language that in turn affects their literacy skills. Children enjoy listening to stories and show obvious delight, for example when recounting the story of the three little pigs. They use books carefully and take note of the illustrations when talking about the content. Children realise that print conveys meaning. Adults encourage the children to read words, signs and print in different situations. The nursery has a well-equipped area for writing and reading that is used frequently by the children. Children in the reception classes build on these skills effectively as they learn to form letters accurately, begin to join letters and write their own names with less and less help from adults. Children begin to make up simple sentences of their own using well known words placed at random on the table. Teaching in this area is good.

#### **Mathematical development**

69. Children who stay throughout the foundation stage reach the recommended early learning goal in this area. They are encouraged successfully to notice numbers and patterns around them, and often count for practical purposes during daily routines. Children help count the mugs for drinks, assist in sharing fruit for playtime, and count the correct number of people allowed to play in certain areas such as the sand and water trays. These activities are built on methodically in the reception

classes as children begin to record objects using numbers, copy patterns, and make useful numerical links. The teaching is good and successfully encourages lively, interested children as they develop a genuine enjoyment in the practical use of number.

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

70. Children reach the recommended early learning goal by the end of the foundation stage and develop an increasing awareness of the world around them. They learn to recognise simple features of their surroundings and this is built on effectively in the reception classes. Children begin to follow straightforward instructions about places to visit around the school. They learn about important events in their own lives such as when they were born, where they live and special people around them. Children reflect on objects and aspects of the school that are quiet and peaceful. There is a garden area near the classrooms with sensory plants, a water feature and trees planted that children enjoy. This also helps them appreciate a world that is often in stark contrast to the immediate locality beyond the school. The quality of teaching is good as children grow to understand about life beyond their immediate experience.

### **Physical development**

71. Children have many good opportunities to use the outdoor play area and hall. The immediate playground has been developed thoughtfully, with a covered part that enables maximum use of large equipment and apparatus even in wet weather. This in turn helps children to develop their physical skills regularly as they ride on small and large wheeled vehicles, slide, crawl, climb and run in suitably supervised conditions. Children show clear signs of gaining control of their movements, and become more refined in their use of large resources. Teachers take full advantage of the hall, including during break times where children learn to throw, catch and roll balls across larger open spaces. These activities help children become increasingly aware of the space around them and others. The teaching is good and results in good standards and achievements.

### **Creative development**

72. By the end of the foundation stage, children meet the early learning goal in this area. The good teaching enables pupils to achieve well and express themselves creatively in a variety of ways. There are good opportunities for role play, and the area is changed regularly to add a new focus, to the obvious delight and pleasure of the children. There are well organised areas for children to make models, choose from a variety of model making materials and select appropriate adhesives. This results for example in good quality trucks and vehicles being made. Children respond to music in different ways and use instruments to create sound and simple rhythm. The teaching is good and adults encourage children to use a wide range of materials, including paint, modelling clay, dough and collage to good effect. There has been excellent improvement in the provision since the last inspection when many aspects of the nursery were judged to be poor. The high quality education provided in the foundation stage is now a strength of the school.

## **ENGLISH**

73. Overall standards in English are below the expectations for pupils by the ages of seven and eleven in relation to national averages. Standards are below average in speaking, reading and especially writing, although many pupils have good listening skills. Pupils enter Year 1 with standards in all aspects of English which are well below expectations for similar aged pupils. The school contains a substantial proportion of pupils with special educational needs and many pupils with English as an additional language. There is also a high proportion of pupils who are not in the school throughout their primary school career but join at various stages between five and eleven. Given these facts, and the low level of prior attainment, the great majority of pupils achieve well and make good or very good progress in English during their time in the school.

74. The national tests in English in 2000 for pupils aged seven showed that the proportion of pupils achieving Level 2 or above was below the national average and was also low in relation to standards in similar schools nationally. This was principally because pupils did not achieve the higher levels

in writing. Standards in English were also lower than those in mathematics and science in the school. The trend in attainment over the three years between 1998 and 2000 was for standards in reading to rise between 1998 and 1999 and then fall back by 2000, whilst the trend in attainment in writing was downwards between 1998 and 2000, in contrast to the national trend.

