

INSPECTION REPORT

GIBBS GREEN SCHOOL

London

LEA area: Hammersmith and Fulham

Unique reference number: 131555

Acting Headteacher: Mr. Gareth Simons

Reporting inspector: Mr. Jed Donnelly
23637

Dates of inspection: 25th – 28th September 2000

Inspection number: 223583

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

© Crown copyright 2000

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

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Special
School category:	Community
Age range of pupils:	5 to 11
Gender of pupils:	Mixed
School address:	Mund Street London
Postcode:	W14 9LY
Telephone number:	020 7385 3908
Fax number:	020 7610 3565
Appropriate authority:	The Governing Body
Name of chair of governors:	Cllr David Williams
Date of previous inspection:	9 th March 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Jed Donnelly 23637	Registered inspector	Information and communication technology	The characteristics and effectiveness of the school
		Physical education	The school's results and pupils' achievements
		Science	Teaching and learning
			Leadership and management
			Key Issues for action
Pamela Goldsack 8991	Lay inspector		Pupils' attitudes, values and personal development
			Partnership with parents and carers
			Pupils' welfare, health and safety
Tony Fiddian-Green 14596	Team inspector	English	Quality and range of opportunities for learning
		Art and design	
		Design and technology	
		Religious education	
Hilary Gannaway 21527	Team inspector	Mathematics	
		Geography	
		History	
		Music	

The inspection contractor was:

Penta International

Upperton House
The Avenue
Eastbourne
East Sussex
BN21 3YB

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

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

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	11
The school's results and achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS OR STUDENTS TAUGHT?	13
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS OR STUDENTS?	15
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	17
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	18
HOW WELL IS THE SCHOOL LED AND MANAGED?	19
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	22
PART C: SCHOOL DATA AND INDICATORS	23
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	25

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Gibbs Green School, the attached Pupil Referral Unit, the Primary Short-term Evaluation Project (PSTEP) and behaviour support team are all based on the school campus and line managed by the acting headteacher. The school is funded for up to twenty vulnerable pupils who exhibit severe emotional and behavioural difficulties in the age range of five to eleven years and provides a pupil teacher ratio which is in line with similar schools nationally however, this staffing level is unfavourable in relation to their particular exceptional needs. During the week of the inspection, seventeen pupils were on the roll of the school including two pupils who have English as a second language and no girls. All pupils in the school have statements of special educational need or are undergoing multi-disciplinary assessment for a statement. The numbers of pupils eligible for free school meals is very much higher than the national average.

The PSTEP and the pupil referral unit provides education for up to six and eight pupils respectively. The current acting headteacher joined the school as a deputy headteacher in January 1999 and was appointed acting headteacher in March 1999. In the last two years six teachers have left the school and five have joined. The acting headteacher is responsible for the school, the pupil referral unit, PSTEP and line manages the behaviour support team. The school has been without a substantive headteacher for over eighteen months.

HOW GOOD THE SCHOOL IS

Overall Gibbs Green School is an effective school. In relation to pupils' previously fragmented and disrupted learning opportunities and consequent gaps in their knowledge and understanding, pupils' achievements and progress in literacy, numeracy and personal, social and health education is good. Pupils' achievement in the lessons observed was satisfactory. Teaching is good and the leadership and management of the school is satisfactory. Aspects of the leadership of the acting headteacher are good. The school provides satisfactory value for money.

What the school does well

- Pupils' achievement, relative to their prior attainment, in literacy and numeracy is good.
- Teaching is good.
- Pupils feel safe and secure and pupils' relationships with staff are good.
- Team work and relationships amongst the staff are very good.
- During their time at school, most pupils make good progress in their personal development.

What could be improved

- Standards in information and communication technology (ICT), geography and history are unsatisfactory.
- The appointment of a headteacher or full-time school mentor and a full complement of staff.
- The quality and monitoring of teaching and the need to improve consistency of staff in managing pupils' behaviour.
- The evaluation and monitoring of the impact of the school's policies and procedures.
- The development of strategic and curricular development plans.
- Staff induction and training at all levels.

The areas for improvement will form the basis of the action plan prepared by the appropriate authority.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has focussed its efforts in addressing the serious weaknesses and key issues as identified in the last inspection in March 1998 and has been successful. The work achieved on implementing the National Literacy and Numeracy Strategies has had a significant outcome for most pupils and is a good feature of the school. The school is now effective and meets the educational needs of a very complex group of vulnerable pupils.

STANDARDS

The table summarises inspectors' judgements about how well pupils achieve in relation to their individual targets by the time they leave the school.

Progress in:	by age 11	Key
speaking and listening	B	very good A
reading	B	good B
writing	B	satisfactory C
mathematics	B	unsatisfactory D
personal, social and health education	B	poor E
other personal targets set at annual reviews or in IEPs*	B	

* IEPs are individual education plans for pupils with special educational needs.

Pupils make good progress against their literacy, numeracy and personal, social and health education targets as identified in their individual education plans. Achievements in English and mathematics are good and in science and most foundation subjects satisfactory. However, in ICT, geography and history standards are unsatisfactory.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Their attitudes to work are generally good. However, some pupils test the rules of the classroom and this affects the quality of learning and progress they can make.
Behaviour, in and out of classrooms	Behaviour overall is satisfactory with some lapses by individuals. On a few occasions when pupils are intent on challenging the school procedures, their behaviour is unsatisfactory.
Personal development and relationships	Pupils say they like coming to school and teachers have developed secure relationships with pupils. Over the time spent at school, pupils' personal development is good.
Attendance	Attendance is similar to the average for the borough and above that for similar schools nationally.

TEACHING AND LEARNING

Teaching of pupils:	aged 5-11
Lessons seen overall	Good

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

Teaching is good overall. Teachers have secure relationships with pupils and are focussed on ensuring learning is the central task. Pupils are given choices and, on occasions, they choose to test the school rules. On these occasions and others, teachers remain calm, speak quietly, firmly and encourage pupils to return to their learning. The organisation of two classes, each with one teacher, sharing the same room is unsatisfactory as they disrupt each other's learning and this impedes the further progress pupils can make.

There is inconsistency across the school in the application of the behaviour management policy. The quality of classroom support varies from very good to only just satisfactory.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is relevant and meets the needs of a very diverse group of pupils with severe emotional and behavioural difficulties. Statutory requirements are not met in ICT.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for moral and social education is good. Cultural and spiritual development is unsatisfactory. Personal development is good.
How well the school cares for its pupils	Child protection procedures are satisfactory. Inspection evidence indicates that specialist psychological support is insufficient at various levels to meet the severe emotional needs of all the pupils. This hinders the further progress pupils can make.
Partnership with parents and carers	Satisfactory. A good number of parents attend the annual reviews. However, there is too little information sent home on curriculum.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership and management of the school provided by the acting headteacher and key staff is satisfactory. Elements of the acting headteacher's leadership in his personal support for pupils, pastoral care and focus on learning is good. Staff morale and team work is of a very high standard. The acting headteacher has too much responsibility and so can not carry out the whole range of management tasks effectively. The pupil teacher ratio is unfavourable in relation to the pupils severe emotional and behavioural difficulties.
How well the appropriate authority fulfils its responsibilities	The governing body provides effective governance. Governors are aware of the strengths and weaknesses of the school and the importance of ensuring the school is served by a substantive headteacher.
The school's evaluation of its performance	Monitoring of the school's procedures and policies of teaching is unsatisfactory. There is no effective forward looking curriculum action plan.
The strategic use of resources	Satisfactory. However, with quality training, induction and review, the contribution of some support assistants could be improved.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • The acting headteacher is a good role model. • The pastoral care provided by staff is good. • Their children are well known by members of staff. 	<ul style="list-style-type: none"> • The arrangements for pupils' arrival in the morning. • A timetable of information about the curriculum their children will be studying.

The inspection team agrees with the positive comments made by the parents. They are informed that the school day begins at 09:00 hrs. and the school has recently set up procedures to monitor the punctuality of the home to school transport. Timetables are not sent home but this is now being addressed.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. *The characteristics of the pupils for whom the school caters make it inappropriate to judge their attainment against age-related national expectations or averages. The report does, however give examples of what pupils know, understand and can do in each key stage. Judgements about progress and references to attainment take account of information contained in pupils' statements and annual reviews. References to more and less able pupils and those with additional needs are made within the context of the school's population. Unless indicated judgements about the Pupil Referral Unit and the PSTEP Project are in line with the main school.*

2. Pupils' achievement and progress in English, mathematics and personal, social and health education in relation to prior attainment are good. The results in the most recent National Curriculum tests at the end of both key stages indicate that they are well above the national average for similar schools, and the findings of this inspection bear this out.

