

# INSPECTION REPORT

**QUEEN'S MANOR PRIMARY SCHOOL  
AND SPECIAL NEEDS UNIT**

Fulham, London

LEA area: Hammersmith and Fulham

Unique reference number: 100337

Headteacher: Tim Mamak

Reporting inspector: Anne Currie  
25429

Dates of inspection: 11<sup>th</sup> – 15<sup>th</sup> December 2000

Inspection number: 224136

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Community
School category:	Infant, Junior and Special Educational Needs unit
Age range of pupils:	3 to 11 years
Gender of pupils:	Mixed
School address:	Lysia Street Fulham London
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Appropriate authority:	Governing Body
Name of chair of governors:	Susan Garnett
Date of previous inspection:	April 1998

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
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Sue Thomas 19650	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with its parents?
Mary Henderson 19827	Team inspector		Work of the Special Educational Needs Unit
Judith Howell 18083	Team inspector	English Art Music	How well are pupils taught?
David Pink 20877	Team inspector	Special educational needs Mathematics Geography History Equal opportunities	
James Walsh 21796	Team inspector	Physical education Science Religious education English as an additional language	How good are the curricular and other opportunities offered to pupils?

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## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>4 - 7</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>HOW HIGH ARE STANDARDS?</b>	<b>8 - 10</b>
The school's results and achievements	
Pupils' attitudes, values and personal development	
<b>HOW WELL ARE PUPILS TAUGHT?</b>	<b>10 - 12</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>	<b>13 - 15</b>
<b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>	<b>15 - 16</b>
<b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?</b>	<b>16</b>
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	<b>16 - 18</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>19</b>
<b>THE WORK OF THE UNIT FOR PUPILS WITH MODERATE LEARNING DIFFICULTIES</b>	<b>20 - 21</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>22 - 25</b>
<b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b>	<b>26 - 42</b>

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

### **INFORMATION ABOUT THE SCHOOL**

The school is a small primary school for boys and girls aged from three to eleven years old. It is currently under-subscribed. There are 137 pupils on roll in the main school. Fourteen children attend the attached nursery full-time and 18 attend part-time. New children join the nursery each term when the older ones transfer into the reception class. There is a unit for 30 pupils with moderate learning difficulties which currently has 29 children. The Unit is divided into three classes and pupils are generally taught in these classes.

The school is situated in the London Borough of Hammersmith and Fulham. Pupils have a wide variety of backgrounds. Some come from the immediate area around the school, which comprises owner-occupied houses, whilst others come from council-owned flats further afield. Forty nine per cent of pupils are eligible for free school meals; this is well above the national average. There is a high number of pupils who leave or join during the academic year, especially in Years 3 to 6. The pupils who join often have limited experience of school and little or no knowledge of English. This has an impact on standards. Twenty three different languages are spoken by parents of pupils in the school. Twenty six per cent of pupils have English as an additional language. This is very high, although only 11 pupils are currently at an early stage of English language acquisition. The main languages spoken are Arabic, Somali, Farsi, Romanes and Urdu. Children's attainment on entry to the school is very varied and its character changes from term to term. Overall, it is below that found nationally. Fifty eight pupils are considered by the school as having special educational needs. This is above the national average as it includes pupils in the Unit. Thirty two pupils, including 29 in the Unit, have statements of special educational need. The main difficulties are specific learning, moderate learning, emotional and behavioural, speech and communication and developmental delay.

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

Queen's Manor is an improving school, with its many good features outweighing its weaknesses. It gives satisfactory value for money. The new headteacher provides very clear leadership. He is very well supported by the newly appointed deputy head and by staff with management responsibilities, many of whom have joined the school in the last year. All staff work together very well as a team. The school provides well for pupils' moral and social development. Pupils develop good attitudes to learning and they have good relationships with each other and with members of staff. Teaching is good, both in the main school and in the Unit. As a result, all pupils are making good gains in learning during lessons. However, by the time they leave the school, most pupils are achieving well below the standards expected, mainly because of shortcomings in their earlier education.

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

- Teaching is good and, as a result, pupils are making good progress in lessons.
- There is very good, effective leadership by the new headteacher and staff with management responsibilities, which is clearly focused on raising the standards pupils achieve.
- The good provision for pupils with special educational needs, including those in the Unit and those with English as an additional language helps them make good gains in learning.
- The provision for pupils' social and moral development is good and pupils behave well.
- Staff develop good relationships with pupils. As a result, pupils are keen to please and they develop good attitudes to learning.
- Good assessment procedures have been introduced in English and mathematics and they help staff give pupils good guidance about what they have to do to improve their work.

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

- Standards in literacy and numeracy.
- Standards in science, information and communication technology and art throughout the school and in history and geography in the upper part of the school.
- Pupils' attendance and the punctuality of pupils, especially of those in the Unit for pupils with moderate learning difficulties who are bussed to school.

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



## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was judged to have serious weaknesses when it was last inspected in May 1998. Initially, the rate of improvement was slow, but in the last year there have been substantial changes, which are resulting in good improvements. The school is no longer reliant on temporary staff. There is a strong, permanent teaching team with secure subject knowledge across the whole curriculum. Teachers have high expectations of pupils and provide good teaching throughout the school. This results in all pupils making at least satisfactory and, very often, good progress in lessons. This includes pupils with special educational needs and those with English as an additional language. The strategies for teaching literacy and numeracy are good. The new headteacher and deputy head provide strong leadership and good role models for other staff. Staff with subject responsibilities have written action plans which clearly outline the actions necessary to raise standards. The quality of marking has improved and pupils are given a very clear idea of what they have to do to improve.

The curriculum has improved, especially its coverage of religious education and information and communication technology. There is now appropriate provision for pupils' cultural and spiritual development. Arrangements for developing their social and moral skills are good. Relationships are consistently good across the school and the number of exclusions has fallen. Religious education has improved and pupils now reach the standards expected. However, pupils do not yet reach the standards expected in information technology, because they have not covered appropriate work in previous years.

Many of these improvements are very new and, as a result, they have not yet had a significant impact on pupils' attainment, although pupils are consistently making good gains in learning in lessons, as shown by teachers' records. The strong management team, which is firmly focused on raising standards, results in the school being well placed to continue to improve.

## STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	E	E*	E*	E
mathematics	E	E	E*	E
science	E	E	E*	E

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E
in the lowest 5% nationally	E*

Children start at the school with very varied standards, but, overall, they are below those generally found. There is considerable variation from year to year and a high proportion of pupils leave and join the school throughout the year. The table shows that in 2000 pupils' results were in the lowest five per cent nationally in English, mathematics and science. They were well below average when compared to the results of schools that have pupils from similar backgrounds.

Results have not improved since the last inspection. They are still too low. It will take time for pupils to gain the skills and knowledge they should have acquired in previous years. However, the work pupils have completed in the last term shows that they are making steady gains in learning and progress in lessons seen during the inspection was good. Standards in English, mathematics and science are now judged to be below rather than well below those expected. Standards in information technology and art are generally below those expected. Pupils do not reach the standards expected in history and

geography in the upper part of the school. Standards in religious education, physical education, design technology and music are average.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils enjoy coming to school and their attitudes to learning are good. They are responsive in lessons and they are keen and eager to learn. They work together well.
Behaviour, in and out of classrooms	Good. Pupils behave well in lessons, at lunchtimes and in the playground. They move around the school in a sensible and orderly manner.
Personal development and relationships	Pupils' personal development is good. Relationships are good, with pupils treating each other with respect.
Attendance	Unsatisfactory. Attendance is improving, but it is still below the national average. There is some lateness in the main school. Pupils in the Unit are often late because of difficulties with the buses, which bring them to the school.

## TEACHING AND LEARNING

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

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

All teaching seen was at least satisfactory. Seventy two per cent of the teaching observed was good or better. Twenty three per cent of lessons were judged to be very good and 2 per cent excellent. Examples of good teaching were observed across the whole school and the school is meeting the needs of all its pupils well. Teaching in the nursery and reception class was consistently good and the excellent teaching was observed in the Unit. The support for pupils with special educational needs in the main school and for those with English as an additional language, is good. This includes teaching by support staff as well as teachers. The teaching of the basic skills of literacy and numeracy is good.

The good teaching is characterised by well-planned lessons and the effective teaching of literacy and numeracy. Pupils are managed well. As a result, pupils learn to behave well and to develop positive attitudes to their work. Pupils co-operate well with each other. They work hard, and as a result, they are making good gains in learning in lessons. Support staff and teachers without class responsibilities are used effectively to target groups of pupils who need additional support to help them achieve well.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The range of learning opportunities provided for children in the nursery and reception class is good. In the rest of the school it is satisfactory.
Provision for pupils with special educational needs	Good in the main school. There are some shortcomings in the long-term curriculum planning for the three classes in the Unit.
Provision for pupils with English as an additional language	Good. Staff are well aware of pupils' needs. Pupils receive well focused additional support.
Provision for pupils' personal, including spiritual,	Good, overall. Provision for pupils' spiritual and cultural development is satisfactory. It is good for their social and moral development. Staff are

moral, social and cultural development	good role models for pupils.
How well the school cares for its pupils	The school has secure procedures for ensuring pupils' welfare. Staff get to know pupils well. They are developing good systems for monitoring pupils' academic progress and helping them improve their work.

There are satisfactory relationships with parents. Parents and carers of children in the Unit are kept well informed about their children's progress. The headteacher and deputy head are gradually gaining parents' confidence, for example by being available in the playground before and after school, as often as their other commitments allow. Consultation evenings are well attended, but other events do not receive the same level of support.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The new headteacher gives very clear leadership. The strong management team supports him very well. All staff work together well as a team and they have a clear focus on raising standards.
How well the governors fulfil their responsibilities	The governors meet their statutory requirements. They receive the information they require to keep them appropriately informed about the work of the school.
The school's evaluation of its performance	Very good. The school's improvement plan shows that it has a clearly identified what has to be done to improve standards.
The strategic use of resources	The money the school receives is clearly targeted on providing good quality education and raising standards. The principles of best value are being applied appropriately. Money, carried forward from previous years, is being used to create an information technology suite with new computers. Very good use is made of human resources. Staff are well targeted to raise the attainment of groups of pupils that have been clearly identified as having specific needs.

The new leadership has built up a strong team which is working together well to improve standards. Staff morale is high. The accommodation is very good. The school is well staffed. Resources are satisfactory, overall, but there are weaknesses in the range and quality of resources for music.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their children like school.</li> <li>• Teaching is good.</li> <li>• The school is well led and managed.</li> <li>• Their children are progressing well.</li> <li>• The school works well with parents especially those with children in the Unit.</li> </ul>	<ul style="list-style-type: none"> <li>• The amount of homework.</li> <li>• The activities provided for pupils outside school hours.</li> </ul>

The few parents who responded were generally happy with what the school provided. The inspection team agrees with the positive views expressed by parents. Homework is used appropriately to support pupils' learning in English and mathematics. There is an adequate number of activities provided outside school hours, considering the number of new staff and the changes that have had to be made in many areas which have been very time consuming for staff. There is, however, a lack of activities linked to music.