75. The national tests in 2000 for pupils aged eleven showed that the proportion of pupils achieving Level 4 or above was well below the national average and also below the average compared to similar schools. There has been no significant difference in attainment in English by gender within the school.
76. The evidence of the inspection confirmed that by the age of seven, standards in speaking, reading and writing are below national expectations, although standards in listening are close to expectations. Pupils achieve well as they learn to listen well, both to the teacher and each other, and in almost all lessons they sit during whole-class introductions and plenary sessions in the literacy hour with high levels of concentration. The majority of pupils have a limited ability to speak standard English, and often fail to recognise various letter and word blends. However, many achieve well as they develop the confidence to respond to questioning in class. Pupils achieve well and make good progress in their reading during lessons. Higher attainers by the age of seven can read with reasonable fluency, and sometimes with expression, although with occasional errors. These pupils are also able to recognise the distinction between fiction and non-fiction, can talk with interest about their likes and dislikes in reading, and can readily locate information in dictionaries and encyclopaedias. However, many average and lower attainers read texts even of a basic level with hesitancy and with frequent errors, although they do make good progress by the age of seven in developing strategies to decode less familiar words.
77. Standards in writing are a particular weakness for the majority of pupils. There is a restricted range of writing by the age of seven. Pupils write imaginative stories, factual accounts on subjects like "A day in school" and learn to write using instructions on subjects such as "How to make toast." The writing shows a developing ability to use a correct sentence structure. Pupils also complete grammatical exercises, and learn for example how to link sentences more effectively. Particularly commendable is the effort which most pupils put into good presentation. A minority of pupils already by the age of seven writes in a reasonably consistent and accurate joined-up script. At the other extreme, a substantial minority of pupils still struggles to form letters correctly. Even more able pupils make occasional errors in basic spellings, and many pupils confuse words such as "brought" and "bought", and are inconsistent in their use of punctuation, and for example, their use of capital letters. Pupils' achievements are limited in many areas of their writing.
78. The inspection confirmed that standards in English of pupils by the age of eleven are still below the national expectations in speaking, reading and writing. They continue to develop often good listening skills. Although the range of pupils' vocabulary increases, it is still below expectations. For example, many pupils in the top set in Year 6 lack confidence to sustain a debate, although they will respond with short answers to direct questioning by the teacher. Reading levels are variable, but many average and lower attainers have difficulty in reading more challenging texts in a range of subjects, and lack expression or fluency.
79. Writing remains a considerable weakness for pupils by the age of eleven. The range of writing increases for pupils between the ages of seven and eleven. Pupils write book reviews, explaining their likes and dislikes, and some of their stories are drafted and redrafted in order to improve the accuracy of language. Their story writing improves as they learn the importance of creating a good setting and a good structure. Pupils learn to retell a popular story such as that of King Arthur in a style which would appeal to a younger audience. They learn to write "newspaper reports" and "letters", produce some biographical and autobiographical writing and write in a variety of poetic styles. Overall, the pupils' achievements in writing are limited, and greatly affected by the level of their own spoken English, and restricted range of vocabulary.
80. The pupils' restricted vocabulary reduces the effectiveness of attempts to write arguments "for" and "against" a particular subject. The frequent written exercises increase the ability of pupils to write reported speech, to use exclamation marks and question marks more appropriately, and to be

more confident in using different parts of speech such as adverbs correctly. Pupils also learn to use some similes, metaphors and idioms in order to make their writing more interesting. However, many pupils still make considerable errors in the technical skills of writing. For example, they sometimes confuse verb tenses and make errors in spelling and punctuation. Pupils still confuse basic words such as "to", "too" and "two" and sometimes forget conventions such as using paragraphs in their extended writing. The quality of presentation remains good in all classes.

81. The quality of teaching overall in English is good throughout the school, resulting in good progress in learning. For pupils between the ages of five and seven the teaching is always good. For pupils between the ages of seven and eleven the teaching is always at least satisfactory, and it is good or very good in over half the lessons observed. The good or very good teaching is characterised by features which apply to pupils in all year groups. Teachers implement the structure of the literacy hour effectively in most lessons, setting out the objectives very clearly, referring to them again at appropriate points in the lessons, and getting pupils to evaluate their progress towards achieving them in plenary sessions at the end. This was seen, for example, in a Year 6 lesson in which pupils were constructing written arguments about supermarkets: pupils were used to correct each other's mistakes, and at the end of the lesson the teacher extracted some general teaching points from these errors. As a consequence of these strategies, pupils of all abilities have a clear idea of what their targets are, what they need to do to achieve them, and how well they have succeeded, and this helps to sustain the positive attitudes displayed by pupils in most lessons.
82. Teachers use a range of resources well, particularly to extend and reinforce language skills. This was seen to particularly good effect in a Year 2 lesson in which the teacher demonstrated the relative advantages of a computerised and a paper dictionary, and pupils then worked on discovering a range of compound nouns, whilst at the same time practising their computer skills. Good use of resources was also seen in a Year 4 lesson in which the teacher used writing frames to assist pupils in writing with the correct use of adjectival phrases. In most lessons teachers place a strong emphasis on extending pupils' vocabulary, and they sometimes link this effectively with other subjects. For example, in another Year 2 lesson, the teacher got pupils to compile glossaries around work they had been doing in science and history, thereby helping to reinforce their understanding in those subjects also. In most lessons teachers use support staff effectively to help lower-achievers in particular to make good progress. Good feedback is given to pupils about their progress in learning: for example in a Year 1 lesson in which the teacher was using the text of the "Gingerbread Man" to get pupils to understand the difference between fiction and non-fiction.
83. In the minority of lessons which are sound but which contain some less effective teaching methods, teachers sometimes do not give sufficient explanations or examples to help pupils understand grammatical points. Some teachers' marking is not helpful in identifying exactly how pupils' can improve their work. Pupils who take pride in good presentation often work quite slowly, and sometimes teachers do not set sufficiently demanding time targets when pupils are working alone on exercises, so that the pace of the lesson falls away and pupils make less progress in meeting objectives as a result. This was seen for example in a Year 6 top set containing some higher-achievers.
84. Leadership and management in English are very good. The co-ordinator has put considerable effort into promoting literacy both in English lessons and across the curriculum. As a result there is sound use of literacy across the curriculum. For example key vocabulary is emphasised in a variety of lessons such as history and mathematics. There has been good monitoring of teaching in English, and as a result teachers have shared good practice, with a beneficial effect upon standards. Particular effort has also gone into assessing pupils' attainment and then using the data to set detailed and appropriate targets for all pupils to raise their levels of attainment. Resources in English are improving, and although the library is not large, it is being suitably refurbished.
85. Since the previous inspection, standards in English are still below national averages for pupils both by the ages of seven and eleven, and standards of the latter in 2000 are further below those of pupils in similar schools nationally. This is largely due to the changing nature of Clifton Primary's