3. In English, pupils' achievement is good. Pupils make good progress towards their individual targets. An important factor in this good achievement is the school's successful introduction of the nationally agreed literacy hour, where emphasis is placed on the skills of reading, writing, and speaking and listening. By the age of seven, although there are only two pupils in this group, they generally make good progress. In a Year 2 lesson, pupils talked about the differences between two houses they had read about, and then wrote sentences comparing the two. By the age of eleven, pupils are able to express more advanced ideas and they write stories and paragraphs, such as in Year 6, where they wrote about the Owl and the Pussycat, in their own words. Handwriting in general is neat, tidy and well formed. There is a good programme of planned work for the improvement of pupils' handwriting and the results are good. Pupils work on exercises about grammar such as Year 5 finding suitable adverbs to fit the 'doing words' or verbs they were given: so they suggested 'running quickly', 'walking slowly', and 'talking quietly.' Pupils use some grammatical terms well, such as 'nouns', or 'adjectives'. They understand that a prefix goes before a word to alter its meaning. Reading is generally good, and pupils are encouraged to read aloud in lessons, and to keep their own reading record of the times they read at home to an adult or on their own. When reading aloud, most try hard to use the punctuation marks and bring good expression to their reading. One or two pupils make outstanding progress in their reading, while most do well when measured over six or twelve months. In every English lesson pupils are given opportunities to speak and to listen. They share ideas, discuss what they have read or re-cap on the last piece of work.

4. At both key stages, good progress is made by pupils towards their individual education plan targets in all aspects of mathematics but particularly in number work. A suitably broad and balanced curriculum is now in place, which fully incorporates the National Numeracy Strategy. Pupils achieve well in relation to their prior attainment. In the most recent National Curriculum mathematics tests at Key Stage 2, results were well above those for similar schools. At Key Stage 1, pupils count back from one hundred to eighty four from memory and progress in adding various coins to make a pound. By the end of Key Stage 2 pupils are confident and competent when using a protractor to measure acute and obtuse angles. They assemble appropriate data to construct all types of graphs and make progress in their understanding of equivalence. Most enjoy the challenge of working answers out in their head.

5. In relation to pupils' prior attainment, pupils achieve satisfactory standards in science overall. At Key Stage 1, pupils are able to identify plants and parts of flowering plants, use scientific vocabulary appropriately; such as stamen and arrive at basic hypotheses. Other pupils learn about the characteristics of fertilisers and why they are added to soil. At the end of Key Stage 2, pupils learn about the different habitats that plants, animals and humans live in. Older pupils learn about electrical current, the effects of dissolving and the use of a catalyst and its effects. Pupils know the difference between solids, liquids and gases.

6. Achievements in ICT overall is unsatisfactory. There has been insufficient progress in the development of this subject since the last inspection however, in the lessons observed during the inspection, pupils achievements overall were good for pupils across the breadth of the National Curriculum Programmes of Study.

7. Pupils' achievement in geography and history is unsatisfactory. In art and design, design and technology, music, physical education and religious education, achievements are satisfactory overall.

Pupils' attitudes, values and personal development

8. Overall, pupils' attitudes to learning are satisfactory and this is in line with the judgements in the last inspection. During the inspection week, there were a number of lessons where pupils were working hard and interested in doing their best; for example, during a well taught literacy lesson in which Year 4 pupils wrote sentences about the text in a calm and industrious manner. The inspection took place at the beginning of the academic year and this is a delicate settling time for these pupils. A review of work samples from previous terms showed that pupils have neat handwriting and care about the presentation of their written work. However, the nature of pupils' special needs means that there are a few occasions where pupils do not respond in a satisfactory way to the learning tasks and staff are almost always able to use appropriate pupil management strategies and skills to modify the learning tasks to enable pupils to re-focus on their work. Pupils are able to concentrate for short periods of time but have not developed the capacity for personal study.

9. Pupils' behaviour is satisfactory overall and this has been maintained since the last inspection. The headteacher plays a leading role in ensuring that all staff manage misbehaviour in a calm manner and this creates a climate where adults are always in control whenever behaviour deteriorates. The system of awards is popular with pupils and they enjoy earning stars for regular trips to a local park and leisure centre. On one occasion during the inspection, when misbehaviour was acute, staff used the entire range of sanctions available to them. Some pupils were seen to be abusive, violent and a potential danger to themselves and others. In many cases, this was their reaction to influences outside of school. Pupils are at their best when they are in a carefully organised and familiar environment such as a breakfast session where they sat at designated places and enjoyed this meal in a social setting. Some misbehaviour tends to intensify when sanctions are inconsistently applied. During the inspection, some pupils were denied playtime and this only led to further misbehaviour from pupils who clearly needed to go outdoors and let off steam. A systematic start to the day is often difficult as transport is regularly late due to traffic congestion. There have been 43 fixed exclusions over the past reporting year. Although this represents a significant increase since the last inspection, such sanctions are only enacted after careful consideration and are appropriate in this context. Inspection evidence indicates improved behaviour over the time at school.

10. Relationships within school continue to be sound. In lessons in personal, social and health education pupils contributed to discussions about the effects of their actions on others. Pupils at Key Stage 1 were able to listen carefully and work together to maintain a beat during

a music lesson. In a well-organised outdoor play session staff members successfully organised football so that pupils directed their energies productively. However, relationships among pupils suffer as there are frequent occasions when pupils act out aggressively, verbally taunt each other and thus interrupt or halt learning for others. Relationships between pupils and adults are good. Members of staff are good role models and pupils trust them. Outbursts sometimes result in damage such as kicked doors but there is no vandalism, graffiti or racial issues. Bullying is rare and the high number of adults supervising pupils ensures that it is dealt with quickly and appropriately.

11. Personal development remains satisfactory. The school council provides pupils with a forum to discuss their ideas about the life of the school. They have brought up valid points that the school was acted upon. After a discussion about damage to displays, it was decided that pupils would show more care if the work was their own. This was carried out successfully. Pupils find it difficult to take the initiative in lessons but some older ones are able to help set up chairs and distribute resources for assembly. Attendance is satisfactory and the recent figure of nearly 82 per cent is better than that of similar schools. The percentage figures on attendance can vary widely due to the school only having seventeen pupils. The punctuality of pupils depends on the prompt arrival of school transport and there are often delays due to heavy traffic.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

12. Teaching is good overall, particularly in literacy and numeracy and personal, social and health education. Teachers have secure relationships with pupils and are focussed on ensuring learning is the central activity. Pupils are given choices and, on occasions, they choose to test the school rules. On these occasions and others, teachers remain calm, speak quietly, firmly and encourage pupils to return to their learning. The organisation of two younger classes, each with one teacher, sharing the same room is unsatisfactory and impedes the further progress pupils can make.

13. There is inconsistency across the school in the application of the behaviour management policy. The quality of classroom support by learning support assistants varies from very good to only just satisfactory on some occasions.

14. In English, teaching and learning are good because teachers plan well and think of good ways to capture pupils' attention and interest. All teachers share enthusiasm for teaching English and have high expectations both for work and behaviour. They encourage pupils to learn well and to understand more of their reading by asking them good questions and engaging them in discussion about their work. The management of pupils is usually good, and teachers generally use effective methods to maintain satisfactory behaviour and concentration. Teachers mark pupils' work well, and record the outcome of lessons fully, so that they are able to adjust the next lesson to suit pupils' needs if they have not understood the topic enough. Teachers also take good care to record pupils' progress over time, so that they can see how well a pupil is doing over six months or a year.

15. In mathematics, the quality of teaching, including, that for the dual registered pupils, is good overall. It is consistently good at Key Stage 1 and ranges from satisfactory to good at Key Stage 2. Teaching is particularly good in numeracy and this is reflected in the confident way pupils apply skills to tackle new problems. A satisfactory contribution to numeracy is made across the curriculum by other subjects. The skills of literacy and numeracy are well taught and contribute effectively to pupils' achievements overall. In science pupils measured a bush with a rule and then estimated the height of a tree. In design and technology, while making a purse, they measured the cloth in order to fold it accurately. While in history, pupils used a time line to work out how long ago 1948 was.