## **PART B: COMMENTARY**

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

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

1. The results achieved by pupils are low. The school was judged to have serious weaknesses at the time of the last inspection and, following this, there was a very unsettled period. Records available within the school show that pupils' attainment fell markedly in the following eighteen months. This is also reflected in the school's test results. In 2000, attainment at the end of Key Stage 2 (Key Stage 2 means pupils in Years 3 to 6) was well below average in English, mathematics and science compared to that of schools in a similar context. At the end of Key Stage 1 (Key Stage 1 means pupils in Years 1 to 2), attainment was average compared to that of similar schools. The results at both key stages include the scores obtained by pupils in the unit for pupils with moderate learning difficulties. Analysis of the results by the local education authority indicates that the exclusion of these pupils' results has little effect on the overall picture.
2. Recent improvements in the school's leadership and management and the quality of teaching have not yet had time to raise pupils' attainment, overall. Observations do, however, show that most pupils are now making good progress in lessons and this is the result of consistently good teaching, which is well focused on what pupils need to learn. This good achievement is evident across the school. It includes the work of pupils in the Unit, those with English as an additional language and those identified as having special educational needs in the main school. These pupils have clear targets in their individual education programmes, which are well focused on their learning needs, especially those in English and mathematics. Additional adult support is well organised to help them reach their targets. Pupils are well motivated and keen to learn. They are made well aware of what they have to do to improve. The self-esteem of all pupils is growing and they are beginning to work independently. This is especially significant for boys, especially those from an African Caribbean background, who were identified from test results as underachieving. Lesson observations during the inspection did not identify any marked difference in the attainment of boys and girls.
3. Despite the good progress made in lessons, pupils are still not reaching the levels of attainment expected in English, mathematics, science, information and communication technology and art at the end of both key stages. In addition, they do not attain as well as they should in history and geography at the end of Key Stage 2. In music, religious education, design technology and physical education, pupils are reaching the standards expected. Religious education is the only subject where there has been an improvement in standards since the last inspection.
4. The low attainment is most noticeable in Key Stage 2. These pupils have been most affected by the lack of permanent teachers in the last few years and the consequent use of a succession of temporary and supply teachers. In addition, there is considerable variation in the number of pupils with special educational needs in each year group in the main school. In the smaller classes, they have a significant impact on the overall attainment within the class. The number of pupils on the register of pupils with English as an additional language is high. Pupils frequently enter Key Stage 2 with little or no experience of school and little knowledge of English. There is significant mobility in the school population with many pupils frequently moving school. The statistics show that 66 per cent of pupils who did not reach the standards expected at the end of Year 6 in 2000, were not on the school's register four years earlier. In the current Year 6 class of 29 pupils, 15 have joined the school since Year 3 and 5 have joined this year.
5. Pupils' attainment in speaking and listening in Years 2 and 6 are below average. However, listening skills have improved since the last inspection and pupils now listen carefully to their teachers and to each other. Teachers effectively encourage pupils to reinforce and extend their language skills and to help them gain confidence. Pupils are making steady gains in learning.

The recently started conferencing, where pupils have the opportunity to discuss their work with a partner, is working well. Despite this, many pupils, especially those with special educational needs, have limited vocabularies and they need considerable encouragement to express their ideas. The higher attaining pupils express their ideas confidently and clearly.

6. Standards in reading and writing are below average across the school. There is some higher attainment in reading in Years 2 and 6. Staff effectively encourage an enjoyment of reading during the literacy hour. There is a weakness in pupils' skills in using books to obtain information. Only the higher attaining pupils confidently talk about books they have enjoyed and other books by the same author. Pupils have the opportunity to write for a variety of purposes, but, often, they use a narrow range of words and write only simple sentences. Teachers are effectively giving pupils clear guidance on how to structure their work. This, the self-confidence they give pupils and the enthusiasm they generate are having a positive effect on pupils' progress.
7. In mathematics, pupils in Year 6 attained standards in the 2000 national tests, which were well below those reached by pupils in similar schools. At the end of Year 2, pupils reached standards that matched those of similar schools. Although pupils are making good gains in learning during lessons, they are starting from a low level. Standards are now judged to be below expectations as opposed to well below. Some pupils are achieving the levels expected, but most are not. The higher attaining pupils are appropriately challenged with work that is well matched to their ability. Pupils with special educational needs receive well focused, additional support which helps them participate fully in the lesson and make good gains in learning. More use could be made of information technology and of mathematics across the curriculum to extend pupils' skills and understanding.
8. Standards are below expectations at the end of both key stages in science, but pupils are making good gains in learning in lessons, largely as a result of the good teaching. Teachers have good subject knowledge, which they use to plan stimulating lessons and they give interesting and accurate explanations. Pupils are achieving well and they are extending their knowledge and understanding, but they are coming from a low starting point. There is insufficient focus on extending pupils' investigative skills.
9. In information and communication technology, all pupils are making good progress in lessons and this is an improvement since the last inspection. Teachers' confidence has improved. Each lesson is well planned, with new skills introduced and demonstrated clearly. However, attainment does not yet reach the levels expected, especially in control and monitoring and in the use of data handling techniques. This is because of the lack of coverage of these areas and the lack of specific skills' teaching in previous years. There is some use of data handling in science and pupils use CD Roms and the Internet to gain information. However, there is insufficient use made of information technology across the curriculum and pupils are not having sufficient opportunities to consolidate their skills.
10. Standards have improved in religious education since the last inspection. They now meet the requirements of the local Agreed Syllabus at the end of both key stages. Pupils are achieving well in lessons as a result of the increased emphasis placed on the subject and improved teacher subject knowledge. Religious education makes a good contribution to pupils' spiritual, moral, social and cultural education.
11. Pupils do not reach the standards expected in art. They do not have sufficient opportunities to extend their skills and the range of experiences they have is limited. In design technology, pupils are working at the expected levels for their ages. They learn to design items to meet specific needs and they make them, using a variety of materials and tools. They also evaluate what they have done and suggest improvements. In geography and history, pupils make steady progress in Key Stage 1 and they reach the expected standards. In Key Stage 2, there has been insufficient emphasis on developing pupils' skills and knowledge in the past. As a result, pupils do not reach the levels expected, although they are now making at least satisfactory

progress in lessons. Pupils are attaining standards in music and physical education that are average for their ages throughout the school.

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

12. Pupil's attitudes to learning have improved since the last inspection. They are now good. In the majority of lessons, where teaching and behaviour management are good, pupils are absorbed in their work and enjoy their tasks. When teaching is less good, a few pupils lose concentration and their attention wanders. Pupils are developing the ability to work in pairs or groups. In music, Year 3 pupils collaborated well, composing short pieces. In a Year 2 religious education lesson, pupils worked co-operatively in pairs, discussing the story of Jesus feeding the five thousand. They then retold the story to the whole class with confidence.
13. Children in the nursery and the reception class are keen to come to school and they settle well to activities they have chosen for themselves and those that the teacher has directed them to. In the nursery, some children, especially those who were new this term, are still experiencing some difficulties relating to others and sharing and taking turns. They are responding well to the help and guidance they are given. Staff are very consistent in their approach and they help children to tell each other when they do not like something and encourage children to say sorry if they have upset someone.
14. Throughout the school, relationships between pupils and between pupils and staff are good and, sometimes, very good. Staff are good role models. Pupils play well together in the playground. Although play is often boisterous, no bullying was observed during the inspection. Pupils are thoughtful and helpful to each other. For example, one child in the special needs unit was observed helping another to overcome a problem in the playground. Pupils from the Unit showed good attitudes to learning and good relationships with each other when they visited the local adventure playground.
15. Behaviour is good. Pupils are friendly and welcoming to visitors. They hold doors open for adults. Most move up and down the stairs and around the large corridors in a sensible and orderly manner, although a few have a tendency to run when leaving the classroom, if they are not checked. The number of exclusions has dropped considerably since the last inspection when 13 exclusions were reported. In the last year there were just four exclusions.
16. Pupils' personal development is good. They show respect for others. In a personal and social education lesson, where pupils from Class 1 in the Unit were integrated with those in Year 2, pupils all shook hands with their paired learners and pupils from the unit thanked the Year 2 class. Some pupils in the unit have yet to learn appropriate social skills, particularly at lunch times. The school is missing an opportunity to develop these skills when pupils are eating their lunch.
17. Pupils in Year 6 are taking responsibility. They act as stair monitors at break time and distribute play equipment during break. Pupils in other classes readily help pupils in the Unit when classes combine for lessons such as physical education. The School Council is another valuable opportunity for pupils to develop responsibility. The councillors take their duties seriously and give cogent reasons to support their discussions.
18. Attendance remains unsatisfactory and below the national average. It is, however, improving. The current average attendance rate for schools in the Borough for the last half term is 92.8 per cent. The school has exceeded this. Its attendance rate for the last half term was 93.2 per cent. A significant number of pupils arrive late in the mornings. The punctuality of pupils in the Unit is not as good as those in the main school. The buses provided by the local authority to transport pupils to school are often late arriving at school and sometimes do not even arrive to collect the pupils. As a result, the pupils involved are missing a significant amount of school time over each term and they do not have a good start to their day.

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

19. All lessons observed throughout the school were at least satisfactory, with 72 per cent of all lessons observed good or better. Twenty five per cent of lessons were very good or excellent. Examples of good and very good teaching were observed throughout the school. This

represents a considerable improvement in the quality of teaching since the last inspection when it was judged to be satisfactory, overall. Across the school, the good teaching is having a direct and positive impact on the quality of pupils' learning and promotes good progress.

20. The good and very good teaching in a significant number of lessons is characterised by well-planned lessons and effective teaching of basic skills, particularly in literacy and numeracy. A strong point of the teaching is the management of pupils, which results in good behaviour and positive attitudes to work by pupils. The good use of time, support staff and resources means that very little time is wasted and most pupils receive the support they require to extend their learning. However, at times and in some subjects, pupils of all levels of attainment are given the same work to do, which means that the more able pupils are not always sufficiently challenged. Teachers have secure subject knowledge, which is effectively communicated to pupils. This, and the high expectations of pupils, are, together, major influences on the good progress pupils make. Teachers are skilled in finding different ways to question pupils and they use a range of methods to ensure successful learning for all pupils. The marking of pupils' work is extremely thorough. Meaningful and clear targets are set for improvement.
21. Teaching in the nursery and the reception class is consistently good. Children are managed well. The sessions are well-planned and the good organisation means that children know what is expected and, as a result, they settle quickly and gain confidence. The teachers and the nursery nurse develop very warm relationships with the children and, through a variety of assessments, they have a good understanding of their very varied learning needs. The planned activities, and the individual support given, meet children's needs well. This is especially effective for children with English as an additional language and those with special educational needs. There is strong emphasis on developing children's language skills. Teachers and the nursery nurse continually engage children in conversation and encourage them to respond verbally instead of using a nod or shake of the head which is the first response many children give.
22. Both teachers work closely together and they are developing a good understanding of the new curriculum for children of this age. In some lessons, for example those aimed at extending children's physical development in the hall, the two teachers work well together with the older children. As a result, children gain confidence in using the apparatus and improve their skills, for example in climbing, balancing and jumping. Good links are also made to language development with teachers making children aware of whether they are travelling 'over', 'under', 'through' and 'along'.
23. At Key Stage 1, the quality of teaching and learning is good, overall, although it is stronger in Year 2 than in Year 1. Examples of very good teaching were seen in Year 2. In English, the National Literacy Strategy has had a positive impact on learning. This was exemplified in a Year 2 literacy lesson that focused on story settings. The teacher skilfully led the whole class session using a combination of effective questioning and explanations. Careful planning incorporated appropriate content at all three levels of work and enabled all pupils to achieve well. Strong emphasis is placed on pupils respecting the appropriate conventions for speaking and listening. This, together with the consolidation of key vocabulary from the story plan previously developed with the pupils, succeeded in keeping all pupils involved and resulted in most pupils furthering their vocabulary and making good progress in their learning. The teacher worked hard to teach basic skills, asked individual pupils pertinent questions to which they responded appropriately and gave them positive feedback, which indicated high expectations of them. These expectations are also seen in the progress that is evident in pupils' books and in the varied output expected and obtained from pupils' of different attainment during group work sessions. The teacher managed the pupils very well and they responded by working hard. Effective support was given to pupils with special educational needs and those who have English as an additional language. The teacher also noticed where individuals needed help and he provided it quickly.
24. Teachers' planning is good in Year 2. In Years 1 and 2 very effective use is made of support staff, especially for pupils with special educational needs and those who do not have English as



a first language. The strengths in pupils' learning are their acquisition of basic skills and the way they apply themselves when appropriately challenged. Although the quality of teaching and learning is satisfactory in Year 1, there are some weaknesses. These are mainly a lack of experience, which shows in the organisation of some lessons and at times too many different strategies are used to control the class. These factors mean that time is wasted and pupils do not always make the progress they are capable of.