intake and a constantly changing school roll. Pupils achieve well however in relation to their starting points and make good gains in their learning, often within a relatively short period of time. The quality of teaching has improved significantly in the last few years, and therefore progress in English has been satisfactory overall since the previous inspection.

## **MATHEMATICS**

86. Since the last inspection, there has been a significant improvement in standards. When the pupils enter the school, their attainment is very low but by the time they leave at the age of 11 the majority attain standards that are close to the national average. This is a considerable move forward and due mainly to the good quality of the assessment, planning, teaching and setting at Key Stage 2. In comparison with similar schools the standards in mathematics at Clifton Primary School are well above average. Pupils achieve well in relation to their prior attainment.
87. At Key Stage 1, the attainment of pupils in the 2000 National Curriculum tests was well below the national average. A particular area of weakness was using and applying mathematics. The trend, over three years from 1998 to 2000 appears fairly static. However, the inspection of pupils' work shows that they make very good progress from a very low base; for example, many pupils who enter the school are new to the country and have no English. The school is also working with a large number of pupils identified as having special educational needs, therefore the comparisons made at Key Stage 1 do not reflect the value added by the school to achieve these standards. It takes time for the good teaching to have an impact on pupils' achievement. This is borne out by the National Curriculum Tests results at Key Stage 2. The results of the pupils who have been in the school for all their primary education have increased annually over the past three years. In 1999 and 2000 attainment was close to the national average with two higher attaining pupils achieving the higher Level 6 target in 2000. The inspection confirmed the above results and found attainment to be close to the national average at Key Stage 2 and below average at Key Stage 1.
88. At the beginning of Key Stage 1, there is a good focus on developing basic number skills such as addition, subtraction, number patterns, shape, odd and even numbers and mathematical language. The work gradually becomes more challenging and by the time pupils reach the age of seven they are making good progress in developing their mathematical knowledge and understanding. Most have a clearer understanding of mathematical language and have learned the meaning of words such as estimation and partitioning. They understand fractions such as a half and quarter, are starting to draw simple pictograms and use graphs to display data they have collected. The work in most classes is adapted and modified well for pupils of all abilities and covers all the requirements of the National Curriculum. The National Numeracy Strategy is being very well implemented; teachers are using the mental arithmetic sessions very effectively to sharpen pupils' skills such as adding on, halving, doubling and number patterns. However, in some classes when pupils are working in small groups, the pace of work slackens off.
89. By the time they are 11, pupils' mathematical knowledge and understanding is developing well and most achieve very well. The rate of progress is particularly rapid in Years 5 and 6 where the teaching is the strongest and better focused. This is particularly apparent as the pupils learn to become more analytical when looking at questions to overcome the language barrier when problem solving. All pupils have clear targets that are based on their current work and aimed at raising mathematical achievement; homework is set on a regular basis. When studying fractions, pupils quickly grasp the relationship between fractions, decimals and percentages. This work is extended and is well matched to pupils' experiences. For example; in an outstanding lesson, the teacher asked the pupils how many of their parents are shopkeepers and have to pay value added tax. The pupils quickly responded and told her that value added tax is 17.5 per cent and their parents use calculators. After excellent questioning, the pupils realised how they could apply their mental arithmetic knowledge to find 17.5 per cent of £40. They used halving skills to find 10, 5 and 2.5 per cent to solve the problem. In another very good lesson, work was based upon problems that pupils have written for their homework about temperatures in different parts of the world. They learned about negative numbers through comparing temperatures in Delhi and New York and placing them accurately on a number line.