16. In science, The quality of teaching and learning is satisfactory overall. It was good in just under half of the lessons observed. Where teaching is good, there are interesting practical activities; for example, in Year 2 where pupils learn about habitats and explore the school grounds for ants and worms. Pupils on these occasions are motivated, interested and keen to learn and as a result pupils make appropriate progress overall. Although teaching is satisfactory overall, some weaknesses occur when some teaching lacks a firm, confident and consistent approach to managing pupils' behaviour; for example, some teachers attempt to talk over the pupils' inappropriate utterances.

17. In art and design, teaching and learning are good because teachers set high expectations for work and for behaviour. Planning is satisfactory, and teachers and support assistants use praise and encouragement frequently. There is, however, little assessment of pupils' work other than the feedback that teachers give during the class itself.

18. It was only possible to see only one lesson of design and technology during the inspection and in that lesson teaching and learning were very good. The lesson had been very well prepared and planned, and set the pupils a very good challenge. As a result, they were very well behaved and very well focused on their work.

19. Teaching over time in ICT, geography and history is unsatisfactory. However, in the few lessons observed teaching was good in ICT and satisfactory in geography and history.

20. In geography, in the two lessons seen, where teaching was satisfactory, questioning was suitably used to check understanding and direct pupils to where they could look for the answer. Previous work was revised and this gave pupils a basis on which to build the new work. Use of resources such as the compact disc player ensured pupils worked co-operatively and were motivated by the appropriate nature of work. However, a few pupils found aspects of the work difficult due to inadequate explanations and inconsistent behaviour management. Slow directions to support staff to focus on pupils finding work difficult led to unsettled behaviour which impeded the learning of others. When refocused, pupils concentrated for a reasonable length of time and attained most learning objectives. Teaching over time is unsatisfactory. Although lesson planning is satisfactory, skills gained are not recorded systematically in order to reinforce learning or as a starting point for the next topic. There is an over reliance on work sheets, a lack of marking and the few examples of written work are mainly unfinished with the result that pupils do not take pride in their work or build on past learning when starting a new topic.

21. In history, teaching and learning in the one lesson seen in Year 6 were satisfactory. The lesson was introduced with appropriate pictures and pupils were keen to ask questions and read aloud from a log book from a Victorian school. Suitable questioning checked pupils understanding of what it was like to live in Victorian times and pupils knew, for example, that people walked long distances and that there was no film or television. Teaching over time is unsatisfactory. Although lesson planning is satisfactory skills gained are not recorded systematically in order to reinforce learning or as a starting point for the next topic. There is an over reliance on work sheets and the few examples of written work are mainly unfinished.

22. Teaching and learning are not effectively supported by the cross-curricular use of ICT across the school by all teachers. However, where it is planned for, for example, in geography where CD-ROMs were used to research further the natural features of a river and valley, pupils' learning is enhanced. Another good feature of cross-curricular work involved dual-registered pupils using the digital camera to take photographs of each other and then import the picture into a word-processing program so they could word-process their individual education plan targets for the week. Pupils were able to demonstrate their

knowledge and use the mouse to click on icons to reach the finished product. In discrete lessons, older pupils are able to insert 'wave sound' into a word document and learn about sound 'hot spots'. In these lessons, pupils learn effectively due to the good pace, challenge and good subject knowledge of the teacher.

23. Teaching over time in ICT is unsatisfactory. Teaching in the discrete lessons during the week of the inspection was good. Class learning objectives are a good feature of these lessons with an explicit link to the National Curriculum Programmes of Study. In these lessons, planning is clear and ensures learning proceeds at a good pace with very clear expectations of behaviour. On these occasions, pupils learn well, are motivated by the task set and enjoy exploring the different outcomes to achieve the learning objectives. However, most teachers are insecure in their subject knowledge and expertise. This limits the further progress pupils can make.

24. In music, teaching is satisfactory and in the one lesson seen it was good. Teachers suitably plan for their music input and pupils respond enthusiastically and are eager to work together. Frequent changes of activities maintain pupils' interest and enthusiasm and this contributes appropriately to their learning.

25. In physical education, teaching in the lessons observed varied from satisfactory to unsatisfactory. Teachers' subject knowledge is limited and they demonstrate insufficient expectations.

26. In religious education, teaching and learning are satisfactory overall. Planning is based on the locally agreed syllabus, and although assessment of how a lesson went overall is noted, teachers do not assess pupils' individual knowledge and understanding consistently, and this is unsatisfactory.

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

27. The quality and range of learning opportunities for dual-registered (PSTEP) pupils and pupils on roll at the school are satisfactory and relevant. There is a range of ability and special needs, especially behavioural difficulties, among the pupils. The school meets its legal requirements by providing a broad range of relevant and appropriate learning experiences. These now include the subjects of the National Curriculum together with religious education and a programme of personal, social and health education although statutory requirements are not met in ICT. Sex education is specifically addressed and has an appropriate written policy.

28. Satisfactory improvements have been made since the last inspection and the issues about mathematics and science, within the context of the whole curriculum, raised in the last report have been fully addressed. The programme for personal and social education receives appropriate emphasis and the planning is satisfactory, while the application of the programme throughout the school is good. Teachers take many opportunities to emphasise respect for others, encouraging pupils to take responsibility for their own actions and conduct.

29. The National Literacy and the Numeracy Strategies are in place and being well taught. They have been adapted to the needs of the pupils throughout the school and this has improved the overall quality of the curriculum offered to the pupils. The content of lessons in these two areas are planned well to take account of the different needs of the pupils. Pupils experience a satisfactory range of learning opportunities that reflect the school's aims and values. All pupils have access to the whole curriculum. Individual plans for pupils are good

and the targets they identify are making a good contribution towards pupils' progress. These plans include behavioural targets as well as targets for improving pupils' work.

30. Policies and schemes of work are generally satisfactory, although with several new co-ordinators for individual subjects, the school recognises the need to focus on the foundation subjects of the National Curriculum. The emphasis has been on literacy and numeracy but the good practices seen in those areas are not always extended across all subjects of the curriculum yet; for example, assessment, although largely in place and satisfactory, does not consistently provide information for future planning in all subjects.

31. All pupils have opportunities to extend their experience outside school. They have the chance to visit adventure play areas, take part in residential visits and they are able to visit local facilities such as the fire station. The police liaison team comes to school to talk to pupils, and a local football club offers help and some training occasionally. There is a breakfast club before the start of school, and this provides an opportunity for pupils to mix socially.

32. Overall, the school makes good provision for the moral and social development of pupils, this is broadly similar to the last inspection. However, provision for cultural and spiritual development is unsatisfactory and there has been insufficient improvement since the last inspection.

33. Appropriate opportunities for spiritual development occur in religious education, where pupils learn about different religious beliefs, and in personal, social and health education where they reflect on their own ideas and those of others. Assemblies are positive occasions in which pupils enjoy participating. However, they lack a consistent spiritual content and provide only limited chances for reflection. Although in English pupils reflect on the natural world by reading poems on autumn, few of these experiences are provided in subjects such as art and design and music.

34. Moral values are consistently emphasized by staff. In assembly, pupils listen to, and participate appropriately in, a story about doing your best for others. The staff provide good role models and are successful in ensuring pupils understand the principles of right from wrong. However, despite this, pupils do not always choose to follow the right course and staff spend a good deal of time reinforcing this expectation, as in a Year 5 class during personal, social and health education where pupils clearly articulated the right and wrong way to gain attention. Staff expect good behaviour, class rules are plainly visible in most classrooms and good behaviour is reinforced by the use of praise.

35. Relationships between staff and pupils are good and pupils trust staff to keep them safe. There are good opportunities for pupils to share and practise social skills; for example, in assemblies when they greet each other appropriately, show their work and celebrate each others' success and at lunch time as pupils cooperate in passing food. In personal, social and health education, there are many planned opportunities for pupils to work in groups and collaborate. Collaboration is also successfully reinforced in religious education, while making mobiles, when sharing the computer in geography, and discussing art and design work. Pupils appreciate these opportunities and work sensibly together. They are beginning to gain a sense of community and responsibility through the planned opportunities to take part in the school council. Although other opportunities to extend responsibility and show independence are limited, a start has been made with pupils distributing the post, setting out the chairs and moving equipment for assembly.