25. In Years 3, 4, 5 and 6, teaching and learning are good and give rise to a similar rate of progress in pupils' learning. This judgement is an improvement on the findings of the previous inspection where teaching was satisfactory in seven out of every ten lessons observed. The major strengths of teaching in these year groups are the management of pupils, the effective partnership with support teachers and assistants in the class and a particularly secure knowledge and understanding of the development of literacy and numeracy. Strengths in the quality of learning are the way pupils try hard and the interest they show in the tasks that they are given.
26. The quality of teaching in Year 6 is consistently high. In mathematics, the National Numeracy Strategy has had a positive impact on learning. A Year 6 'extra' mathematics lesson illustrated the general strengths of the teaching and how well the school is doing in addressing the need to reinforce pupils' learning. The lesson was very well planned and the two teachers involved demonstrated very secure subject knowledge in both their direct teaching and in the support given to groups. Good emphasis was given to reinforcing pupils' problem solving skills required for working out percentages. The very effective team teaching and the challenges set for pupils, maintained pupils' concentration and accelerated their learning. A Year 3 literacy lesson embodied the features of very good teaching. The well-structured lesson, with very positive relationships between adults and pupils, contributed to very good learning. The enthusiastic approach, good deployment of the additional literacy support assistant and the involvement with pupils ensured that all pupils maintained their interest and were confident enough to share their ideas, check each others' work and acknowledge what they needed to do to improve their work. In science, the very strong emphasis given to developing pupils' scientific vocabulary is increasing their ability to use their knowledge and understanding to explain observations. However, at times, too much information is given and teachers do not always take into account the needs of all pupils. As a result, opportunities for the more able pupils to further develop their investigative skills are missed.
27. Throughout the school, teachers assess pupils well during lessons through discussion and observation. In the best lessons, teachers use their assessments to plan tasks that are well matched to the needs of all pupils. Teachers talk to pupils about their work, include detailed comments in their marking to help them improve and encourage pupils to judge the success of their own work. Homework is used satisfactorily to consolidate and extend pupils' learning in English and mathematics.
28. Provision is good for pupils with English as an additional language. Pupils receive good support from the Ethnic Minority Traveller Achievement Grant (EMTAG) teacher who is also the special educational needs co-ordinator. Teaching is good and this results in pupils making good gains in learning. Pupils are taught both in small groups and on a withdrawal basis to promote literacy skills. Most of the teacher's time is spent supporting pupils in class during the literacy and extended writing sessions. She concentrates on supporting pupils who are at an early stage of English language acquisition. Pupils in Year 6 who are more competent receive some good additional support from a classroom assistant. Also, additional literacy support is given to pupils who have English as an additional language. Pupils who are withdrawn gain confidence and have plenty of opportunities to express themselves and build up their own self-esteem.
29. Teaching of pupils with special educational needs is good both in lessons and in small group or individual activities. Teaching is sympathetic and challenging to ensure that pupils enjoy their learning. Activities are changed frequently to motivate and interest pupils and teachers keep good records of pupils' progress. These records, together with individual education plans, are used effectively to plot changes in pupils' learning. Pupils are supported by effective and well-

trained special needs support assistants. These assistants know their pupils well and contribute much to their learning.

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

30. The quality and range of the learning opportunities provided for children in the nursery and the reception class are good and promote high achievement. For pupils in Years 1 to 6 in the main school, the quality and range of learning opportunities are satisfactory.
31. The curriculum is adequately broad, balanced and relevant. Statutory requirements, including the provision of religious education are met. There is a significant improvement since the last inspection when the school did not meet the expectations set out in the local Agreed Syllabus for religious education. In addition, it did not teach all parts of the information and communication technology curriculum.
32. English and mathematics are appropriately given high priority and are taught for half of the curriculum time available. The school has taken a thorough approach to implementing the national strategies for literacy and numeracy. The effectiveness of these strategies is good and great energy and time have been put into these initiatives in order to raise standards and improve pupils' progress in learning. This emphasis has put some pressure on other areas of the curriculum, for example art, design technology, history and geography. These subjects are taught in blocks, usually covering half a term, and there is some lack of planning to ensure that skills and subject knowledge are steadily built-up, with each unit of work extending what pupils have done before. In addition, some weekly timetables include blocks of time for these subjects which in some cases, for example in science and history, are too long, especially in Years 1 and 2. The amount of time given to the specific teaching of information and communication technology skills is appropriate, but there are insufficient opportunities for pupils to use the skills in other subjects.
33. The curriculum for the Foundation Stage (Reception and Nursery) is good and follows the nationally recommended areas of learning for this age group. The activities are varied and well planned. They meet the children's needs well. There is good emphasis on developing literacy skills and helping children gain confidence and skills in speaking. During the inspection, the development of children's numeracy skills was less evident, but it was still satisfactory.
34. Curriculum planning is satisfactory in the main school. The school has adopted the schemes of work recommended by the Qualifications and Curriculum Authority for a temporary period until they can develop their own. Religious education is planned and taught, using the local Agreed Syllabus. Long-term planning is brief and indicates what is to be taught across each year group. Medium-term planning is more detailed and shows adequate coverage for each subject on a half-termly basis. Short-term planning indicates what the pupils are to learn, resources, activities and assessment opportunities. However, the planning does not always show the match of tasks to the learning needs of groups of pupils in all year groups, particularly in those subjects other than English and mathematics. On occasions, for example in science, the whole class is set the same work and this is inappropriate. Assessment opportunities are not always included for all subjects apart from literacy and numeracy. Planning in the Unit classes is satisfactory. The long-term curriculum planning is not sufficiently detailed, given that some pupils spend over two years in one class and there is considerable overlap in age range and attainment within each class. Overall, planning has improved since the arrival of the new headteacher.
35. The school provides satisfactory equality of access and opportunity for all of its pupils. Those pupils with English as an additional language are well integrated into the school and they make good progress. Although overall provision for special educational needs is good, pupils in the Unit classes are sometimes late for school due to transport difficulties. This compromises pupils' curriculum entitlement as they often have a shortened first session, which is either literacy or numeracy. Girls and boys are valued equally, for example, in answering questions in class and taking on responsibilities. Policies that are in place all refer to the need to provide equal opportunities.

36. Provision for pupils with special educational needs is good in the main school and has greatly improved since the last inspection. The school now has a well-coordinated approach to special educational needs. It meets the requirements of the Code of Practice and statutory reporting requirements. Pupils with special educational needs in the main school have good access to the broad curriculum. This is achieved by effective use of special needs assistants who, together with teachers, support pupils effectively in their learning. Support in class and in withdrawal groups is carefully planned and organised to address the targets set out in pupils' individual education plans, so that it is of maximum benefit to all the pupils concerned. Pupils make good progress.
37. Good access is provided to all curriculum subjects for pupils with English as an additional language. Explanations of difficult concepts in lessons are sensitively handled. For example, pupils in Year 5, when interviewing the headteacher on Sikhism during religious education, were given plenty of time to ask and write down their answers to their questions. During all lessons, pupils are encouraged to speak and listen to improve their language skills.
38. The school makes good provision for personal, social and health education. Pupils work co-operatively with each other in school and in activities outside school. Pupils are given good opportunities to discuss their ideas and feelings. Health education is taught effectively through science. Provision for sex education and for developing an awareness of drugs misuse is good and they are taught appropriately.
39. Satisfactory provision is made for extra-curricular activities. There is an adequate range offered to pupils at present, although there are no activities linked to music. The range is to be increased gradually during the year. The school has rightly concentrated on other areas of its provision first and new staff have been allowed time to develop their subject areas in lessons. Pupils in Key Stage 2 have the opportunity to take part in football, tap-dancing and computer club. Booster classes are provided after school for pupils in Year 6 in literacy and numeracy.
40. The school has satisfactory links with the local community, which provide positive support to the school and pupils' learning. There are some links with local secondary schools and the local newspaper. A nearby business runs the computer club for pupils in Year 5 and the local football club provides football coaching. No links have been developed with local places of worship and few visitors come to the school. There are links with partner institutions, for example a teacher training college, which sends students to the school. Visits outside of school are to the local Fulham Palace, a day residential centre and a limited range of trips to other places of interest.
41. Overall, provision for pupils' spiritual, moral, social and cultural development is good and has significantly improved since the last inspection. The provision has a positive impact on pupils' good attitudes to learning and their behaviour in school. It enhances all pupils' self-esteem and self-confidence.
42. Provision for pupils' spiritual development is satisfactory. It is well promoted through the religious education syllabus, assemblies, prayers and collective worship. There is good evidence of pupils learning about the beliefs and values of other faiths, such as Buddhism, Judaism and Sikhism. Through assemblies pupils are given time to reflect which contributes towards their spiritual awareness. Assemblies seen during the inspection were good overall. For example, during one assembly, pupils were able to celebrate the good achievements of pupils in work and behaviour. The act of collective worship is given appropriate status and meets legal requirements. Pupils have the opportunity to listen to prayers, which are linked effectively to celebrate the existence of a Supreme Deity.
43. Moral development is good. Class rules are clearly displayed and understood. Rewards and sanctions are given fairly. Pupils show understanding of right and wrong and a growing awareness of the consequences of their own actions. All staff promote very good role models for pupils and treat pupils with great respect. The well-planned and structured programme for

- pupils' personal and social development is thorough and is well integrated across the curriculum. It supports the moral code of the community.
44. There is good provision for pupils' social development. Pupils are encouraged to work together, especially in literacy, numeracy and physical education. Teachers and support staff are caring and there are good relationships between staff and pupils. A School Council has elected representatives from each class and this provides effectively for pupils' input into decision making and citizenship. Pupils take on responsibilities as they move through the school. Pupils in Year 6 are monitors and they help at assemblies and around the school. They also have the opportunity to work with younger children in the Nursery on Friday afternoons.
  45. The provision for pupils' cultural development is satisfactory. Pupils learn of other religions and beliefs in religious education lessons. Religious festivals are celebrated and promoted throughout the year. The school has a satisfactory range of books promoting a variety of cultures and religions. It takes its pupils from a wide variety of backgrounds with over twenty different home languages spoken. The school does much to promote the diversity in notices around the school, supported by maps of different countries and photographs. The school benefits from some visits outside of school, but there are few visitors to the school to enhance pupils' learning. There is limited promotion of multicultural awareness through art and music in order to prepare pupils for citizenship in a multicultural society.

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

46. The school provides a caring, supportive environment for its pupils. Since the last inspection, the school has promoted its positive behaviour management strategy more effectively. The school rules are displayed in classrooms, corridors and in the playground. Most staff apply the behaviour management strategy effectively. Pupils are praised consistently for good behaviour or work. Pupils enjoy receiving their award stickers and hexagons.
47. The school's procedures for assessing and monitoring pupils' academic progress and personal development are good. They are new and their use is developing well. However, not all academic assessments are as accurate as they should be, for example in science. The headteacher is aware of this. Staff are steadily extending their expertise and further training is organised for early next term.
48. Teachers' marking of books is exemplary and this has improved considerably since the last inspection. It is detailed and gives clear guidance for improvement. Teachers keep observation books for noting specific points of pupils' progress in lessons. They evaluate each lesson with their class and subsequently on their own records. In English, assessment is used well to set sufficiently challenging targets for all pupils. All pupils' work is checked against National Curriculum levels. In science, the results of pupils' individual tests are marked according to national scores and teachers record appropriate levels for future planning. In mathematics, regular assessment provides teachers with a good knowledge of pupils' abilities. This knowledge is used to promote pupils' learning and to discuss pupils' progress with their parents. Pupils are also made well aware of what they have to do to improve. Assessment for other subjects is not as detailed. Not all the assessments are as accurate as they should be, but staff are extending their expertise and further training is organised for early next term.
49. The progress of pupils with special educational needs is assessed against the targets in their individual educational plans, which are regularly revised. Assessment procedures contribute to the good progress made by these pupils as it ensures that the work set is well focused on their individual learning needs. Parents are appropriately involved in the annual reviews of their children's progress. Effective use is made of agencies outside the school to provide help and support for individual pupils and their specific educational needs.
50. There is good on-going assessment by the teacher of pupils with English as an additional language. Lesson plans are carefully focused on the learning needs of individual pupils. There are firm links between the specialist teacher and class teachers, which contribute to the good progress that pupils are making. Pupils new to the school are thoroughly assessed, using the

Borough's system to find out what stage of language acquisition they are at. Records of all these pupils are well maintained.

51. Monitoring of attendance is satisfactory. Since the departure of the school's attendance officer it is less rigorous than previously. However, the school anticipates that this role will be taken over by the Learning Mentor when they are appointed in the New Year. Parents continue to be reminded of their responsibility to get their children to school on time. There are additional measures that the school could take to promote attendance, such as the use of stickers and certificates.
52. Procedures for ensuring the health, safety and welfare of pupils are satisfactory. The child protection policy is appropriate. Staff are aware of procedures and they undertake relevant training. The health and safety policy is in line with the Borough's guidelines. Teachers pay proper attention to health and safety in lessons.