90. Mathematics is being used well in other subjects; for example, in personal, social and health education the use of pie charts helps pupils to appreciate the differences between leisure time and work time. In art, pupils measure with a good degree of accuracy when making clay tiles and in history they use their knowledge of number when studying timelines.
91. Pupils' attitudes and behaviour are good. The majority, enjoy mathematics and they work well individually and when asked, most collaborate satisfactorily in smaller groups. The pupils show an interest in their work and some sustain their concentration for long periods of time. Most pupils are polite and willing to explain their work. The presentation of their written work is good.
92. Teaching is good overall but it is strongest in Key Stage 2. In the ten lessons observed, teaching was excellent in one, very good in two, good in six and satisfactory in one. The excellent and very good teaching was observed in Year 6. Features of the best teaching are: the direct teaching in the numeracy hour; assessment, which provides a clear focus for teachers to plan their work and individual target setting and tracking of pupils' progress. Marking is informative and helps pupils to move on to the next stage of their learning. The use of information and communication technology in mathematics is not well established and unsatisfactory overall. However, some very good work was observed in Year 6, rotating sets of right-angled tiles clockwise and anticlockwise to make different patterns and in another lesson to support work about temperatures
93. The headteacher's co-ordination of mathematics is excellent. She teaches on a regular basis and is an excellent role model for other staff. There is a very good and well-planned curriculum in place. Teachers make good use of the support provided by classroom assistants who have clearly defined roles and liaise very closely with the teachers. The monitoring of teaching is very good and the outcomes of this have fed into the staff-training programme to successfully address some weaknesses in teaching. The school has responded very well to the National Numeracy Strategy and teachers and pupils have taken to it enthusiastically. Whole-class teaching is having a positive effect on raising the level of attainment.
94. There has been good improvement since the last inspection in the quality of teaching, assessment, application of mathematical knowledge and problem solving, although the school recognises that there are still some weaknesses in this area.

## **SCIENCE**

95. In 2000, the results of national tests for eleven-year-olds were close to the national average, but higher than those achieved in similar schools. Over the last four years, standards have risen faster than nationally and have shown a marked improvement in the last two years. Overall, girls' performance has been better than boys', but this difference was less pronounced in last year's results. In 2000, results of the teachers' assessments for seven-year-olds were well-below the national average, and the percentage of pupils who reached a higher level was above. The school has worked hard with this years' seven year olds and they have made good progress. By the end of the school year they are on course to be achieving results close to the national average. This is a good improvement since the last inspection. Pupils with English as an additional language and those pupils with special needs are reaching standards that are below those attained by other pupils, however their achievements are often good in relation to their prior learning.
96. The quality of learning in science is satisfactory throughout the school. By the age of seven, pupils have made good progress in their understanding of the parts of the body, they can carry out a simple investigation to test whether a plant needs light and water, and know how to sort materials according to their properties. Higher-attaining pupils talk confidently about the similarities and differences of materials and their possible uses.
97. Older pupils in the seven-to eleven age range have a sound understanding of all areas of the National Curriculum they have studied this year. They carry out investigations to a broadly average standard, working well in pairs or groups. They understand the principle of a 'fair test' and can predict the outcome of their experiments. They record their work in tables and charts and the more able pupils write simple accounts of their work. They make good use of scientific language when

discussing their work in class. However, their written work and spelling are less well developed, and this brings overall standards down. Pupils with special educational needs and those for whom English is an additional language achieve well and make good progress between the ages of five and seven. This is because they are supported by several additional staff who help them with language and understanding. Between the ages of seven and nine, these pupils cover the same curriculum as other pupils and teachers match the work to their needs. However, in some classes they receive insufficient support, and their achievement, like that of other pupils in their classes, is limited by weaknesses in their writing. Pupils enjoy science lessons. They work co-operatively in groups, behave well and, in most lessons, are attentive when teachers are giving instructions. These good attitudes contribute to the quality of learning.

98. The quality of teaching is satisfactory with one exception of some unsatisfactory practice in Key Stage 2. Most teachers have a sound knowledge of the subject, which is reflected in their astute questioning of pupils and their clear explanations. This helps pupils to understand new ideas and to learn new scientific vocabulary. Many pupils, including those with English as an additional language, find it hard to express their ideas and communicate their findings in formal English. Teachers encourage pupils to answer questions and talk about their work, which develops speaking and listening skills and is of great value to many pupils. Most teachers plan their lessons and prepare resources well. They arrange for all pupils to be involved in the practical activities. In Years 5 and 6, pupils were involved in submerging weights in water and comparing their weight in water to their weight in air. The pupils asked challenging questions which encouraged them to think about force and upthrust. One very able pupil in a "Eureka like" manner made the connection between their work and Archimedes. In another lesson pupils counted their teeth and learned the different names and functions of teeth accurately.
99. Support staff are used effectively, and pupils make good progress during the lesson. In less successful lessons, teachers do not engage pupils in practical activities and they spent much of the time filling in work sheets. Teachers have yet to consider alternative strategies for pupils with limited writing skills to be able to record their work. Their marking of books lacks positive comments and questions, explanations of what is expected and advice on how to achieve it in order to develop pupils' thinking. This impedes the pupils' progress as they are not told how to improve. Planning does not pay consistent attention to the needs of pupils with English as an additional language, and this limits these pupils' achievements.
100. Since the last inspection the leadership and management of the subject has been effective in improving standards. The co-ordinator has developed a comprehensive scheme of work which incorporates the scheme produced by the Qualifications and Curriculum Authority. This gives teachers clear guidance about the standards expected of pupils as they move from one year to the next, and enables teachers of similar age groups to plan the same work. However, it does not take into account the mixed aged classes and at times there is insufficient progress year on year, particularly for the more able pupils. The co-ordinator supports teachers with their planning and monitors standards by looking at teachers' planning and pupils' work. However, she has not had the opportunity to evaluate the effectiveness of science teaching throughout the school. There is an adequate supply of resources and the school makes good use of these to promote learning through practical, investigative activities. There is a good outside learning environment, including a "senses" garden. However, little use is made of computers in science teaching. Test results are analysed and assessment is being developed effectively. The school has addressed the issues raised in the last inspection, and this has had a considerable impact on standards, particularly for the younger pupils.