36. Opportunities for pupils' cultural development are limited and have improved only slightly since the last inspection. In religious education and assembly, there are opportunities

for pupils to gain knowledge about other religions and festivals and this has been widened to cover, for instance, the Native American Indians. While there are a few visits, such as one planned to the Ragged School, and work is planned on the appreciation of artists, there is very little display or use of books that reflect different cultures or provide role models for pupils. Planned opportunities for cultural development, particularly in music, history and art and design are limited. Consequently there is little development of pupils knowledge of either their own or other cultures.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

37. The school continues to make satisfactory provision for the welfare of pupils. The criticisms in the last report regarding child protection procedures have been addressed. The headteacher is the designated teacher with responsibility in this area and is supported by the deputy. The school follows the local authority's guidelines and there has been training to ensure that all staff members are sure of their roles.

38. The well being of all pupils is the main focus of all adults. The staff works well as a team and is aware that for many pupils their hours in school represent the most secure part of their day. The headteacher and his staff are successful in providing good pastoral care. There is careful record keeping of pupils' needs and personal development. The individual education plans are of good quality and the information regarding behaviour and targets are used consistently to provide support and raise pupils' achievements. Pupils are treated as individuals and this helps to guide the strategies that teachers use to respond to their needs. The school makes sound use of the available outside support services. The behavioural support team is a good source of extra guidance regarding management of pupils and effective personal, social and health education. Inspection evidence indicates that pupils need more psychological support. In addition, teachers need training on meeting complex needs of these types of pupils by staff trained in a psychological discipline.

39. Requirements regarding attendance are now fully met. Attendance is satisfactory and the recent figure of nearly 82 per cent is better than that of similar schools. The school continually reminds parents about the importance of regular attendance and works closely with the education support service to follow up unauthorised absences. The percentage figures on attendance can vary widely due to the school only having seventeen pupils. The school secretary takes the register for each class at the beginning of both sessions. The punctuality of pupils depends on the prompt arrival of school transport and there are often delays due to heavy traffic. The school does not currently monitor this but has plans to develop a more rigorous approach to this issue.

40. The behaviour policy is well written and detailed and teachers praise and reinforce good behaviour at every opportunity. However, sanctions are not always applied consistently and some, such as loss of playtime, are ineffective. Behaviour management does not always stress that pupils' response is at its best when they are in an organised, productive and stimulating environment. Pupils who attend the Primary Short-term Evaluation Project (PSTEP) class benefit from being in a classroom that is more separate and located on the first floor and they follow a specific behaviour management routine aimed at reintegrating them back into mainstream school. School records regarding exclusions, moving and handling and accidents are up to date and fully comply with requirements.

41. There is now a health and safety policy and risk assessments are completed and reported regularly to the governing body. The logbook on fire safety is maintained well. There is still no record keeping of medication administered to pupils in school and this is unsatisfactory. There are adequate numbers of staff trained in first aid and the level of adult supervision outdoors is good. However, the mats for physical education in the hall are very

worn and present a health and safety hazard. They need to be discarded and replaced as a matter of urgency.

42. There has been a significant improvement in procedures for monitoring pupils' academic progress since the last inspection. Procedures are now generally satisfactory and good in English and mathematics. In English and mathematics, there is a consistent framework that includes baseline assessment, reading and mathematics tests and the termly assessment of attainment against National Curriculum level descriptors. Behaviour scales are being developed and information from these, along with English and mathematics, are suitably used to measure progress, build systematically on pupils' understanding and set appropriate individual education plan targets. The school has chosen to focus on English and mathematics, which it has done well. However, as yet, there is no similar system in other subjects and assessment is not sufficiently developed to consistently record and assess gains in learning. Most staff appropriately use their daily planners to assess lesson outcomes and measure progress on a daily basis before planning the next steps for individuals. However, use of these planners is not consistent and they do not provide secure judgements about progress and achievement over time.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

43. The school continues to maintain a sound partnership with parents. Most pupils live some distance from the school so staff rely on the telephone as the primary way to communicate. Teachers phone parents regularly, write messages in the home diary and the headteacher will visit homes as necessary. The school values any support for pupils from their families. Staff are also aware that some parents are wary of the educational establishment as a result of their children's experiences in previous schools. Homework is set twice each week but there is only limited support by parents for learning at home

44. Only a few parents attended the inspectors meeting and responded to the questionnaire. Those who expressed an opinion would like more information about the curriculum that their children will be studying. There are few newsletters sent home and this has remained unchanged since the last inspection. Nearly all parents attend the annual reviews to discuss progress and targets for development. Individual education plans are sent home each term and parents are invited to telephone to discuss them. Despite the low rate of attendance by parents, the school continues to hold an open afternoon every term and will provide transport for parents. The school is encouraged by the higher turnout for sports day, the Year 6 leaving ceremony and the Christmas production.

45. The quality of information provided for parents is sound. Pupils' end of year reports are satisfactory and meet requirements. The prospectus is informative but does not include a full financial statement or information about staff training. Parents have been informed about the literacy and numeracy hours at the governors' annual meeting when new developments in school were discussed.

HOW WELL IS THE SCHOOL LED AND MANAGED?

46. The leadership and management of the school by the acting headteacher and key staff is satisfactory overall. Some aspects of the headteacher's leadership and management are good. The acting headteacher provides good support to pupils during the school day and ensures they are effectively focussed on learning. When pupils have difficulty in completing tasks or adhering to school rules, it is very often the acting headteacher who ensures their appropriate return to the classroom setting.

47. The school has explicit aims and values which are relevant and appropriate to the very difficult, emotional and behavioural needs of the pupils. For the most part, these aims and values are well met overall, reflected in the school's work. A strength of the school is the good supportive relationships between staff, many of whom are new to the school since the last inspection.

48. Since the last inspection, there have been significant improvements in the targeting of funds to support learning. School priorities in the institutional plan are now appropriately costed and suitably linked to financial planning. Planned budget spending has particularly focused on the priority targets of English, mathematics and ICT and appropriate use has been made of Standards Funds to support this. Already this has made a crucial contribution to the raising of standards in English and mathematics. The school has involved parents in discussing future developments and has also focused on addressing the key issues raised by inspection and the visits of Her Majesty's Inspectors. Priorities in development have been given to raising the standard of teaching and learning, and also to the programme of personal and social education. This good focus, and teamwork of staff and parents have resulted in appropriate development plans and the raising of standards to at least a satisfactory level, although in literacy, numeracy and personal and social development the standards are good.

49. Arrangements for using specific grants for their designated purpose are satisfactory and all budget spending is monitored by the headteacher to ensure that it is used appropriately. The governors and headteacher have a sound understanding of best value and have made satisfactory progress towards providing an appropriate service through using funds wisely. For example, the governors are aware of the importance of obtaining the best value when making school purchases, and the school has begun to compare attendance and examination results with similar schools. Consultations on a number of issues have taken place; for example, with parents on school uniform and with staff and governors on the use of last year's underspend. There is satisfactory monitoring of the budget by the governing body although the finance committee has only an advisory role. Day-to-day administration is effective and although there has been no audit for over two years, a satisfactory audit compliance test has recently been completed.

50. The school has developed a number of policies and procedures since the last inspection and some of these are good; for example, the quality of the teaching and learning policy. However, it is too early to judge the impact of these guidelines in practice in the classroom, as many teachers are new to the school and all but one since January 1999.

51. Monitoring of teaching is at an early stage of development and although the focus has been on literacy and numeracy, the procedures lack rigour. Consequently, monitoring of the implementation of the school's procedures and policies in the classroom; for example, the behaviour management policy, cannot be effectively evaluated and therefore refined in the light of concrete evidence. The school identifies the need to set targets for teachers and subject co-ordinators in line with the performance management requirements.

52. The governing body is clear about the strengths and weaknesses of the school and has effective lines of communication. The governors have been seeking to appoint a substantive headteacher for some time, but not enough applicants have come forward for an interview to take place. The governing body plans visits to the school on pre-arranged areas for focus and reports are shared. The governors have monitored the progress and have set broad, draft targets for the acting headteacher although these are not specific enough. However, school targets for the pupils' attainment in English and mathematics at the end of Year 6 in 2000 have been set and exceeded.