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

53. The school's partnership with parents is satisfactory, overall. The headteacher is aware that the school's work with parents, and parents' support of the school, could be improved. He and the deputy head have taken positive steps to start this process. For example, they are available in the playground at the beginning and end of each day to speak to parents.
54. There are good links with parents of children in the nursery. Nursery staff undertake home visits before a child's admission so that they get to know the child and the parent. Parents are very supportive. They are keen to assist at events such as sports day and on the weekly trip to the adventure playground. In the rest of the school a few parents help in class and on trips into the community. Good links are developing between staff and parents with children in Year 6 where there is a good level of support for homework.
55. The quality of information provided for parents is satisfactory. The school prospectus is an attractive document and contains the required information. The governors' annual report to parents is a useful summary of the school year. Information about the work being covered is displayed around the school. Pupils' annual reports give a helpful picture of children's abilities. The reports for pupils in Years 1 and 2 are sometimes too descriptive.
56. The weekly parents' coffee morning is not well attended. Parents' attendance at curriculum information evenings is poor. It is good for parents' evenings when they have the opportunity to discuss how their own children are getting on. Parents of children with special educational needs attend their children's annual reviews. This helps to involve parents in their child's learning and it makes a good contribution to his or her progress. However, the involvement of parents whose children are on the early stages of the special needs register is limited. There are good links between staff in the Unit and parents. As the pupils come some distance, contact is often made by telephone.

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

57. The current headteacher took over the running of the school as acting head in April 2000. He was confirmed as head during October 2000. In the short time he has been involved in the school he has made considerable changes and he provides very good leadership and management. As a result, all the school's work is now clearly focused on raising standards. The headteacher recognised the need for improvement in most areas of the school's work. Initially, he has very effectively identified and prioritised the areas which have the most impact on pupils' learning and focused all the school's resources on improving them. He is very well supported by the new deputy head, who is a very good role model for teachers. Teachers with subject responsibilities assist them very ably. The head teacher has given the school a clear sense of direction and he has built up a confident, energetic team to support him. All staff in the school work together very well as a team. They are all fully committed to improving the

quality of education provided and to raising attainment. The strength of the new management team and the positive impact its initiatives are having on the school's work are significant improvements since the last inspection. The school is well placed to continue to improve.

58. The strengths and weaknesses of the school have been very clearly identified and a clear plan has been drawn up which prioritises the most important areas. Staff rightly recognise that there are too many areas needing attention, too few staff and not enough time to make all the improvements needed straight away. The management team has made the need to raise the attainment of pupils as its first priority. It has implemented a series of actions that are beginning to have a very considerable impact on the quality of teaching and learning in the school, with pupils achieving well in lessons. The deputy head and the special educational needs co-ordinator do not have class responsibilities and they work alongside other teachers, giving valuable support to individuals and groups of pupils across the school. This represents a good use of the school's resources.
59. The school's aims and values are reflected in all its work. There is a clear emphasis on promoting educational inclusion and ensuring that all pupils receive a good standard of education. Pupils are encouraged to work hard. They are made very aware of what is expected of them and they receive praise for their efforts as well as clear guidance about what they have to do to improve. Pupils are beginning to think for themselves and their confidence and self-esteem are growing. Adults and pupils respect each other and they are polite to one another.
60. The level of staffing is very good. Two teachers, the deputy head and the special educational needs co-ordinator, do not have class responsibilities. They and the support staff are well deployed, especially during literacy and numeracy sessions. Pupils receive good, well targeted additional material which has a significant impact on their learning. The staff of the school has changed considerably over the last year. The situation is now more stable than it has been for several years, with most of the staff on permanent contracts rather than the previous large number of temporary or supply teachers. In addition, many of the new staff have considerable talents and they are all very dedicated to the work of the school. Subject co-ordinators carry out their responsibilities very well and their action plans clearly indicate that they have quickly got to grips with what needs to be done to raise attainment. They monitor the work done in their subjects and support staff well. This is most noticeable in the work done in developing successful literacy and numeracy lessons and in the impact this is having on raising pupils' achievement.
61. The school is beginning to monitor and evaluate its performance very well, although many procedures are too new for their impact to be fully seen. It has been well supported by advisers from the local education authority, for example through their monitoring of teaching. The tracking process, which was started last year, clearly shows how little progress pupils were making. The target setting for individual pupils, and the way work is levelled are, together, already bringing about well focused teaching, which is leading to improved progress. Pupils are also more motivated and they are made very aware of what they have to do to improve. Staff recognise that they need to improve the accuracy of their assessments and further training is organised for early next term.
62. The co-ordinator for pupils with English as an additional language shows good leadership. She has attended many courses and is well organised and confident in her role. All targeted pupils are monitored regularly and records are updated at the end of each term. Funding for teaching these pupils is received from the local education authority and it is used effectively. This co-ordinator also manages the special needs provision, which is now good. This is an improvement since the last inspection. Pupils are appropriately identified early in their school life and the monitoring of the special needs register is effective. Pupils move on and off the register at the early stages as the school provides successful support. Good support is also available for those pupils who join the school during Years 3 to 6. The provision of in-class support and the very limited withdrawal from some lessons ensure that pupils now make good progress. Pupils are carefully monitored and regular assessments are made to record the progress made. The co-ordinator is very effective and provides guidance for other teachers on the teaching of pupils

with special educational needs. The management guidance for pupils with behavioural difficulties is good and has a positive effect on the successful learning of those pupils. The deployment and management of special needs assistants is very good.

63. The school is making good arrangements for introducing the new national performance management measures and they are well linked to its overall drive to raise pupils' attainment. All staff have clear job descriptions and they are very aware of their responsibilities. The provision of training for individual teachers is clearly linked to their personal needs, but close consideration is also given to the priority areas identified for the whole school.
64. The school is now making good use of its resources. Some of the carry-forward from the school's budget is being used to set up an information technology suite on the top floor as part of the drive to raise standards in that subject. Money in the budget has also been earmarked to allow the deputy head and special educational needs co-ordinator to work across the school with targeted children, so that they can receive the additional help they need to achieve well. For example, the deputy head team teaches with the teacher in Year 6 to raise those pupils' attainment from a low starting point. Many of the staff are new to the school in the last year, but they support each other well. The informal induction procedures are working well and the school is aware of the need to formalise them. Good additional support is provided for staff who have little experience of the English National Curriculum, because they trained overseas, and for those who are newly qualified. Support staff are well trained and carefully deployed to work with specific groups of pupils. They make a considerable, positive impact on the progress of pupils in their groups. The school has advertised for a Learning Mentor to work with groups of pupils within the school who are underachieving. The funding for this is coming from the 'Excellence in Cities Initiative'.
65. The governing body fulfils its statutory duties satisfactorily. It has a system of committees and governors are kept appropriately informed by the head teacher. They are aware of the weaknesses within the school, as well as the progress it is making. A small core of governors visit the school regularly and know the staff well. Governors play a satisfactory part in school development planning. They discuss the school's key priorities with the headteacher, and link these to their responsibilities for setting and monitoring the budget. The governors follow the local education authority's guidelines for equal opportunities, but their own policy has not yet been appropriately updated. The quality of access for pupils of all abilities and attainments is good. Most pupils have good access to all features of school life. The exception is in the Unit, where because of transport difficulties, pupils frequently arrive late for school.
66. The accommodation is very good, with plenty of space and a well-maintained building which provides a very good working environment. Resources are generally satisfactory, although there is a weakness in those for music. The range of instruments is limited and many are in poor condition.
67. The school is beginning to apply the principle of best value, for example when it compares its results with those from similar schools. The local education authority provides the school with a full set of statistics, which compares its performance with other schools within the Borough, but many of the systems within the school are too new for their full impact to be assessed. Staff did, however, carefully compare the estimates obtained for setting up the computer room before going ahead with the project to ensure that they obtained good value for money. The school manages its finances carefully and the few minor points for action, identified in the last auditor's report, have been rectified.



## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- (1) Raise standards in English, mathematics, science, information and communication technology and art throughout the school and in geography and history in the upper part of the school by:
  - rigorously implementing and monitoring the impact of the subject action plans which are already in place (paragraphs 58, 60, 91, 101, 110, 114, 135);
  - extending the use of information and control technology across the curriculum (paragraphs 9, 32, 99, 108, 135);
  - improving the partnership with parents so that they are more involved in their child's learning ( paragraphs 53, 56).
  
- (2) Improve attendance and punctuality by:
  - working with the local authority to improve the bus arrangements for pupils in the unit (paragraphs 18, 71);
  - rigorously monitoring pupils' attendance and punctuality and working with parents to make them aware of the impact of absence and lateness on pupils' learning (paragraphs 18, 51);
  - introducing a system of rewards and incentives to make pupils more involved (paragraphs 51).

In addition to the two key issues the school should ensure that:

- the good assessment procedures already in place are extended to all subjects;
- the assessments made are accurate and the information gained is used to guide future teaching.

(paragraphs 34, 47, 48, 101, 109, 114, 119, 122, 128, 139, 147, 154 )

## THE WORK OF THE UNIT FOR PUPILS WITH MODERATE LEARNING DIFFICULTIES

68. The purpose of the Unit is to provide each pupil with intensive education and the development of basic skills within the broad framework of the National Curriculum. Admission to the Unit is controlled by the local authority and requires a statement of special educational needs prior to entry. Currently 29 out of the 30 places available are filled. There are three classes for ten pupils. In addition to moderate learning difficulties, some pupils have specific learning difficulties or other additional difficulties such as fine and gross motor skills delay, speech and language difficulties, autistic spectrum disorders or emotional and behavioural difficulties. Pupils have had a variety of other educational experiences before they enter the Unit. Some have been to special schools, although most pupils come from other primary schools at different times during both Key Stage 1 and Key Stage 2. Many pupils also have English as an additional language.
69. Overall, pupils make good progress whilst in the Unit, in the light of their special educational needs. Progress is supported by the use of individual education plans, which are used to set targets, which are small steps in the development of key skills. The plans are frequently checked and changed and pupils may have at least two each half term. Short-term schemes of work are planned to provide learning opportunities relevant to individual targets. Pupils' attainment remains below national expectations on account of their special educational needs, but there is clear evidence of good achievement during their time in the Unit. In the youngest class, mainly for pupils at Key Stage 1, attainment ranges between the pre National Curriculum Level, 'P' scale levels 5 and 6 to National Curriculum Level 1. However, some pupils in the next class, for Years 3 and 4, are already working at National Curriculum Level 2. Progress continues in the class for the oldest pupils at Key Stage 2. For some pupils, however, progress is slower but steady and pupils work hard on basic communication and speaking and listening skills. Progress is most notable for younger pupils in the development of letter, sound and word recognition, in pre-reading skills and in early writing skills. Over their time in the first class some begin to write short sentences independently. Older pupils begin to consolidate these skills with regular practice and begin to develop more conceptual understanding and acquire a wider range of vocabulary.
70. Pupils have good attitudes to their learning. Within the Unit they work very hard to develop better learning. They accept correction well and are always willing to practice areas that have been identified as part of their individual education plans or are their targets for the week. Pupils listen well in whole-class teaching at the beginning of literacy and numeracy lessons and this forms the basis for much of their individual activities during the rest of the lesson. As they mature, they begin to develop more independent learning skills. For example, during one lesson, a pupil new to the school this term showed she had acquired enough confidence to volunteer to write an answer on the whiteboard for the first time. Most pupils find turn taking difficult and need continual reminders not to call out, although the development of confident speaking is itself welcomed.
71. Whilst attendance is good, punctuality is poor. This is because on most days the transport provided by the local authority arrives between 20 – 40 minutes late and this is unsatisfactory. This means that the pupils affected, over half of those in the Unit, miss between three to six weeks of teaching on an annual basis. This is discriminatory and inequitable. The length of journey for some pupils, two hours for those picked up first or returned last also has a negative effect on learning. When they do arrive, pupils need some refreshment and a drink before they can begin lessons. In one class, they asked the teacher if they could do some exercises to reduce the physical stiffness from the long time in the bus.
72. Teaching is good. The range of teaching seen during the inspection was from satisfactory to excellent. Where teaching was outstanding, for example in a numeracy lesson in Class 2, the planning provided a range of learning opportunities to match the range of attainment of pupils which was between National Curriculum Levels 2-3 to 'P' scales Levels 7-8. Teaching strategies also provided additional learning opportunities for pupils at an early stage of acquisition of English as an additional language. At the same time, activities were sufficiently varied to meet the needs of pupils with less ability to concentrate for an extended period of time.