## **ART AND DESIGN**

101. Standards in art for pupils between the ages of five and seven are in line with the expectations of similarly aged pupils nationally in the areas of knowledge and understanding and practical ability. This represents good achievement for all pupils, including those with special educational needs and English as an additional language, in relation to their prior attainment when joining Year 1. Only one lesson was seen with older pupils, and there was insufficient evidence of artwork in the school to make a judgement on standards in art for pupils between the ages of seven and eleven.

102. Pupils between the ages of five and seven learn to make pictures in the style of well-known artists such as Jackson Pollock. They also make good progress in learning to do observational drawing and painting portraits, and in so doing they learn to experiment with a range of colour. Pupils work satisfactorily in a range of materials. For example, Year 1 pupils can roll out clay in order to make tiles, and learn to measure them accurately. During their art activities pupils learn appropriate vocabulary for the subject and they can explain the reasons for their actions.
103. Only two lessons were observed for pupils between the ages of five and seven, and one lesson with older pupils. The teaching is always good. Teachers explain effectively how pupils can refine and improve their work and give good demonstrations in order to help them: for example showing how colour washes can be used to improve background detail in paintings, and how paintbrushes should be held correctly. Also teachers encourage pupils to put forward their own ideas when evaluating their own and other pupils' work. Pupils enjoy the lessons and concentrate well on their tasks, thereby improving their standard of work.
104. Leadership and management in art are good. The art co-ordinator is relatively new to the post but has a clear vision of how the subject should develop in the school. Planning in art is monitored, although teaching is not and there is no formal assessment in art. The level of resourcing is good.
105. The good standard of artwork by pupils between the ages of five and seven seen in previous years has been maintained, but the quality of teaching has improved and therefore there has been good progress in art since the previous inspection.

## **DESIGN AND TECHNOLOGY**

106. Standards in design and technology are satisfactory at both key stages and similar to those expected by pupils of the same age. Pupils' work covers the whole range of design and technology, including food technology, structures and mechanisms. Pupils achieve well in relation to their previous learning.
107. The teaching of design and technology takes place in half-termly blocks and alternates with art. During the inspection art was being taught, therefore it is not possible to comment on the teaching of design and technology. The judgement made about standards being satisfactory is based upon the inspection of pupils' work from last term, teachers' planning and discussions with the co-ordinator.
108. Pupils in Key Stage 1 achieve soundly as shown when working on their moving vehicle projects. They looked at several samples of wind-up toys before applying their knowledge of mechanisms to design and make their own boats and wheeled vehicles. The photographic evidence and models displayed show an increasing awareness and attention to design detail.
109. At Key Stage 2, pupils disassembled chocolate cartons and wrappers. From this they learned a great deal about the manufacturing process. This was extremely helpful to them when it came to planning and making their own containers. By the time pupils are 11, their design skills have improved considerably as evidenced in their plans and models of shelters. Careful thought had been given to the design of a lighthouse, igloo and tepee that are displayed in the main foyer. Pupils' evaluations clearly state how they feel they could improve their designs and what they had learned from the process.
110. The co-ordination of design and technology is satisfactory. The school has recognised the need to improve design and technology and later this year has arranged for the co-ordinator to have some further training in assessment and monitoring. The school acknowledges that insufficient thought has been given to using information and communication technology in the design process. Satisfactory progress has been made since the last inspection and the nationally recommended scheme of work has been implemented.

## **GEOGRAPHY**

111. It was not possible to observe any geography lessons during the inspection, since geography was not part of the current teaching cycle, and there was too little geography work available for scrutiny to make a secure judgement about standards. The small amount of geography seen showed that

pupils by the age of seven make a study of their local environment, including a traffic survey. By the age of eleven pupils do further work on the environment, for example studying noise levels around the school, and they also study land use in the vicinity. Pupils learn some facts about the physical geography of the world, for example the different landscapes such as Arctic, tundra, temperate, Mediterranean, desert and tropical rain forest. Some older pupils did an environmental studies project as part of a residential trip to Hampshire in the previous year.

112. The geography co-ordinator is committed to developing the subject further, for example by acquiring more visual resources. She monitors planning in the subject to ensure appropriate curriculum coverage, and teachers are expected to assess pupils' work at the end of a unit of study, although assessment procedures as a whole are relatively undeveloped. The quality of teaching is not directly monitored. There is now more planning for the teaching of geography and the geography curriculum has improved since the previous inspection, although it is not possible to evaluate the quality of teaching in the subject.