53. The acting headteacher has been in post since January 1999 and in his current role acting headteacher since March 1999. Most other teaching staff have been appointed in the last twelve months and one supply teacher has been in the school four weeks. As a result, the school's policies and procedures have not yet fully impacted on pupils' learning.

54. During the week of the inspection, three of the school's teachers, one pupil referral unit teacher and the PSTEP teachers were class based. The acting headteacher was non-class based and demonstrated a very high profile around the school, supporting teachers where necessary and re-focussing pupils who, for one reason or another, are not in class. This support to pupils and staff is very relevant and contributes effectively to what pupils achieve. However, the school is currently working without a substantive headteacher. The outcome of the present temporary acting position together with the commitment of the acting headteacher to ensuring a stable and safe learning environment is that some management procedures are underdeveloped. The acting headteacher is unable to complete a comprehensive evaluation of teaching or evaluate the impact of school policies; for example, challenging behaviour guidelines to ensure a continuity of practice. This is a weakness and needs to be dealt with as soon as possible.

55. The acting headteacher and key staff have worked very well to ensure the successful implementation of the national literacy and numeracy strategy and the same commitment is required to address science, ICT and other curricular weaknesses. However, there is no subject curriculum action plan for all the subjects of the National Curriculum in place identifying measurable outcomes for pupils.

56. In the current staffing arrangements, too much responsibility for the day-to-day and strategic running of a successful school for very complex pupils with emotional and behavioural difficulties together with line management responsibility for the pupil referral unit and behaviour support team is demanded of the acting headteacher. This is unsatisfactory.

57. Co-ordination of the foundation subjects lacks rigour; many areas of the curriculum do not have effective subject development plans although individual staff have a vision for the development of the subject.

58. The school has a satisfactory number of qualified and experienced teachers to meet the demands of the curriculum. The teaching staff are appropriately deployed to meet the pupils' needs and satisfactory delegation of responsibility is given to subject co-ordinators. Learning support staff are generally deployed satisfactorily, although they have received no formal training in classroom assistance and this is a weakness. In some classes, there is insufficient trained adult support and there is a general need for more adults to help with behaviourally difficult pupils. The quality of support varies from very good to satisfactory, with some assistants who take a full and very active part in lessons.

59. Although there has been some monitoring of literacy and numeracy teaching, very little has been done in other subjects. This is largely due to the newness of subject co-ordinators. Opportunities for staff development, training and induction are unsatisfactory. However, the governors have a programme of staff performance management ready to implement as is now required. This involves specific targets for staff to achieve.

60. The school is bright and well maintained internally and provides a suitable working environment and the accommodation is satisfactory. During the week of the inspection there were three class-based teachers and the acting headteacher in school. The pupil teacher ratio in comparison with other similar schools nationally, is in line however, this staffing level is unfavourable in relation to the severe emotional and behavioural difficulties of the pupils. With the current limited staffing arrangements, the capacity to improve further is limited.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

61. In order for the school to improve further the acting headteacher, senior management team and governing body should:

- (1) Raise standards in ICT, geography and history by delivering the full breadth of the National Curriculum Programmes of Study and fulfil the statutory requirements.
(Paragraphs: 22, 104, 105)
- (2) Strengthen opportunities for pupils to develop an awareness of a multi-cultural society and provide opportunities for spirituality and awareness of the world around them.
(Paragraphs: 33, 36)
- (3) As soon as possible, ensure that the senior management team and headteacher are all substantive appointments.
(Paragraphs: 54, 56)
- (4) Improve the quality of behaviour management further by ensuring all staff manage behaviour effectively and make consistent use of sanctions, by effective monitoring of the school's policies and procedures.
(Paragraph: 20, 54, 78, 82, 98, 114, 119)
- (5) Develop a strategic curriculum development plan, with measurable outcomes for pupils, in order to raise standards further.
(Paragraph: 55)
- (6) Plan and implement a broad range of training and mentoring activities for all staff and improve the contribution of learning support assistants in some lessons and monitor its effectiveness in practice.
(Paragraphs: 58, 59, 68, 79, 82)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	42
Number of discussions with staff, governors, other adults and pupils	52

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	17	50	31	2	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	No of pupils
Number of pupils on the school's roll	17
Number of full-time pupils eligible for free school meals	12

English as an additional language	No of pupils
Number of pupils with English as an additional language	2

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	11
Pupils who left the school other than at the usual time of leaving	4

Attendance

Authorised absence		Unauthorised absence	
	%		%
School data	10.5	School data	7.6

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	7
Black – African heritage	2
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	6
Any other minority ethnic group	2

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	28	0
Black – African heritage	1	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	8	0
Other minority ethnic groups	6	0

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

Teachers and classes

Qualified teachers and classes: Y1 – Y6

Total number of qualified teachers (FTE)	7
Number of pupils per qualified teacher	2.4
Average class size	4.25

Education support staff: Y1 – Y6

Total number of education support staff	3
Total aggregate hours worked per week	97

FTE means full-time equivalent.

Financial information

Financial year	1999/2000
	£
Total income	329 613
Total expenditure	289 613
Expenditure per pupil	13 164
Balance brought forward from previous year	25 840
Balance carried forward to next year	40 000

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	17
Number of questionnaires returned	2

Summary of parents' and carers' responses

Only five parents attended the inspectors' meeting and two parents responded to the questionnaire. Those who expressed an opinion made positive comments about the school, although some would like more information about the curriculum that their children will be studying.

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

ENGLISH

62. In relation to pupils' prior attainment, pupils' achievements in English is good. The results in the most recent National Curriculum tests at the end of Key Stage 2 indicate that they are well above the national average for similar schools, and the findings of this inspection bear this out. Pupils make good progress towards their individual education plan targets. An important factor in this good achievement is the school's successful introduction of the nationally agreed literacy hour, where emphasis is placed on the skills of reading, writing, and speaking and listening.

63. By the age of seven, although there are only two pupils in this group, they generally make good progress towards the individual targets set for them. They can construct simple sentences to express their ideas, and describe incidents from the stories they have read together; for example, in a Year 2 lesson, pupils talked about the differences between two houses they had read about, and then wrote sentences comparing the two.

64. By the age of eleven, pupils are able to express more advanced ideas and they write stories and paragraphs, such as in Year 6, where they wrote about the Owl and the Pussycat, in their own words. They make good progress towards their targets, and write in a variety of styles, such as letters, descriptions, instructions and some more extended work. One pupil used a computer to write a good article about a woodpecker, its colours, what it eats, and where it lives. This also demonstrated good research and planning for the piece, and some drafting out, tidying up, and then the final writing.

65. Handwriting in general is neat, tidy and well formed. There is a good programme of planned work for the improvement of pupils' handwriting and the results are good. Pupils work on exercises about grammar such as Year 5 finding suitable adverbs to fit the 'doing words' or verbs they were given: so they suggested 'running quickly', 'walking slowly', and 'talking quietly.' Pupils use some grammatical terms well, such as 'nouns' or 'adjectives'. They understand that a prefix goes before a word to alter its meaning.

66. Reading is generally good, and pupils are encouraged to read aloud in lessons, and to keep their own reading record of the times they read at home to an adult or on their own. When reading aloud, most try hard to use the punctuation marks and bring good expression to their reading. One or two pupils make outstanding progress in their reading, while most do well when measured over six or twelve months. In every English lesson pupils are given opportunities to speak and to listen. They share ideas, discuss what they have read or re-cap on the last piece of work.

67. These skills are used well across the curriculum; for example, in science, some pupils wrote poems about the stars and planets, and they wrote letters pretending that they were living on a star. In mathematics they spell out the different types of triangle, and in religious education they read aloud and retell some of the stories in their own words to the class.

68. Teaching and learning are good because teachers plan well and think of good ways to capture pupils' attention and interest. All teachers share enthusiasm for teaching English and have high expectations both for work and behaviour. They encourage pupils to learn well and to understand more of their reading by asking them searching questions and engaging them in discussion about their work. The management of pupils is usually good, and teachers generally use good methods to maintain satisfactory behaviour and concentration. Teachers

mark pupils' work well, and record the outcome of lessons fully, so that they are able to adjust the next lesson to suit pupils' needs if they have not understood the topic enough. Teachers also take good care to record pupils' progress over time, so that they can see how well a pupil is doing over six months or a year. Support assistants help well in general, although some are not actively engaged in helping pupils to learn, while others see what is needed and act as a positive role model.