73. Behaviour management is also consistently good throughout the Unit. In Class 1, for example, pupils have reminder cards with behaviour targets written simply or accompanied by a picture symbol. In Class 3, a good ethos for learning is established through the good relationships between pupils and adults. In each class, a special support assistant or nursery nurse supports the teacher. The assistants make a very significant contribution to the quality of teaching. For example, the assistant in Class 1 teaches all pupils cued articulation, as part of their literacy skills. The good quality of most of the teaching seen promotes good learning. For example, in a Class 2 numeracy lesson, pupils used words such as symmetry, axis and reflection with confidence. A more able pupil recognised an equilateral triangle from his previous learning. All the teachers deal with the late arrival of pupils well, although this generally affects planning for both literacy and numeracy.
74. The provision of curriculum opportunities is satisfactory. Pupils have access to all the National Curriculum subjects and religious education. There is a need for better long-term planning to ensure that pupils build successfully on knowledge, understanding and skills gained earlier in younger classes in the Unit. This is particularly important as the three classes in the Unit overlap both in age range and in attainment. Better long-term planning would ensure as rich and varied a learning programme as is possible and would be consistent with the need to re-visit key skills areas. On occasions, insufficient use is made of the national strategies for literacy and numeracy. Although all pupils do have some opportunities for integrated work with mainstream classes, these are very variable and sometimes decided on a pragmatic basis. The Unit lacks a specific policy statement on this. In addition, although it is generally welcome to see integration in personal, social and health education, the Unit does not sufficiently audit the opportunities for personal development for pupils in the Unit. For example, additional learning opportunities in the social use of language, turn-taking and social conventions at mealtimes are missed.
75. The Unit is well managed. Relationships with parents are good and pupils generally make good progress in line with prior attainment. Annual reviews are held regularly and 80 per cent of parents attend. Resources are good and used well, including resources for information technology. However, there is a need to ensure that reviews of pupils' progress against the previous year's targets are more explicit. The current practice of using an annual report of work done in subjects does not satisfactorily meet this requirement. In addition, the new acting teacher-in-charge of the Unit should develop formal policies and procedures for the Unit, particularly in the area of curriculum. This would ensure that there was better guidance for new staff. Improvements in both these areas would strengthen the existing procedures for monitoring and supporting the work of the Unit.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	57
Number of discussions with staff, governors, other adults and pupils	29

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2	23	47	28	0	0	0

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

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR– Y6
Number of pupils on the school's roll (FTE for part-time pupils)	23	166
Number of full-time pupils eligible for free school meals	7	76

FTE means full-time equivalent.

Special educational needs	Nursery	YR– Y7
Number of pupils with statements of special educational needs	0	32
Number of pupils on the school's special educational needs register	2	58

English as an additional language	No of pupils
Number of pupils with English as an additional language	52

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	26
Pupils who left the school other than at the usual time of leaving	38

### Attendance 1999/00

Authorised absence		Unauthorised absence	
	%		%
School data	91.2	School data	6.1
National comparative data	94.4	National comparative data	5.2

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

### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	9	11	20

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	*	*	*
	Girls	9	9	10
	Total	15	17	17
Percentage of pupils at NC level 2 or above	School	75 (60)	85 (57)	85 (63)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	*	*	*
	Girls	9	10	10
	Total	17	18	18
Percentage of pupils at NC level 2 or above	School	85 (57)	90 (63)	90 (57)
	National	84 (82)	88 (86)	88 (87)

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

\* The figures for boys are not given separately because there were fewer than 10 boys in the class.

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	21	12	33

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	3	10
	Girls	8	8	10
	Total	14	11	20
Percentage of pupils at NC level 4 or above	School	44 (47)	33 (56)	61 (64)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	5	10
	Girls	7	8	10
	Total	13	13	20
Percentage of pupils at NC level 4 or above	School	39 (50)	39 (53)	67 (64)
	National	70 (68)	72 (69)	80 (75)

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

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	22
Black – African heritage	14
Black – other	14
Indian	2
Pakistani	0
Bangladeshi	0
Chinese	1
White	23
Any other minority ethnic group	0

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

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

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	1	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	3	0
Other minority ethnic groups	0	0

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

### **Teachers and classes**

#### **Qualified teachers and classes: YR– Y7**

Total number of qualified teachers (FTE)	13
Number of pupils per qualified teacher	13
Average class size	24

#### **Education support staff: YR– Y7**

Total number of education support staff	9
Total aggregate hours worked per week	194.5

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

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	23

Total number of education support staff	1
Total aggregate hours worked per week	32.5

Number of pupils per FTE adult	12
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*FTE means full-time equivalent.*

### **Financial information**

Financial year	1999/2000
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	£
Total income	734883
Total expenditure	718945
Expenditure per pupil	3196
Balance brought forward from previous year	79642
Balance carried forward to next year	95579

## **Results of the survey of parents and carers**

### **Questionnaire return rate**

Number of questionnaires sent out	200
Number of questionnaires returned	27

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	85	11	0	4	0
My child is making good progress in school.	74	26	0	0	0
Behaviour in the school is good.	56	33	7	0	4
My child gets the right amount of work to do at home.	22	30	22	0	7
The teaching is good.	74	22	0	0	0
I am kept well informed about how my child is getting on.	63	33	4	0	0
I would feel comfortable about approaching the school with questions or a problem.	81	19	0	0	0
The school expects my child to work hard and achieve his or her best.	74	19	0	0	0
The school works closely with parents.	56	37	0	0	4
The school is well led and managed.	67	22	4	0	0
The school is helping my child become mature and responsible.	63	33	0	0	0
The school provides an interesting range of activities outside lessons.	41	30	11	0	7

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

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

76. Children get a good start to their education in the nursery and this is maintained when they enter the reception class. The consistently good teaching has a positive impact on their learning. The provision has improved since the last inspection when it was judged to be satisfactory. Most children attend the nursery before moving into the reception class. Not all children in the nursery transfer to the main school, as some go to local denominational schools. Children enter the nursery from a very wide variety of backgrounds and, as a result, their skills are also very varied. Many have poorly developed skills in speaking and listening, with limited knowledge of numbers and the world around them. The well-planned curriculum, in both the nursery and the reception class, gives children a wide range of relevant experiences. This, together with the good teaching, helps them make good gains in learning. Staff get to know the children well and ensure that the focused activities are well matched to their individual learning needs. This is especially significant in ensuring good progress for children with special educational needs or English as an additional language. By the time they are ready to start in Year 1, the majority of children are likely to reach the standards expected, the early learning goals, in all the areas of learning.

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

77. Children's skills vary considerably, but many have immature skills in personal and social development when they enter the nursery. By the time they leave the reception class, most are achieving the early learning goals in this area. This shows good gains in learning as a result of good teaching. The teachers and nursery nurse encourage children to become confident and independent. Good use is made of praise. Children are given good opportunities to play and work together and adult support is given when needed, to encourage them to share and take turns. Staff have a very consistent approach to encouraging good behaviour and they are very good role models. Children know what is expected and they respond well. Children learn to tell others if they do not like what is happening and to say sorry if they upset somebody. They learn to respect each other's views and feelings.
78. The classrooms are bright, attractive and well organised. Equipment is stored well to enable children to become independent and to get what they need, as well as to replace it after use. There is an appropriate balance between activities that are selected by staff and those that children choose for themselves. When given the opportunity, children confidently select what they are going to do and most concentrate for acceptable periods of time without adult supervision. Children in the nursery are allocated jobs during tidy-up time and they willingly help.
79. Good use is made of lunchtime in the nursery to develop children's social skills. Staff sit and eat their lunch with the children. There is a calm atmosphere. Staff insist on good table manners as well as chatting to the children and building up very secure personal relationships with them.

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

80. Provision has improved in this area since the last inspection when there was insufficient emphasis on extending children's speaking skills and their vocabulary. Teaching is good in both the nursery and the reception class. Most children are likely to reach the standards expected by the time they enter Year 1.
81. Activities are planned which encourage children to give verbal responses to questions and also to extend their vocabularies. For example, as part of their work on the farm topic, children are



learning the names of different animals and what their young are called. This is reinforced well through songs and storybooks, as well as playing with toy animals. Adults model good speech patterns and they listen carefully to what children say. They consistently and gently encourage children who are reluctant to speak and they treat their responses with respect. In the nursery, the teacher joins in role play activities to extend children's ideas and to develop their language. Children join in these activities enthusiastically. For example, outside they make a 'bus' out of wooden blocks. Children act as drivers and conductors and they all go on a 'visit to a farm' to see a variety of animals. A good opportunity is made to reinforce counting skills when children count the number of eggs they find in the hen house. Inside they act out the story of the Three Little Pigs showing their knowledge of the story's sequence and also good recall of the repetitive phrases.

82. In the reception class, elements of the Literacy Strategy are used well. Children are learning letter sounds and beginning to identify rhyming words such as 'hot', 'pot' and 'lot'. One higher attaining child selected 'shot' and spelt it correctly. Most children confidently 'have a go' at writing, but only one clearly shows the use of his knowledge of letter sounds to spell individual words. As a group they rewrite a story and then correctly sequence the individual sections to make their own book with illustrations. At the time of the inspection, there were only five children in the reception class, with more children arriving after Christmas. As a result, much of the work was very well focused on individual children's learning needs, which are very varied. Children enjoy listening to stories and sharing books with adults. With encouragement they join in with repeated phrases and predict what is going to happen next. Good opportunities are provided for children in both the reception class and the nursery to join together for a story, with the older children being good role models and gaining the experience of being part of a larger group.

### **Mathematical development**

83. Children's mathematical abilities are very varied when they start in the nursery, but most are expected to reach the standards expected by the time they enter Year 1. Good teaching in both the nursery and the reception class help all children extend their knowledge and understanding and achieve well. In the nursery, good use is made of opportunities in a wide variety of activities to consolidate and extend mathematical skills. For example, a range of songs are used to reinforce counting to five and back, such as 'Five Currant Buns'. Good use is made of stories, such as Goldilocks, to illustrate the language used to compare the size of objects. The physical activity session in the hall focused on positional language, such as over, under, through, up and down as children moved from one piece of apparatus to another. The classroom is also used effectively to display numbers and give sorting and counting opportunities.
84. In the reception class, all children are familiar with the term 'add' and they can say what one more is. There is a very wide spread of ability. One child is counting to 100 and another is working on recognising numbers 1, 2 and 3. All children correctly make a repeating pattern. The small class and the good planning mean that work is set which appropriately meets the varying learning needs of each individual.

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

85. Children's knowledge varies considerably when they start in the nursery. The good curriculum offers them an appropriate range of experiences to extend their knowledge of the world around them. For example, children visit the local hospital and the fire station and they have had visits from a chef and a policeman. They look at pictures of themselves as babies and talk about how they have changed. Adults support children well to help them explore a variety of materials. For example, when they are making cookies they discuss the various ingredients used, focusing on what they look like and how they smell. A good range of materials is provided for collage work so that children have the experience of handling a variety of textures.

86. Children learn to operate the computer confidently, using the mouse to select items they want. They are given adult help as required. The programs give good opportunities for children to develop and reinforce their skills in a variety of areas. For example, they match shoes by colour and style and they select the correct pieces to add to a picture by looking at their shape.
87. In the reception class, children make a display, showing their own homes with their family members behind the opening windows. They confidently explore using their senses. The good seaside display gives them experience of a range of textures to feel, such as wood, shells and stones. They use their sense of smell when using a variety of ingredients to make a filling for their own Giant Jam Sandwich. Children show good design skills when they draw a boat and then use recyclable materials to make a model of it. They confidently use books to give them ideas. They use scissors safely and glue, plasticine and tape to join pieces together.
88. The teacher uses her good subject knowledge to introduce children to the use of a programmable robot. Children confidently clear the robot's memory and then add their own instructions to make it move forwards or backwards. There was a good element of challenge in the activity when the children were asked to make the robot knock down some skittles and return to the starting line. The children responded confidently to the challenge and experimented with varying the distances travelled and how to make it turn round. They persevered well and patiently waited for their own turn.