## HISTORY

113. Standards overall in history for pupils by the ages of seven are below the expectations of similarly aged pupils nationally, in knowledge, understanding and the development of historical skills. Standards in these areas for pupils by the ages of eleven are in line with the expectations of similarly aged pupils nationally. For pupils of all ages in the school, including those with special educational needs and with English as an additional language, achievements are good and this represents good progress.
114. Pupils by the age of seven learn some basic facts about events in British history such as the Fire of London, and they begin to sequence events chronologically. They also learn about significant individuals: for example Florence Nightingale in the Crimea. They learn not just about what she did, but also the causes and consequences of her actions. However, although higher attainers show a good level of understanding of these events, the majority of pupils lack the language skills to successfully communicate their knowledge with appropriate depth or accuracy, particularly in writing, although they make good progress in relation to their low level of literacy skills at the beginning of Year 1.
115. By the age of eleven, many pupils do attain levels of knowledge and understanding in line with expectations nationally. Pupils continue to develop their ability to sequence events accurately, for example producing detailed timelines of events in Ancient Greek history and the events surrounding the Second World War. Pupils show a satisfactory level of knowledge and understanding about life in Ancient Greece and Sparta, although lower-achievers have difficulty in recording information accurately. Pupils also study events in Tudor history, and during the inspection made a detailed study of the events surrounding Henry VIII's break with Rome. Higher-achievers in particular achieve a good level of understanding of the political and religious connotations of these events and even their longer-term significance. In more recent history, pupils learn about the impact of the Second World War on aspects such as rationing, the Blitz and evacuation. Many pupils show a good ability to research information from a range of sources. Higher-achievers communicate their findings effectively, and consider which events are particularly significant. Lower-achievers continue to experience difficulty in writing about historical events with sustained accuracy, but as with five to seven year olds, older pupils with special educational needs and English as an additional language make good progress in developing their knowledge and understanding in relation to their prior attainment.
116. The quality of teaching overall in history is good. It is always at least satisfactory for pupils between the ages of five and seven, and is good in one lesson in two. The quality of teaching for pupils between the ages of seven and eleven is always at least satisfactory and is good or excellent in two lessons out of three. The good and excellent teaching is marked by particular features which are common in lessons for both younger and older pupils. The most important feature is the high expectations which teachers have of their pupils, whatever their age. For example, teachers in Years 3 and 4 covering Tudor history expect pupils to consider quite sophisticated political and religious concepts. They gear the resources well to the different ability

levels in their classes, particularly in terms of the worksheets provided, so that all pupils work at the appropriate level and make good progress in their understanding.

117. Pupils are enthusiastic about history. For example they research information and are keen to report back their findings. Teachers not only plan the work thoroughly, but they set out the objectives very clearly to pupils, and continually reinforce the objectives and question the pupils effectively to ensure that they can "follow the plot." Similarly, teachers give good feedback to pupils during the lesson so that they know how well they are doing and how they can improve their work. Even in long lessons, some teachers maintain a lively pace, with varied activities which sustain the pupils' interest even when doing challenging activities such as deciding which causes of an event such as Henry VIII's divorce from Catherine of Aragon are more important than others. In the best lessons teachers maintain a very purposeful working atmosphere, which is why most pupils make good progress in developing their knowledge and understanding of events.
118. In the minority of lessons which are sound overall, but contain elements of less effective teaching, there is too much teacher-led activity, which restricts pupils' independent learning; whilst occasionally the tasks set for higher-achievers are not sufficiently challenging for them to make the progress of which they are capable.
119. Leadership and management in history are good. The co-ordinator monitors curriculum planning effectively and plans are in hand to monitor teaching and to further develop assessment. Resources are supplemented effectively by extracurricular activities such as a visit to the Florence Nightingale Museum, and these activities add to pupils' enjoyment and understanding of their classroom projects.
120. Standards in history for pupils between the ages of seven and eleven, and teachers' expectations, are both higher now than before, and therefore there has been good improvement in history since the previous inspection.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

121. By the ages of seven and eleven, pupils' attainment in communication and information technology is below that expected nationally. The older pupils have not achieved as well as the younger ones because they have only recently been able to work with some of the new hardware and software.
122. Standard are also affected by pupils not being given sufficient time to practice these important basic skills. Computers often stand unused. Standards in word processing and communication aspects are better than those in data handling, controlling, measuring and modelling. Pupils are not being taught all the parts of the National Curriculum and this is one reason why they are not achieving what they should be.
123. Most pupils are gaining confidence and enjoy using the keyboard and the mouse. However, they lack an appreciation of the value of information technology, and in particular, are, at times, unaware of the impact of technology upon our every day lives. They usually have only a limited knowledge of the facilities within the program they are using, except in the case of the word processing or simulation packages.
124. By the age of seven, pupils can communicate information by making good use of the word-processing program; for example, when redrafting work in English. They learn how to use the space bar and shift keys to enhance the appearance of the text. Most pupils use the keys and the mouse successfully to direct the cursor around the screen, and create attractive pictures using a variety of tools on an art program. With the help of an adult they save, access and print their work. Pupils have opportunities to use tape players to listen to stories and some use tape recorders.
125. With the older pupils, the planning according to the new scheme of work is only just beginning to take effect and pupils are attaining in line with national expectations in some areas of the subject. Not all the aspects of each programme of study are taught formally but elements often appear in other curriculum areas. In history, pupils download information about leaders in the Second World