69. Generally, pupils behave satisfactorily, although there are instances where one or two disrupt a lesson so that others find concentration difficult. For the most part, pupils are willing to learn and to co-operate in English lessons and they are often proud to show their work and to talk about it.

70. There is a good selection of books, both in the classrooms and in the library, and the books chosen by teachers for work in the lessons are also good. This helps to keep pupils' interest and to promote good learning. For example Year 6 are reading 'Harry Potter' while Year 2 have 'Elmer the Elephant' and 'Winnie the Witch.' The curriculum is based well on the National Literacy Strategy, and all classes follow the pattern of work as a whole class, some individual work and then a final session altogether to round off the lesson.

71. The leadership and management of the subject is satisfactory, allowing the school's commitment to focus on English means that there has been good improvement since the last inspection in many aspects of the subject, which is borne out in the well above average National Curriculum test results in comparison with similar schools. The monitoring of teaching has taken place but lacks rigour.

MATHEMATICS

72. There has been a good improvement in the provision for mathematics since the last inspection. A suitably broad and balanced curriculum is now in place, which fully incorporates the National Numeracy Strategy. All pupils currently receive teaching that is appropriate to their needs and individual education plan targets are well used to inform teaching. There is a depth of coverage in the curriculum that gives most pupils the confidence to apply their knowledge when solving problems.

73. Overall, all pupils, including the dual-registered pupils, are achieving well in relation to prior attainment. They build on their experiences and consolidate skills before moving on to the next stage of learning. Good progress is made towards individual education plan targets. In the most recent National Curriculum tests at Key Stage 2, pupils achieved well above those for similar schools. This is a good improvement since the last inspection.

74. At Key Stage 1, younger pupils accurately add two numbers to make ten, take two from three, count objects and measure with centimetres. They count to thirty using tens, sequence numbers, count back from 100, know what a calendar is and order the months of the year. In a well structured practical lesson Year 2 pupils confidently progressed from counting to a pound, using various combinations of coins, to identifying which four coins to use to make 80 pence. Finally, they wrote the results in their books neatly and accurately.

75. During Key Stage 2, younger pupils correctly recall earlier learning on bigger and smaller numbers and practise telling the time. They have an understanding of terms such as perimeter and calculate them accurately. They understand the term 'four operations' and during a lesson in a Year 5 class applied them appropriately, understanding which one to choose to help them solve the problem quickly. By the end of Year 6, less able pupils know that half equals five tenths, complete simple probability sums and have an understanding of two and three dimensional shapes. They understand angles to ninety degrees, add and

subtract decimals and handle simple data to complete a graph. More able pupils confidently answer questions on different triangles and know that an equilateral triangle has sides of the same length and 60 per cent angles. They use a protractor accurately to draw and measure acute and obtuse angles and name and draw spheres and other shapes. Pupils complete equivalence sums understanding that one fifth, twenty per cent and point two are the same. They have a good understanding of prime numbers and use data to construct pie and bar charts accurately.

76. The quality of teaching, including that for the dual registered pupils, is good overall. It is consistently good at Key Stage 1 and ranges from satisfactory to good at Key Stage 2. Teachers' knowledge of mathematics is satisfactory and is good in numeracy. This contributes to the satisfactory and often good learning on the part of pupils. This good subject knowledge is well reflected in the ability of pupils to use appropriate mathematics terms; for example, a Year 4 lesson where pupils remembered the names of triangles and what a polygon was. The best lessons are characterised by good introductions that ensure pupils are clear about the lesson aims and are actively involved from the start; for example, in a Year 5 lesson pupils were challenged to work out the second example of a grid multiplication sum on the board and worked cooperatively and enthusiastically to discuss the various ways to complete it. In the majority of lessons, there is good use of questions and satisfactory expectations which contribute appropriately to pupils' learning. Where there are high expectation and constant challenging of pupils as, for example, in a Year 2 lesson on money, pupils remain on task and complete work successfully. Teachers use mental starters well to reinforce previous learning and pupils enjoy the challenge of answering questions without using paper and pencil.

77. Written work is usually organised to take account of pupils' individual needs - thus ensuring that they settle quickly to work and feel confident when tackling the set task. Work often continues on from previous tasks ensuring pupils build successfully on skills learnt earlier; for example, a less able Year 4 group who were counting different coins, adding them together and then solving money problems with coins. Marking is positive and consistent and work is often annotated with comments indicating to pupils the next steps. This contributes well to the pride pupils take in their written work.

78. Pupils mainly respond well to teachers, relationships are good and pupils stay on task. Despite good lesson planning, occasionally there is disruptive behaviour. This is usually dealt with calmly, pupils are back on task quickly and disturbance to learning for all pupils is minimised. However, on the odd occasion where there is a lack of pace and/or match of work to ability or where disruption is not dealt with speedily then learning is hindered for all pupils. In a few lessons, support staff are not consistently used to ensure pupils focus appropriately on their learning.

79. Mathematics makes a significant contribution to the development of literacy, for example pupils read problems out loud, listen while others explain how they worked a problem out and spell the names of triangles. A satisfactory contribution to numeracy is made by other subjects. In history pupils use a time line to work out how long ago 1948 was, calculate the difference with their birth date and discuss what a decade is. In science, they measure grass to get an average length and in design and technology they measure perimeters when making purses.

80. The management of mathematics is satisfactory. There has been a significant improvement in planning and assessment since the last inspection. Mathematics has recently been a priority in the school improvement plan and there is a comprehensive numeracy action plan. Weekly and daily planning is thorough and there is a good record keeping and assessment system that includes baseline assessment. Pupils' learning has benefited greatly from this focus on mathematics and the subsequent training for staff. Resources are plentiful and comprehensive, however, very little use is made of ICT to support the curriculum at either key stage.

SCIENCE

81. In relation to pupils' prior attainment, pupils achieve satisfactory standards in science overall. At Key Stage 1 pupils are able to identify plants and parts of flowering plants, use scientific vocabulary appropriately; such as 'stamen' and make basic hypotheses. Other pupils learn about the characteristics of fertilisers and why they are added to soil. At the end of Key Stage 2 pupils learn about the different habitats that plants, animals and humans live in. Pupils, for the most part, respond very favourably to the practical investigations. Older pupils learn about electrical current, the effects of dissolving and the use of a catalyst and its effects. Pupils know the difference between solids, liquids and gases. Some pupils identify the visible and invisible pollutants from car exhausts.

82. The quality of teaching and learning is satisfactory overall. It was good in just under half of the lessons observed. Where teaching is good, there are interesting practical activities; for example, in Year 2, where pupils learn about habitats and explore the school grounds for ants and worms. Pupils on these occasions are motivated, interested and keen to learn and, as a result, pupils make appropriate progress overall. The quality of classroom assistant support for learning is variable across the school ranging from very good to just satisfactory. Although teaching is satisfactory overall, some rare weaknesses occur when teaching lacks a firm, confident and consistent approach to managing pupils' behaviour; for example, some teachers attempt to talk over the pupils' inappropriate utterances. On other rare occasions, a few pupils do not want to learn and their attitudes to learning are poor and disrupt the progress other pupils can make.

83. There has been a satisfactory improvement since the last inspection. The leadership and management of the subject since the last inspection has not been a priority but is identified this year for future development. There is no effective monitoring of teaching and no curriculum action plan to drive the subject forward. However, the subject is a focus for development in the school development plan. Assessment of what pupils know, understand and can do is developing along the lines of that in literacy and numeracy, although insufficient use is made of ICT to support pupils' learning. Classroom display, particularly on plants, is of a good standard and pupils are proud of the work they have contributed to displays and of their general standards in literacy.

ART AND DESIGN

84. Due to timetabling arrangements it was only possible to see a few art and design lessons during the inspection, but discussion with teachers, planning documents, and observation of pupils' work added to the overall inspection evidence.

85. Pupils of all ages are achieving satisfactorily in art and design. They are gaining skills in observation, drawing, painting, and the use of colour. They are learning to notice the difference in shapes, curves and the line of the object they are drawing, together with the shadows it has. They are able to explain their reasons and methods of drawing; for example,

in Year 4, pupils told the class about how they had thought and set about the work when drawing the still life collection arranged for them.