### **Physical development**

89. There is a good outside play area attached to the nursery which gives an appropriate amount of challenge to enable all children to gain confidence and extend their skills, for example, in running, jumping, climbing and balancing. The apparatus in the hall is also used effectively for lessons with a very clear focus on particular skills, such as climbing over and under apparatus. Once a week, some children have the opportunity to visit the adventure playground at a local centre which extends still further their range of experiences. Children make good gains in learning. They develop good awareness of space and of the movement of others around them.
90. In the reception class, children use the hall apparatus when they join with nursery children and they use the climbing equipment in the playground. By the time they enter Year 1 all are expected to reach the early learning goals in this area. They are given good opportunities to develop finer physical skills, for example by painting, threading beads and using construction equipment to make models, as well as by using scissors for cutting out.

### **Creative development**

91. A good range of planned activities and well focused adult support and encouragement mean that children make good gains in learning and most reach the standards expected. Children in both classes use an interesting range of materials to make collages for display on the walls. They confidently use paint to make pictures to illustrate their ideas and show increasing skills as they progress through the classes. In the nursery, children enjoy singing a range of songs. They remember the rhythm and tune well. In reception, they use untuned percussion instruments to make their own tunes. Adults in the nursery enthusiastically join in role play activities and they help children develop their ideas and gain confidence.

## **ENGLISH**

92. Overall, standards in English are below average for seven and 11 year olds. However, this represents steady progress, as standards in English tests are adversely affected by the relatively large number of pupils with English as an additional language and high pupil mobility, including pupils who have no knowledge of English and, sometimes, no previous schooling. This judgement represents an improvement on the 2000 national tests which were well below average. It reflects the school's strong commitment to raising standards, the introduction of an extended writing scheme that complements the National Literacy Strategy and the overall good quality of teaching. The school has also provided additional teaching support for pupils during

the literacy hour and for targeted Year 6 pupils after school. No significant differences were observed between the attainment of boys and girls. The judgement represents an apparent decline in standards since the previous inspection in 1998 when standards at both key stages were judged to be just in line with national expectations. However, the school's end of Key Stage 2 national test results for that year showed standards to be well below the national average.

93. Standards in Key Stage 1 have risen when the results of the national tests in 1999 and 2000 are compared with those of similar schools. In Key Stage 2, however, this rise was not evident and standards remained well below average when compared with similar schools. The school has set formal targets for 62 per cent of its pupils to reach or exceed the expected level in the national end of Key Stage 2 tests in English in the Year 2001. This target represents a good degree of challenge. All teachers are committed to developing fully the language skills of all pupils, including those with special educational needs and pupils whose first language is not English. These pupils are well-integrated in mainstream classes where they receive good support from either teachers or special support assistants. All pupils, including those in the Unit, make good progress and achieve well, relative to their previous attainment.
94. Throughout the main school, standards in speaking and listening are below average. In Key Stage 1, pupils listen attentively to stories, rhymes and explanations and make simple and appropriate responses in class. This is an improvement since the previous inspection, when it was noted that pupils did not listen carefully to their teacher or to each other. However, their speaking skills are below average. Some pupils have a limited range of words and indistinct pronunciation, but higher attaining pupils express their thoughts confidently and use a growing vocabulary. Teachers take every opportunity to reinforce and extend pupils' language. This was seen in a Year 2 lesson, when the teacher worked with pupils to develop their ideas for story writing. All pupils listened very attentively and were aware of the importance of taking turns and valuing the contributions of others. With the teachers' encouragement, pupils put forward words such as 'happily' and 'excitedly' to add detail to the modelled text. However, pupils who find learning more difficult, and those with English as an additional language, remain passive and cannot develop their ideas without prompting or support from the teacher or assistant.
95. In Key Stage 2, pupils continue to be responsive listeners. In class, they listen thoughtfully and show good respect for the views of others. Many pupils, readily engage in discussions, talk confidently and offer ideas and relevant information. However, they use a limited range of vocabulary and need support to develop their ideas at length. Others are diffident when declaring their views publicly and need encouragement to find the precise words when analysing a piece of text. The school has successfully adopted the strategy of conferencing, when pupils are carefully paired and have the opportunity to discuss their work with one another and make constructive comments. This was observed in a Year 6 extended writing lesson when the teacher instructed pupils to talk to their partners about the 'opening' of their stories and to consider whether they had included sufficient description. As a result, pupils discussed their ideas thoughtfully, listened courteously and showed a good degree of maturity when passing comments on their partners' work.
96. Standards in reading are below average at both key stages, although there is evidence of higher attainment by Year 2 and in Year 6. Pupils' obvious enjoyment of books is a strength of their learning. At all ages, they like reading the shared text in the literacy hour and many do so with clear and expressive voices. In Key Stage 1, pupils generally read simple texts with accuracy and understanding. Through their work in the literacy hour, they have a good understanding of how books are organised. Higher attaining pupils confidently tackle relatively difficult words and use appropriate expression. Less able pupils draw on their knowledge of sounds to read simple, regular words but they often need support. They have a satisfactory understanding of texts that match their attainment. Only higher attaining pupils know how to locate information from non-fiction books and talk about their likes and dislikes in the books they read and of the authors who write them.

97. Pupils' interest in, and enthusiasm for, books develop well through Key Stage 2. In Year 6, many pupils accurately read an appropriate range of texts, have a broad understanding of the main points and can discuss aspects of characters and plot. The more able pupils read with fluency and accuracy and evaluate texts with growing competence. They are undeterred by difficult words and text and they draw on a range of techniques to decipher them and clarify meaning. This was observed when a group of pupils chose to read a play script for 'A Midsummer Night's Dream'. Pupils express some preferences in their personal reading and briefly discuss key events. Less able pupils use their knowledge of sounds when reading unfamiliar words, but cannot always build up words successfully. Across the key stage, referencing skills are insufficiently developed.
98. Standards in writing are below average at both key stages. Average pupils in Year 2 write simple sentences and are beginning to use the language of time, such as 'later on' and 'next' when, for instance, writing an account of 'A Fun Day at the Seaside'. More able pupils show a growing awareness of the structure of a story, have a lively sense of language and write a description of a length appropriate to their age as in their work on 'My School'. The writing of most pupils shows an appropriate knowledge of sentence structure, but spelling and punctuation are variable. Less able pupils use a narrow range of words to convey meaning and require the structure of a worksheet to develop their ideas coherently. Handwriting is usually carried out carefully and many pupils use a joined style.
99. In Key Stage 2, pupils write for a satisfactory variety of purposes and readers, for example, diaries, newspaper reports, poems, play scripts, instructions and stories. The best writing shows a good command of style and expression. In Year 6, most pupils write in an organised way, sequence ideas and choose appropriate vocabulary. Their writing is often thoughtful and imaginative. As a result of the extended writing lessons, many pupils are developing the confidence to tackle extended pieces of writing. The work of higher attaining pupils shows a lively sense of style and an increasingly adventurous choice of words. In general, however, many pupils use a narrow vocabulary, write few complex sentences and find it difficult to develop ideas in writing. Most pupils make satisfactory progress in spelling, punctuation and grammar. In addition, more able pupils pay attention to the sequence of paragraphs and use appropriate connectives to link one paragraph to the next. Throughout the school, planning of written work takes place and in Key Stage 2, there is a strong emphasis on drafting, editing, refining and presenting a neat final copy. Handwriting is generally well formed, joined and legible. Strengths of older pupils' learning in English are the imaginative descriptions in their poetry writing and the adventurous choice of words used for effect. For example, when writing a poem on the theme of 'Snow', one Year 6 pupil wrote:
- Snow touches the earth  
Down into the ground it goes  
It sparkles like a luminous cloud.  
Snow makes ugly things beautiful  
It shines bright like the moon above  
Snow is like a fairytale all alone  
Snow falls in the shapes of stars  
Snow is icy white buildings  
Sparkling houses.
100. At both key stages, standards in literacy reflect those found in English. The development of literacy skills across the curriculum is good. Opportunities are taken to broaden the range of writing experiences through subjects such as history, science and religious education and, in general, through the use of information and communication technology skills.
101. The quality of teaching in English is good at both key stages and it has a positive impact on pupils' learning. There was no unsatisfactory teaching. This is an improvement on the findings of the previous inspection when teaching was judged to be satisfactory or better with some unsatisfactory teaching at Key Stage 1. All teachers have good relationships with their pupils that create a positive climate for learning and enable pupils to enjoy their work within clear guidelines. The real strength of the teaching in English is staff's awareness of their shared

responsibility to create an environment that is rich in language for pupils who have such a wide range of competence in oral and written English. Throughout the school, the partnership between class teachers, support teachers and support assistants is very strong. They all work together very well to ensure that the needs of all pupils are addressed and that they learn well in lessons. Language has a high profile in the school and teachers reinforce this well in class by emphasising precise terms so that pupils become familiar with and understand words such as phonemes, alliteration and connectives, from an early age. Good subject knowledge is also evident in teachers' clear and lively presentations and confident management of the literacy hour, which ensure a brisk pace and effectively secure pupils' interest and attention. Strengths of the teaching in English and its impact on learning were well illustrated in a Year 6 lesson in which pupils were looking in depth at the text of 'Black Beauty'. The teacher quickly engaged pupils' interest and attention by her lively and confident presentation. The clear explanations and infectious enthusiasm maintained a lively pace and inspired and motivated pupils to learn. The teacher provided a warm supportive atmosphere in which pupils felt secure and confident to explore their ideas, although she had given them clear guidelines for work and behaviour. The effective partnership teaching and skilful questioning by both teachers during the well-planned group activities increased the demands of the lesson. By the end of the lesson, pupils had made good gains in their understanding of the setting, themes and characters in the story and the importance of a good opening to a story.

102. In Year 3, the teacher made very good use of a short extract from a play to develop pupils' understanding of the key differences between prose and play scripts. This involved pupils looking at the dialogue, adding the stage directions and reading aloud in character, noting the directions. Her enthusiasm for the subject and effective strategies to involve all pupils made the lesson stimulating, meaningful and enjoyable. In Year 2, there is a good focus on linking all three elements of English in literacy lessons to improve pupils' skills. For instance, the teacher made very good use of the pupils' shared plan for a story on the theme 'The Playground' to develop their understanding of story structure when writing about their own experiences. He effectively involved them in discussion and carefully explained how to improve their writing by making better use of language such as 'next' and 'finally' to describe the passage of time. By encouragement, skilful questioning and support, most pupils managed to plan their own work within a given framework in preparation for their own story. The less able pupils, with the guidance of the support assistant, put forward their ideas for her to scribe. Occasionally, where the knowledge of some teachers is less secure, the pace of pupils' learning slows down. Overall, however, teachers' expectations are sufficiently high to promote good progress for pupils of all abilities.
103. The curriculum in English is very broad and meets the requirements of the National Curriculum. The National Literacy Strategy has been implemented effectively. The school has also developed an extended writing scheme that ensures coverage of the range of writing across the key stages. The school's policy for English has yet to be updated. Assessment procedures are good and pupils have very focused targets in literacy to motivate them and to give them responsibility for their own learning. Throughout the school, the quality of marking is excellent. Targets are set, levels are given and the conferencing with individual pupils ensures that they know exactly what they need to do to improve their work. The school's programme of targeted teacher support in the literacy hour is proving to be effective. All support assistants provide very effective help for both the teachers and pupils during the literacy hour.
104. The co-ordinator is very enthusiastic and committed and has a realistic view of the issues facing the subject. Her monitoring role, in classroom observation, planning and sampling pupils' work is sufficiently well developed to enable her to have a good overview of the subject. As a result, she has produced a clear action plan outlining what needs to be done to improve standards. She gives guidance to other teachers, particularly those new to the school. Resources in English are good and each class is well equipped with a suitable range of books. However, the library is in the process of being reorganised and consequently pupils are not given sufficient opportunities to learn specific library skills and to develop independent study. The additional literacy programme gives good support to pupils identified as needing extra help. The school also gives pupils the opportunity to extend their learning at home by providing suitable

homework. Imaginative and effective displays of pupils' work in English instil a sense of pride in pupils and celebrate their creativity. Visits to the theatre enhance the subject.