When using the Internet, or in science, they find out about the organs of their bodies. They use maths programs to reinforce their learning and experiment with simulation to turn shapes through ninety degrees. The use of this type of software coupled with the interactive smart board enables all the pupils, particularly those with special needs and those for whom English is an additional language to make very good swift gains in their learning. They make good use of calculators. Pupils use a word processing package in their English work. They show competence in calling up the program from the "contents" screen. They use the centre, space and backspace keys appropriately and use the mouse competently and switch between upper and lower case letters with ease. Opportunities for pupils to use information technology throughout all the subjects of the curriculum for the purposes of data - handling, control, monitoring and modelling are insufficient.

126. Pupils make satisfactory gains in their learning in both key stages, although the more able pupils do not forge ahead as they should and the pupils with special educational needs and those for whom English is an additional language do not always use information technology sufficiently as an additional aid to learning.
127. The quality of teaching is satisfactory overall and one very good lesson was observed. A positive move is the introduction of whole class lessons to demonstrate new skills. The management of pupils is good and teachers are able to explain the practical task to a class of approximately thirty pupils. Work is planned well and based securely on the scheme of work. This ensures that all aspects of the subject are covered. Support staff are briefed well and they, along with an English language teacher, make a valuable contribution to pupils' learning. Teaching is effective where software relating to the current topic is available and pupils are given a problem to solve; such as writing a program to create a school website and using a digital camera to take photographs. Some teachers have yet to find the correct balance between allowing the pupils to explore and experiment with the software and intervening at the correct moment to move the learning forward. A number of teachers lack information technology expertise and offer activities that are not always relevant or at the required level to ensure the pupils' learning. There is too little monitoring of attainment of individual pupils to assist the planning of activities to match their need. There are times throughout the day when computers are not used enough to support work in other subjects and to give pupils the opportunity to consolidate their skills in a variety of contexts.
128. At the time of the last inspection, this subject was not specifically taught, and standards, teaching and learning were unsatisfactory. Standards have risen, and there has been significant improvements in resources through the provision of a new computer suite. The school has moved forward but progress on implementing the action plan has been restricted during a period of rebuilding. The coordinator has clear plans for information and communication technology and is creating a good ethos for learning in the subject. She is assessing and devising supportive strategies in a systematic way to raise the levels of individual staff expertise and training is due to take place. It is now a matter of urgency that the action plans be implemented to raise standards of both teaching and learning.

## **MUSIC**

129. By the age of seven and eleven, standards are in line with those seen elsewhere nationally. Pupils achieve well in their composition and listening skills. Music is taught by a specialist music teacher throughout the school and this ensures the subject is developed with expertise and suitable musicianship skills.
130. Pupils by the age of seven are becoming increasingly confident in their composition skills, performing, developing rhythm and using simple notation. By the age of eleven, pupils demonstrate greater fluency in their use of musical vocabulary and describe their feelings well in response to different styles of music. They show interest and enthusiasm for the subject and treat the instruments with care and respect as a result of the good teaching.
131. Teaching has improved since the last inspection when it was satisfactory. There is now good and very good teaching in music. Overall music teaching is good. The music curriculum is planned carefully and covers all areas systematically over time. The teacher's own skills and enthusiasm for the subject brings lessons to life and pupils in turn enthuse about the opportunities to create music. They listen to one another's contributions with courtesy, offering ideas for further improvement if asked.
132. The school performances during the year are seen as a highlight and music as a strong feature in these. Such activities enrich the pupils' opportunities to compose and perform before larger audiences.
133. The coordinator is effective and brings life and enthusiasm to the subject. This enables pupils to have their musical skills refined and developed appropriately. There have been good improvements in music, where previously few pupils had opportunities to experience the subject, it is now a well established and successful part of the curriculum.