86. Pupils show their enjoyment and interest in looking at colours, asking for help in mixing them and trying to recreate what they see. Most pupils use their charcoal, pencil, or brush satisfactorily. They combine the making of objects, such as the bowls in Year 4, with painting them, having designed their own patterns to transfer in paint onto the bowls. Younger pupils in Year 2 combine colouring with felt pens and crayons together with patterns and shapes to give a pleasing overall effect. Generally, pupils enjoy art and design and become absorbed in their work. Year 6 were seen drawing faces and expressions from books or people of their own choice. One pupil added reflections, and linked this successfully with work he had done previously in mathematics about symmetry.

87. Teaching and learning are good because teachers set high expectations for work and for behaviour. Overall, the management of pupils is good, pupils are encouraged to relax and work quietly in the art and design room, and there is usually music playing, giving a calming atmosphere. Planning is satisfactory, and teachers and support assistants use praise and encouragement frequently. There is, however, little assessment of pupils' work other than the feedback that teachers give during the class itself. Teachers use the art and design books available to them well so that pupils can have as wide an experience as possible of other artists and techniques.

88. The subject has a new co-ordinator who is an art and design specialist. There has been no opportunity for monitoring the lessons or for development of the subject yet. However, the co-ordinator's expertise is enabling at least her classes to gain further knowledge of art and design techniques; for example, she taught Year 6 about where the light was coming from and how it affected what they were drawing.

89. Resources are adequate for the subject at present and the schemes of work are based upon nationally suggested plans. Improvement since the last inspection is therefore satisfactory.

DESIGN AND TECHNOLOGY

90. It was possible to see only one lesson of design and technology during the inspection. Documents and a limited amount of work on display added to the evidence gathered.

91. The indications are that pupils achieve at least satisfactorily, although in the one lesson observed achievement was good. In one art and design lesson, pupils had made papier-mâché bowls previously, by using balloons to form the shape and then bursting the balloon to leave the complete bowl shape. In the only design and technology lesson seen, Year 4 pupils were making purses and they had cut out the shapes previously and were then sewing the edges, using buttonhole stitching. Most made a very neat finish and later they added a Velcro fastening. Looking at some work on display, it could be seen that pupils had designed slippers and cut out appropriate shapes. As well as their design work, they listed the materials they would need and the colours they would use. They knew that they must think about shape, how long the slippers would last, and what sort of material would be best, such as satin or leather or canvas.

92. In the only lesson seen, teaching and learning were very good. The lesson had been very well prepared and planned, and set the pupils a very good challenge. As a result, they were very well behaved and very well focused on their work. They enjoyed being taught how to thread a needle and how to use it safely and properly. They were also encouraged to measure their work for themselves and to check before starting that all measurements were

as they should be. Both the teacher and the support assistant made sure that all pupils received a high level of encouragement and this in turn enabled pupils to make very good progress.

93. Resources for the subject are satisfactory. Since the co-ordinator is very new, there has been no opportunity for monitoring of lesson or teaching.

94. Improvement since the last inspection is difficult to judge because no design and technology lessons were seen last time. However, the indications from curriculum planning and the teaching seen are that improvement is at least satisfactory.

GEOGRAPHY

95. It was only possible to see two lessons during the week of the inspection. Judgements are, therefore, also based on a scrutiny of plans and other documentation, classroom displays and the small selection of written work available. Although attempts have been to raise standards there has been limited improvement since the last inspection. There is a lack of depth and breadth in the teaching of geography, particularly in the use of the local environment. During the week of the inspection, Year 4 and Year 6 were completing the same work on rivers. Consequently, there is little evidence of either the acquisition of appropriate geographical skills or progression. Achievement over time is unsatisfactory. However, in the two lessons observed at Key Stage 2, achievement was satisfactory.

96. Pupils in Key Stage 1 visit a supermarket to buy goods, they put the seasons in order starting with spring and draw appropriate pictures to show the weather.

97. At Key Stage 2, Year 4 can recall names of some river features such as tributary, source and waterfalls. They can use a CD-ROM about rivers to reinforce this and take turns with the computer mouse, working together. They are able to complete a tally of vehicles and write about how they completed the tally. Year 6 pupils know the difference between different parts of the river and can name the parts of the Thames. They match pictures of parts of river to text. By the end of Year 6 pupils have an understanding of the problem pollution causes and can argue for and against the Channel Tunnel.

98. In the two lessons seen, where teaching was satisfactory, questioning was suitably used to check understanding and direct pupils to where they could look for the answer. Previous work was revised and this gave pupils a basis on which to build the new work. Use of resources such as the compact disc player ensured pupils worked co-operatively and were motivated by the appropriate nature of work. However, a few pupils found aspects of the work difficult due to inadequate explanations and inconsistent behaviour management. Slow directions to support staff to focus on pupils finding work difficult led to unsettled behaviour which impeded the learning of others. When refocused, pupils concentrated for a reasonable length of time and attained most learning objectives. Teaching over time is unsatisfactory. Although lesson planning is satisfactory, skills gained are not recorded systematically in order to reinforce learning or as a starting point for the next topic. There is an over reliance on work sheets, a lack of marking and the few examples of written work are mainly unfinished with the result that pupils do not take pride in their work or build on past learning when starting a new topic.

99. The new coordinator has not yet taken up her role. There are suitable plans for two half-term topics a year and three in Year 6 using the Qualifications and Curriculum Authority (QCA) documents and daily planners are used to assess learning and progress both of which are improvements since the last inspection. However, assessment lacks

thoroughness and there is presently no monitoring of the subject. Resources are satisfactory and used well to support learning.

HISTORY

100. In history, the judgements are based on a scrutiny of plans and other documentation discussions with the coordinator, classroom displays, the small selection of written work available and the one lesson it was possible to see during the inspection. Although attempts have been made to raise standards, there has been limited improvement since the last inspection. There is a lack of depth and breadth in the teaching of history. Consequently, there is little evidence of the acquisition of appropriate skills and achievement over time is unsatisfactory. However, during the inspection in the one lesson seen at Key Stage 2, achievement was satisfactory.

101. By the end of Key Stage 1, pupils have an understanding of yesterday, today and tomorrow and sequence events. At Key Stage 2, pupils begin to have an understanding of empathy and use their imagination to write about living in ancient Greece. Year 6 pupils understand the difference between past and present and compare their experiences in school when learning about schools in Victorian times. They ask relevant questions such as what was the size of classes and were pupils caned. They use the computer to print a picture of people in gas masks when learning about the Second World War.

102. Teaching and learning in the one lesson seen in Year 6 were satisfactory. The lesson was introduced with appropriate pictures and pupils were keen to ask questions and read aloud from a log book from a Victorian school. Suitable questioning checked pupils understanding of what it was like to live in Victorian times and pupils knew, for example, that people walked long distances and that there was no film or television. Teaching over time is unsatisfactory. Although lesson planning is satisfactory skills gained are not recorded systematically in order to reinforce learning or as a starting point for the next topic. There is an over reliance on work sheets and the few examples of written work are mainly unfinished.

103. The new coordinator has made a satisfactory start. She has suitably planned for two half term topics a year using the QCA documents and daily planners are used to assess learning and progress during the topic. Both of these are improvements on the last inspection. Nevertheless assessment lacks thoroughness and the coordinator, who has received limited training in the role, is not able to monitor teaching and learning. She does look informally at plans, displays and work. Although resources are satisfactory there is a lack of artefacts to give pupils first hand experience of life in the past.

INFORMATION AND COMMUNICATION TECHNOLOGY

104. Achievement in ICT over time is unsatisfactory although the teaching of individual lessons in ICT is good. The previous inspection saw little evidence of direct teaching; this is not the case now and is an improvement. However, there has been insufficient progress in the development of this subject in terms of measurable outcomes for pupils across the breadth of the National Curriculum Programmes of Study and the subject does not meet statutory requirements. Progress since the last inspection is unsatisfactory, although work to develop the provision for ICT is now complete it is too early to make an impact on pupils' learning overall.