105. The school is very aware of the need to raise pupils' attainment in English and has put many effective strategies in place that are already impacting well on the pupils' standards of achievement. The action plan clearly sets out appropriate future plans to maintain the improvements.

## **MATHEMATICS**

106. Pupils in Year 6 attain standards well below those expected for their ages in numeracy and all areas of mathematics (number, algebra, space, shape and measures and data handling). The 2000 national test results confirm this and show that standards are well below those of similar schools. Pupils in Year 2 also attain standards which are well below those expected for their ages, although they match expectations when compared to pupils at similar schools. Standards have risen, for pupils at the age of seven, since 1998. However, for pupils at age 11 standards have fallen since 1998 and are now well below national expectations. Evidence from the inspection indicates an improvement in standards in the past year. But, as yet, these improvements have not made up for the low standards of the previous years.
107. Girls achieved higher standards, in national tests, than boys did in Year 6 and Year 2, but this was less evident during the inspection. Pupils with special educational needs, in the main school and in the Unit, and English as an additional language, are well supported and make good progress.
108. In lessons, pupils are now attaining standards that are below, rather than well below, those expected nationally, showing some improvement. Although pupils are achieving at the higher and middle levels appropriate to their abilities, there are a relative larger number of lower attainers also achieving appropriately in classes where the numbers of pupils in groups vary from year to year. Pupil mobility gives particular problems as pupils who arrive often have little or no experience of school. In Year 6, five pupils have joined the class this year.
109. By age seven, pupils begin to use the 2, 5, and 10 times table to multiply numbers mentally. They are beginning to write the multiplication sign and most understand that multiplication statements can be written in reverse order. Whilst all pupils are confident with their 2 times table, some had difficulty with 5 times. The higher attaining pupils could use the 5 and 10 times tables. By age 11, pupils select different strategies for calculating percentages to two decimal places. They construct number problems from written problems and find alternative ways of answering the problems. They measure the degrees of obtuse and acute angles and understand that the sum of the angles in a triangle is 180 degrees. They assess the reliability of a mathematical statement by testing the measurement of degrees in a triangle. Older pupils in the Unit investigate "real life" problems to collect and plot data on a chart.
110. The quality of teaching and learning throughout the school is good, overall. This has been achieved in a comparatively short space of time. Teaching in Years 1 and 2 is good. In Years 3 to 6, it is good and often very good. Sometimes it is satisfactory. Relationships between teachers and their pupils are good and this helps pupils to build confidence in their learning. The very good quality of relationships supports the effective way in which pupils work with each other. They listen to what others have to say and they discuss well in pairs and threes. Some pupils are beginning to accept advice and criticism from their peers. Lessons are conducted at a brisk and challenging pace and the content of lessons is matched closely to the abilities of the pupils. Teachers know their pupils well. This is achieved through careful and thorough marking of pupils' work and a common system of assessing pupils' work against standard levels. Teachers manage pupils in their classrooms well and pupils are kept interested in their learning. Pupils with English as an additional language and those with special educational needs are also well taught. They are fully included in the lessons, taking part in the oral as well

as the written part of the lessons. Higher attaining pupils are well taught, with work that challenges their abilities. Pupils are encouraged to test mathematical statements to judge their correctness. For example, Year 6 pupils were given a problem related to the number of degrees in angles, which they then were encouraged to refute by their own careful measuring of angles. This helped pupils develop confidence in their own abilities.

111. Teachers are familiar and secure with the National Numeracy Strategy, which they use very effectively. As a result, lessons are well planned and pupils make good gains in learning. The three part lesson structure is satisfactorily established and planning is good, both for the development of skills and knowledge over time and also for pupils of differing abilities. Teachers make good use of literacy skills to expand pupils spoken vocabulary in Year 1, their listening in Year 2 and in working with written problems in Year 6. Word lists of relevant and similar terms are used well, so that pupils can become familiar with the language of mathematics. Teachers are enthusiastic and well organised. Team teaching is very effective in Year 6 where staff support pupils of all abilities, the emphasis being on raising pupils' confidence in their own abilities. Teachers have identified weaknesses in pupils' learning in number work and reading written problems and have focused on improving these. What is to be learnt in the lessons is always shared with pupils and this helps them to become more independent and involved in their own learning.
112. The marking and assessment of pupils' work is good. Marking is very good, being both regular and informative. Pupils gain a clear understanding of how well they are achieving and what they have to do to improve. Regular assessments are used to gauge the standards to which the pupils are working. Whilst in previous years these results have indicated little progress across time, those made in the current term show a greater degree of accuracy and clearer improvement. This system does yield valuable information about the pupils' relative progress. However, some of the levels given are still not accurate, as staff do not yet have secure understanding of what is required and there is no moderation between teachers. This shortcoming is recognised by the school and is being addressed through training, which is planned for early in the Spring term. Teachers use the results of assessments with individual pupils to discuss progress and areas for improvement. Realistic targets are being set. Teachers adapt their teaching plans in the light of these assessments.
113. Number skills are used across other subjects, but this aspect is not well developed. Pupils measure accurately in science and they use timelines in history. However, these, like the use of information technology, is under-developed and do not contribute as much as they could to pupils' effective learning. Literacy skills are well used, particularly in Year 1, where pupils are encouraged to talk at length using mathematical terms.
114. The co-ordination of maths is very good. The standards of teaching are consistent across the school because of the monitoring and support given by the co-ordinator. Teaching and non-teaching staff are confident, because of appropriate in-service training. The co-ordinator expects high standards and has a very clear view of the strengths and weakness of the teaching of mathematics. The action plan maps out and highlights appropriate areas for further improvement.
115. The overall improvement since the last inspection is good. The measures introduced within the last year, which have resulted in improvements in teaching, the behaviour of pupils, relationship within lessons and standards in lessons are very good. These are reflected in the improved teaching of mathematics. Teaching and learning have improved across the school in both key stages. Pupils of all abilities achieve appropriately and now make good progress in lessons. The quality of presentation in pupils' work is now good. Teachers' marking of pupils' books is very good. Assessment is regularly made against national curriculum criteria and, whilst these are not always sufficiently accurate, they do yield useful information which teachers use to help pupils in their learning. Pupils are becoming more confident in number work and with mathematical investigations. The co-ordinator provides strong subject leadership and monitors standards both of pupils and teaching effectively. However, these changes are relatively new.

They have improved the quality of teaching and learning in lessons, but have yet to influence standards over a longer period.

## SCIENCE

116. Standards at the end of both key stages are below average. The teacher assessments of seven year olds in 2000 showed standards to be close to the national average at the expected level, with the proportion of pupils achieving the higher level above the national average. Results were well above average when compared to similar schools. Inspection findings reveal that the current Year 2 pupils' attainment is below average and has fallen this year when compared to judgements reported in the last inspection. The present cohort has more pupils with special educational needs than the year 2000 cohort. Work seen during the inspection shows that pupils in the Years 1 and 2 are making good progress in learning across all aspects of science. Boys and girls perform equally well, with no significant variation.
117. In the 2000 National Curriculum tests for Year 6 pupils, attainment was very low in comparison with schools across the country. Their test results were also well below average when compared with the attainment of pupils from similar schools. Girls' performance in tests was significantly higher than boys. Standards of attainment are similar to those reported in the last inspection. Currently in Year 6, pupils' attainment is below the national expectations, with a slight improvement over last year's cohort. There are a number of factors for the below average attainment in the present Year 6. Firstly, the present cohort has a significant number of pupils with special educational needs and English as an additional language. Secondly, there is a high rate of pupil mobility, with pupils moving in and out of the key stage. Thirdly, the current pupils have had limited experiences of all aspects of science and they are coming from a low starting point. An analysis of pupils' work shows that pupils are not reaching the expected standards of attainment by the end of Key Stage 2. However, the achievement of pupils in lessons is good. This is due to the good quality of teaching, which is having a positive impact on pupils' learning. Pupils are gaining a good understanding of living things, physical science, materials and scientific investigations.
118. By age seven, pupils have developed a sound base of scientific knowledge. They show good understanding of living processes and recognise the differences between living and non-living things. They successfully investigate habitats around the school and use their knowledge to classify both plants and animals. Pupils know the parts of a flowering plant and label it correctly. They write accurate accounts of the functions of a root. Pupils look at a range of different materials. For example, pupils in Year 2 observed the change in solid chocolate when heated. Pupils record their predictions and investigations with care and accuracy. However, much of the work is set at a similar level for all pupils and does not always extend the higher attaining pupils.
119. By age 11, pupils are beginning to show a secure knowledge of important scientific facts from a low starting point. Older pupils now have a good understanding of how to carry out a fair test, they make precise observations or measurements and they draw conclusions. The way they record their findings, for example, in tables, written investigations or graphs, is good. For example, Year 6 pupils experimented with different solids in the same amount of water to test which solid dissolved more rapidly. Predictions and results of this experiment were then recorded accurately, using a bar chart. Pupils recognise the best conditions for plant growth and identify the life-cycle of a flowering plant. Pupils in Class 3, in the Unit, illustrate and write down the life-cycle of a human being with some additional support. From the analysis of pupils' work, Year 6 pupils have studied a range of food chains, recording the producer and the final consumer. Soil specimens have been clearly identified, with pupils drawing their own soil profiles showing the different layers of humus and other soils. However, most of the work seen was similar for all pupils with little extended work for the higher attaining pupils.
120. Pupils' achievements and their good rate of progress in lessons are closely related to the quality of science teaching in the school. Pupils with special educational needs and those for whom English is an additional language make good progress in lessons.



121. The quality of teaching is good, overall, with a number of strengths that have a positive impact on pupils' learning in lessons. There is a significant improvement in the quality of teaching since the last inspection. Teachers now have good knowledge and understanding of their subject and explanations given are accurate and interesting. This has also improved since the last inspection when there was insecure knowledge of the subject. Work is planned to meet the learning objectives which are always shared with pupils and re-inforced during and at the end of lessons. This engages the interest of pupils who work with enthusiasm and sustained concentration. Pupils are highly motivated in lessons and behaviour is good. This positively contributes to pupils' learning. Teachers have high expectations of pupils and pupils respond well with their neat presentation of their work. Science work seen during the inspection, from most pupils, was tidy, with legible handwriting and well-illustrated diagrams. In lessons where the best practice is seen, for example, a lesson based on dissolving solids, the teacher shared goals and learning objectives with the pupils, ensured that scientific vocabulary was well understood and confidently used and maintained a brisk pace. As a result, pupils settled well and they were able to complete their work. In all lessons, pupils are also appropriately supported and secure in their understanding of what they are going to learn. Management of pupils' behaviour is good, with classroom routines firmly established.
122. Within Years 1 and 2 the lessons are too long for the range of activities planned. As a result, the pace of the lesson drops and there is insufficient challenge planned for the higher attaining pupils. In Key Stage 2, pupils are well-organised into groups and both independent and collaborative learning takes place effectively in the session. Support staff are sensitive and well briefed and are successful in providing good support for pupils with special educational needs and those pupils for whom English is an additional language. Teachers use a good range of resources that capture and hold the interest of pupils. The pond and environmental areas are used appropriately. Insufficient use is made of information and communication technology and the school is aware that this needs to be developed across the science curriculum. On-going assessment used by teachers in lessons is good. Teachers mark books regularly and inform pupils of their progress, by using very good evaluative comments. Teachers also give National Curriculum levels to pupils' work in order that pupils become more aware of their attainment level. Targets are set and closely monitored by all staff. Teachers make sound links with literacy, numeracy and design and technology in their teaching.
123. The curriculum in science is satisfactory, although there is some underdevelopment of scientific enquiry skills across all aspects of science. The school has adopted the Qualifications and Curriculum Authority's guidance as a temporary scheme of work. The school intends to produce its own scheme of work linked more to the National Curriculum programmes of study. Pupils are assessed regularly and information from these assessments is used to inform curriculum planning. However, assessment of pupils' work is not sufficiently rigorous or sharp enough yet, as there have been some inaccurate levels recorded against pupils' work. There is some repetition in work within different classes and similar levels are recorded for pupils' attainment for the same task.
124. The leadership and management of the subject are sound and secure. A well thought-out action plan, including specific targets and timescales, clearly identifies areas for improvement. Monitoring of planning and pupils' learning is rigorously undertaken. Monitoring of teaching is satisfactory, but is being further developed. The co-ordinator has a good knowledge of what needs to be done to further improve achievement across the school.