## **PHYSICAL EDUCATION**

134. In physical education, standards at the end of both key stages are similar to those expected by pupils of a similar age. Pupils make sound progress with their learning as they move through the school, with a few pupils achieving well and reaching standards that are high for their age. Pupils with special educational needs are well integrated. Most make sound progress and they are satisfactorily supported.
135. By the age of seven, pupils are beginning to develop their co-ordination and they are starting to understand the effect of exercise on their bodies; for example, they know that running hard makes them perspire and breathe harder. The warm-up sessions at the beginning of lessons are satisfactorily led by teachers and most impress upon the pupils the need to use the space in the hall safely. The majority of pupils listen carefully to the instructions of the teacher, about moving to the sound of the tambourine being shaken. Higher attainers respond well to the pace of the rhythm, increasing and decreasing their speed when skipping, displaying good, smooth movements. Gradually they begin to develop a sequence. Lower attainers enjoy the work, however their co-ordination is not so well developed. The majority of teachers use pupils well for demonstration purposes, which helps others in the class to evaluate and improve their own performance. All pupils have equal opportunity to the curriculum and there are no apparent differences in the performances of boys and girls.
136. By the time that pupils reach the age of 11, they are refining their skills. In games, a few pupils demonstrate highly developed volleyball skills when jumping and performing a smash close to the net. The teacher selects pupils with good skills to demonstrate this to the group. This is effective in helping pupils of average and lower ability to raise their awareness of how practise and good technique can improve performance. The majority, use these skills satisfactorily when playing in a competitive game towards the end of the lesson. However, what became apparent to the teacher was the need to develop positional play, and plans were made accordingly for future development of



these skills. In another lesson, pupils were developing their gymnastic skills. Good instructions and demonstrations by the teacher about developing poise, balance, shape and landing helped the pupils to polish their performance. Unfortunately, a shortage of mats slowed the pace of the lesson and caused some pupils to become fidgety.

137. Pupils dress appropriately and most change quickly for their lessons. They enjoy physical education and listen and respond satisfactorily to instructions. Pupils are learning to work co-operatively. Most are keen and eager to participate in lessons and their behaviour is satisfactory. On a few occasions, too much chattering means that time is wasted by having to stop lessons and remind pupils of how to behave.
138. The quality of teaching is satisfactory overall, with one good lesson in Key Stage 2. Features of the best teaching are high expectations, the use pupils for demonstration purposes and good subject knowledge enabling skills to be well taught.
139. Physical education is effectively led. Teachers are using a commercial scheme of work; this is helping them to plan their lessons satisfactorily and ensure that National Curriculum requirements are fully met. The curriculum is enhanced considerably by the links with Featherstone Sports College. Pupils visit the college to participate in activities and a teacher from the college visits Clifton to teach dance each week. Pupils in Year 4 go swimming weekly and records indicate that by the end of the Key Stage 2 nearly all pupils can swim 25 metres. The school is aware that assessment and monitoring require development and have identified this as a focus for action later this term. Facilities and resources for physical education are satisfactory. Standards have been maintained and there has been satisfactory progress since the last inspection.

## **RELIGIOUS EDUCATION**

140. Standards are broadly in line with those set out in the Local Agreed Syllabus for most pupils, but there are still some gaps in the knowledge and understanding of eleven-year-olds. There have been good improvements in the school's provision since the last inspection, when standards at seven were low and the teaching was unsatisfactory. These weaknesses have been overcome. Pupils achieve well in religious education.
141. The quality of teaching for all pupils ranges from satisfactory to very good. It is satisfactory overall because the planning does not clearly indicate how pupils will make progress in both attainment targets (i.e. learning about religion and learning from religion) for pupils as they move from year to year. Pupils at present are covering the same work within a two-year age range. Most teachers have a reasonable knowledge and understanding of the subject, plan effectively and relate the moral issues to a religious base. This helps foster a strong sense of respect for the range of religious beliefs in the school, which is re-inforced by pupils' learning in art, such as drawing Rangoli patterns and through celebration and discussion in assemblies. However, teachers do not always refer to the yearly calendar so that pupils are now learning about the Jewish festival of Passover, which coincides with Easter, or the festival of Simchat Torah, (The Rejoicing of the Law) which takes place in October. Pupils are therefore learning about the festival at an inappropriate time of the year.
142. In teaching, good use is made of religious objects from a variety of faiths, but not in the displays. In a minority of lessons in which the diverse faiths among the pupils are not fully used, teaching is less effective. Teachers do not yet assess pupils against the attainment targets of the Agreed Syllabus. This leads them to planning work that is not always matched to pupils' needs, including the needs of higher-attaining pupils, and is preventing the school from gaining full benefit from the good teaching in individual lessons. As a consequence, ten- and eleven-year-olds have some knowledge of Bible stories commonly taught to younger children, such as the story of "Moses" or the parables of Jesus, but have more limited knowledge of the world's leading faiths. Some seven- and eight-year-olds, who have had a more balanced programme, have better knowledge and understanding of both these areas of work.

143. Work in religious education supports pupils' speaking and listening skills in English. Year 6 pupils prepare for a presentation on the Muslim faith and those pupils whose are practising Muslims have a very good knowledge and understanding of their religion. As do the Sikh pupils. Pupils are not encouraged to write independently, and too much of the work is copied. There are too few links between religious education and the literacy hour, although good use was made in one lesson of the Hindu story of Rama and Sitah. Limited use is made of computers in teaching the subject. The subject co-ordinator is new to the role, and has yet begin to monitor the quality of teaching and learning. Nevertheless, the good quality of teaching in individual classes, and the respect with which the subject is treated by pupils and teachers throughout the school, means that the school is well-placed to make further improvements.