105. Teaching and learning are not effectively supported by the cross-curricular use of ICT across the school by all teachers. However, where it is planned for, for example, in geography where CD-ROMs were used to support work on rivers, to research further the natural features of a river and valley pupils' learning is enhanced. Another good feature of cross-curricular work involved dual-registered pupils using the digital camera to take photographs of each other and then import the picture into a word-processing program so they could word-process their individual education plan targets for the week. Pupils were able to demonstrate their knowledge and use the mouse to click on icons to reach the finished product. In discrete lessons, older pupils are able to insert 'wave sound' into a word document and learn about sound 'hot spots'. In these lessons, pupils learn effectively due to the good pace, challenge and good subject knowledge of the teacher.

106. Teaching over time is unsatisfactory. Teaching in the discrete lessons during the week of the inspection was good. Class learning objectives are a good feature of these lessons with an explicit link to the National Curriculum Programmes of Study. In these lessons, planning is clear and ensures learning proceeds at a good pace with very clear expectations of behaviour. On these occasions, pupils learn well, are motivated by the task set and enjoy exploring the different outcomes to achieve the learning objectives. However, most teachers are insecure in their subject knowledge and expertise. This limits the further progress pupils can make.

107. The leadership and management of the subject by the co-ordinator is unsatisfactory overall. However, since the recent co-ordinator's appointment, good progress has taken place in developing the provision of a discrete information and communications technology suite, the replacement and purchase of appropriate hardware and software. There are now a good number of computers and a developing range of software. The school has appropriate plans to develop the provision to further enhance the progress pupils can make in literacy and numeracy across the school although there is no subject development plan and standards across the school are not monitored. Progress since the last inspection is unsatisfactory.

MUSIC

108. It was only possible to see one music lesson during the inspection. Judgements are therefore based on a scrutiny of plans, classroom displays, the small selection of written work available, a discussion with the coordinator and the use of music across the curriculum as part of English, personal, social and health education and art and design. Although the music curriculum is not yet fully covered, from the evidence, available pupils' achievement and progress are satisfactory and in the one lesson seen at Key Stage 1, achievement was good. This is satisfactory progress since the last report.

109. At Key Stage 1, pupils in Year 2 tap a beat using a range of untuned instruments. They progress quickly to playing a consistent beat, maintaining it well even when asked to change instruments. They can successfully take turns and appreciate listening to each other

perform. They listen well to instructions and develop their concentration skills while clapping in time and chanting to rhymes.

110. At Key Stage 2, pupils in Year 5 can compose their own work and perform it. In Year 4, they tap out syllables in English, make their own instruments such as a guitar, drum and rainstick and perform successfully for other pupils. In a Year 4 personal, social and health education lesson pupils listened well to music, sang along in tune and remembered the difference between a verse and a chorus.

111. Teaching is satisfactory, although in the one lesson seen it was good. Teachers suitably plan for their music input and pupils respond enthusiastically and are eager to work together. Frequent changes of activities maintain pupils' interest and enthusiasm and this contributes appropriately to their learning. At Key Stage 1, a well-planned lesson, good preparation and the use of a range of resources and instruments led to the aims of the lesson being successfully met. Positive relationships with pupils resulted in them successfully staying focused, concentrating and turn-taking when tapping their own heart beat. Consistent feedback throughout the lesson resulted in pupils being involved fully and using instruments with confidence.

112. The coordinator is new to the post but is enthusiastic and has already made a satisfactory start by planning targets for the year. Until recently, music was taught by a specialist teacher but is now taught by class teachers. The coordinator has comprehensive plans for developing the subject including training for staff. Daily planners are used to assess learning but are not used consistently, gains in learning are not reliably recorded and assessment generally lacks rigour. As yet, there has been no opportunity for the coordinator to monitor teaching and learning. However, the QCA scheme of work is followed which is an improvement on the last inspection. Resources are satisfactory although there is a lack of tuned instruments and keyboards. At present, music provision has a very limited impact on pupils' cultural and spiritual experiences.

PHYSICAL EDUCATION

113. Achievements in physical education is satisfactory across the school. Younger pupils can travel in different directions, they enjoy a variety of team games, run around obstacles, demonstrate forward rolls and balance. Pupils enjoy the practical 'games' and learn to accept basic rules of co-operation and turn-taking. Older pupils benefit from swimming at a local leisure centre. More able pupils develop their stamina by swimming a length of the pool using swimming aids, other pupils learn the basic techniques of swimming in the trainer pool. They learn to push off the side and reach their arms out in front of them and learn to put their faces in the water. On some occasions during the inspection, planned break-times were used effectively to re-inforce the rules of team games like football. When these sessions are particularly effective overall, active enthusiastic participation by staff is the key feature. On these occasions, pupils further develop their knowledge of rules and social skills. However, these opportunities are not fully realised for all.

114. Overall, teaching is satisfactory. Teaching in the lessons observed varied between satisfactory and unsatisfactory. In the unsatisfactory lessons, pupils' behaviour was very challenging, they did not want to learn and the lesson had to be finished early. Teachers' subject knowledge is just satisfactory, however, teachers' expectations and enthusiasm for the subject lacks rigour. Too often pupils are not required to wear the correct equipment for physical education and this does not set the standards required. On one occasion, pupils returned to class hot and uncomfortable. During the swimming lesson, one pupil went even though he was not going into the water and the classroom assistant spent too long

attempting to ensure the pupil was purposefully engaged, rather than supporting the learning of the swimming group in the pool.

115. Leadership and management of the subject is unsatisfactory. The co-ordinator has been unable to monitor the quality of teaching and learning across the school and the status of the subject within the curriculum reflects the lack of subject knowledge amongst the staff. This is an area for development recognised by the co-ordinator as is the need to more effectively celebrate and record individual pupils' gains in knowledge, skills and understanding. There is no effective curriculum action plan and some tumbling mats are frayed and potentially dangerous. There is a satisfactory separate sports hall-gymnasium although, over the whole school day it is underused. There is limited provision of outdoor areas although a small fenced tarmac area is just satisfactory and restricts the further progress pupils could make.

116. Insufficient in-service training has taken place however, resources are satisfactory overall and progress is barely satisfactory. There have been some imaginative and purposeful links with a local football club and there have been some sporting occasions.

RELIGIOUS EDUCATION

117. Due to timetabling requirements, it was only possible to see a few lessons of religious education during the week of the inspection and judgements are based on scrutiny of pupils' work, discussions with staff and pupils and teachers' planning and records.

118. Pupils achieve satisfactorily overall. They know some Bible stories such as Jesus calming the storm, and pupils can talk about the crucifixion and understand that Christians believe that Jesus rose again at Easter. Older pupils understand some of the signs and symbols found in religion such as the fire, the wind and the dove for the Christian festival of Pentecost, and they are beginning to understand the basic beliefs of other religions such as Islam or Judaism. Younger pupils have heard the story of the lost sheep and can relate this to people who help us. They suggested the fire or ambulance services as examples of people who help others, and they joined in the discussion well when the teachers asked whether a character was being nice or nasty. One pupil in Year 2 knew that Jesus had thorns put on his head and asked if Jesus stayed dead.

119. Behaviour overall in religious education lessons is satisfactory. Pupils often concentrate and show satisfactory levels of interest in their work, but on occasions, a few can seriously disrupt the class. In one such situation, the support assistant gave very good help and calmed the situation very well, enabling the teacher to continue with what became a successful lesson.

120. Teaching and learning are satisfactory overall. Planning is based on the work of the locally agreed syllabus and, although assessment of how a lesson went overall is noted, teachers do not assess pupils' individual knowledge and understanding consistently, and this is unsatisfactory. Most of the work that teachers plan for pupils to do is satisfactory, but some lacks challenge and may consist only of colouring a duplicated picture. Overall, teachers manage their pupils satisfactorily, although there are a few occasions when strategies for control fail, and it takes time to restore order. Teachers answer pupils' questions well, and in one class when a pupil asked if we could come back after dying, the teacher said that Jesus was a little bit different from us. Stories are often drawn out well and teachers sometimes link religious education to everyday life at home or school. For example, when talking about helpers, teachers and parents were the first examples that the teacher used.

121. Since the last inspection, there has been satisfactory improvement, especially in teaching and planning. The co-ordinator for the subject is very newly appointed and there has been no time for monitoring of teaching, learning or assessment. However, good plans have been written for the development of the subject and these include visits to places of worship and speakers to come into school.

122. Resources owned by the school are few, but there is opportunity to borrow these from a central source, and these are part of the development planning. Also at present there are few links with other subjects, but planning shows that there are satisfactory links with art and design and ICT.