## **ART AND DESIGN**

125. It was possible to see only two art and design lessons during the inspection and therefore, judgements also include evidence from displays, work sampling and from discussion with pupils. The evidence indicates that the attainment of pupils in both key stages is below that expected for their age. This includes pupils with special educational needs and those with English as an additional language. This judgement represents a decline in standards since the school's previous inspection in 1998 when standards were reported to be satisfactory at the end

of both key stages. Although the range of experiences planned for pupils is sufficiently broad there was little evidence of this range of work on display or in the work sampling. This is partly due to the school's blocked teaching time for art that is alternated with design and technology.

126. No lessons in art were seen at Key Stage 1 and the work sampling and display evidence show that the pupils are not given enough opportunity to develop their skills sufficiently well to reach the expected standard. By age seven, pupils use an appropriate range of materials in their work and paint with care. They create skin tones in their self-portrait paintings and pastel work, but in general, when compared to standards achieved in the reception class, their work shows underachievement throughout Years 1 and 2. Drawing skills are not taught in a systematic way.
127. During the inspection, the teaching seen at Key Stage 2 was generally satisfactory and, as a result, pupils made steady progress and developed their skills in drawing and painting. They responded well and enjoyed the activities. Appropriate intervention and ongoing assessment of pupils' work resulted in satisfactory learning in Year 3 and 5. However, there are few sessions where specific skills are taught or where pupils are able to investigate materials and techniques. Lessons are planned and organised appropriately with clear learning objectives that are discussed with the pupils so that they know what they are supposed to learn. Classrooms are well organised for art work and pupils are encouraged to become independent in such tasks as experimenting in mixing colours and ensuring that the water they use to clean their paint brushes is changed regularly. In Year 5, pupils comment on and compare the methods used in their own and others' work, listen to the comments and try to improve their own work. Pupils in Year 6 are confidently developing their skills in drawing. A good example was seen in their observational drawings of footwear when they used different sketching pencils to create varied effects. However, overall, pupils are given too few opportunities to develop their artwork over a period of time and to build up basic skills. They are not provided with a sufficiently wide range of experiences. For example, three-dimensional clay work or textile work was not evident during the inspection. Sketchbooks are not used consistently to record observations or to develop ideas. Teachers do not have high enough expectations of pupils. Pupils' knowledge and appreciation of the work of artists and how they can extend their own work are insufficiently developed and this is unsatisfactory.
128. The co-ordinator for art is enthusiastic and has a fresh approach to the subject. She is, however, very new to the post and has had insufficient time to make any impact on the development of art throughout the school. The action plan clearly recognises the need to raise attainment by allocating the appropriate programmes of study to year groups to ensure the use of a range of techniques and media and that skills are steadily built up. The new art guidelines produced by the school contain the necessary detail to help staff plan progressively more challenging tasks. Assessment procedures are unsatisfactory and there is no portfolio of pupils' work or evidence to show the range of work covered. Resources are adequate to support teaching and learning, although they are not of a sufficiently high quality for pupils to achieve their best. The school has recently received funding to employ an artist in residence to run an after school club for pupils.

## **DESIGN AND TECHNOLOGY**

129. Standards are in line with the national average at the end of both key stages. All pupils, including those with special educational needs and English as an additional language, make steady gains in learning. The standards achieved at the time of the last inspection have been maintained.
130. Teaching in Year 2 is good. The teacher uses his good subject knowledge to plan appropriately challenging activities. This results in pupils gaining confidence in their ability to design objects. They acquire the skills to make them, using a variety of materials and methods of joining. For example, pupils were given a good selection of items to choose from to make wheels and axles and then attach them to a chassis to make a vehicle. Firstly, pupils had the opportunity to look at a selection of wheeled toys and to discuss as a class how the wheels were attached to the body of the vehicle. This gave them ideas, which they then incorporate into their own designs.

It was also a valuable opportunity to develop their speaking skills and to extend their vocabulary with the teacher's clear emphasis on the use of terms such as 'axle', 'fixed' and 'chassis'. A further good opportunity was given for pupils to share their ideas with the rest of the class when they evaluated their models at the end of the session.

131. In Year 6, the teacher provided a well-planned opportunity for pupils to design, make, decorate and evaluate a chair for a teddy bear. Pupils looked at a range of chair designs before they made their own. There were good links to mathematical skills when pupils measured the bear to find out how big the chair had to be and then measured and cut the components to make their models. The plans were detailed and neat and gave a clear indication of the materials to be used. Pupils showed their knowledge of materials and a variety of fixing techniques. The most successful models used wood for the frame and cardboard with triangular corner fixings to give a 90 degree corner and a strong joint.
132. Pupils enjoy the subject. For example, in Year 2 they were well motivated and independent. They persevere when they find the task difficult. They co-operate well together in small groups and readily share materials, although some need additional adult support to help them co-operate together on one design. Year 6 pupils talk enthusiastically about their designs and how they made their chairs. They say what they would change if they repeated the activity. Through their discussion they show that they had been taught how to use tools such as saws and drills safely.
133. The work pupils do, including cooking in the well-equipped kitchen, indicates good teaching with well planned activities. Standards are just satisfactory because the school has only recently implemented a clear scheme of work which ensures that all the required elements of the curriculum are covered. There has been little emphasis on the subject in the past. Assessment procedures have not yet been developed and this is unsatisfactory.

## **GEOGRAPHY**

134. Standards of pupils' attainment by age eleven are below those of pupils of a similar age. By age seven, pupils are in line with the attainment of pupils of a similar age. Teachers plan their lessons, using a common course outline, and this is an improvement. The planning for the teaching to develop skills and knowledge is satisfactory. These changes have been very recent and have not yet had a chance to impact upon the attainment of pupils in Year 3-6.
135. By age seven, pupils have knowledge of maps, starting with plans of the local area. They are beginning to identify physical features on maps. They identify some of the physical features of an English seaside resort. They study the area around the school and begin to express preferences regarding facilities. There was only limited evidence available of pupils' work in Year 3 to 6 during the inspection. Year 4 pupils use maps to identify Saxon and Roman settlements by their names. They also recognise some of the physical features from the maps that would support settlement in a particular place.
136. Insufficient teaching was observed during the inspection to draw any conclusions. Teachers plan their lessons against a common scheme and this ensures some consistency in the teaching. However, there is no evidence that they use assessments effectively to raise pupils' attainment. Whilst resources are satisfactory, overall, the use of indistinct copied sheets detracts from the overall quality of teaching in some lessons.
137. Co-ordination is satisfactory. There is now a common scheme of work followed by all teachers, although there is insufficient guidance and support for teachers to develop the progressive teaching of skills across Years 3 to 6. The improvement since the last inspection is satisfactory.

## **HISTORY**

138. Standards are below those seen at the last inspection. By the end of Year 6, pupils' reach levels below those expected of pupils of a similar age. However, in Year 2 standards are in line with those expected for pupils of a similar age. These standards are the result of inconsistent coverage and teaching of the National Curriculum across Years 3 to 6 in the past. The recent changes introduced to improve the standards have not yet had time to make an impact on standards.
139. By age seven, pupils understand that some things change and others stay the same over time. They study the English seaside through old photographs and know that some features of the past, like a Punch and Judy Show, can be seen at a seaside today. They notice that the style of bathing costumes changes over time. By age eleven, pupils understand that the development of the railways changed the lives of people living at the time. They compare Victorian schoolrooms with those of the present day and they investigate paintings of Queen Victoria as historical evidence. There are limited opportunities for pupils to collect and arrange information from various sources to present structured writing.
140. Teaching is satisfactory. Teachers follow an appropriate course, although there is insufficient guidance and support to develop effective and progressive development of knowledge and skills across Years 3 to 6. Teachers' subject knowledge is satisfactory, overall. Whilst individual lessons are planned satisfactorily, the longer term planning for the steady development of skills is weaker. Teachers do not use assessment criteria effectively to raise standards of achievement. Resourcing is satisfactory, overall, although the quality of some resources detracted from the success of pupils' learning in Years 2 and 4. Lessons are often too long for the activities selected and this mars the effectiveness of pupils' learning. Good use is made of literacy and language skills to develop pupils understanding of history. Satisfactory use is also made of information technology. However, the level of pupil's expertise is not matched to the difficulty of obtaining information from some of the CD Roms.
141. The subject is led satisfactorily. Teachers have an overall structure to work to and this is useful in their planning. There is insufficient guidance on how to turn the scheme of work into effective and challenging lessons, especially in Years 4 and 5.
142. Improvements since the last inspection are satisfactory, although they have been made in a short space of time. The progress made by pupils remains satisfactory, although there have been improvements in the quality of teaching since the last report. However, there is still no monitoring of standards and the changes made have yet to impact on standards of attainment.

## **INFORMATION TECHNOLOGY**

143. There has been considerable improvement in teaching and learning since the last inspection. Now, pupils in all year groups are making good progress during lessons and they are steadily building up their skills. However, it takes time to develop all the skills necessary for pupils to reach the standards expected and pupils in Years 2 and 6 do not yet attain the required levels in all aspects of the subject.
144. There have been two main improvements since the last inspection, which account for the good progress in lessons. The first is increased teacher subject knowledge and confidence and the second is the introduction of lessons each week in which teachers introduce new skills to the whole class. Each pupil then has the opportunity during the following week to carry out a specific task linked to what has been taught.
145. Teaching is good. Lessons are well planned and teachers show good subject knowledge in the areas they are teaching. They give clear demonstrations and explanations and use appropriate technical language. Most teachers use the professional development room for these class lessons and take advantage of the computer there, which is linked to a projector, so that all pupils can see clearly what is on the screen. This is a good interim measure until the computer suite is opened next term, when there will be enough computers for a whole class to work in pairs.

146. The school is using the Qualifications and Curriculum Authority's scheme of work well to introduce new learning and build on what pupils already know and understand. Whilst some pupils are working at the level expected for their age, most are operating one or two years below this. Teachers take account of this during their lessons, as they recognise that most pupils have not had enough previous experience to gain the skills necessary to tackle more complex work. This is why standards are not at the level expected. Many pupils, especially in the lower year groups, do not have computers at home and they are very dependent on what the school provides. There are good new assessment procedures in place to build up a record of what each child knows. Staff are beginning to assess pupils' work and identify the next step in their learning. This ensures that work is well matched to individual pupils' learning needs. Pupils are being successfully involved in their own learning as they record the completion of their weekly task.
147. Pupils enjoy using computers and they work well together in their pairs. These pairings are carefully selected so that pupils with more experience can help others. They listen carefully during whole-class lessons and are keen to show what they have done. Pupils in Year 5 enthusiastically take part in the Computer Club organised by a local company. This facility has a positive impact on pupils' attainment.
148. The co-ordinator was new to the school in September and she enthusiastically shares her good subject knowledge with others. The school has used technical support within the Borough to help them standardise the programs available on the computers throughout the school to give continuity. Plans for the new computer suite are at an advanced stage with money saved from the school's budget earmarked to cover the cost of new equipment. This represents a good use of money. Increased staff training is also timetabled for next term, with areas such as control and monitoring and the use of spreadsheets correctly identified as priorities.
149. Standards are improving and there are appropriate plans in place to improve staff expertise and resources. There is room for further improvement in the use of information technology across the curriculum. The school is making increasing use of word processing, for example in the Unit. Pupils in Year 3 are learning to combine text and pictures to make notepaper and Year 6 pupils are organising text into columns to create newspaper pages. Pupils are beginning to use CD Roms to carry out research in history and science and pupils in Key Stage 2 are also using the Internet to find out information. Pupils do not use computers enough to process and display data in science, mathematics and geography.

## MUSIC

150. Pupils attain standards that are average for their ages throughout the school. They sing, perform, compose and listen to and appraise music satisfactorily. These judgements are similar to those made in the previous inspection report. Only two music lessons were observed, but there was sufficient evidence to show that, in general, the school provides pupils with appropriate musical experiences. In assemblies pupils sing with enthusiasm, a good sense of pitch, melody and rhythm. Pupils use unpitched percussion instruments to make a beat and rhythm to accompany the singing. All pupils enjoy their music-making activities and participate with enthusiasm. Pupils, including those with special educational needs and those who are learning English as an additional language, make good progress in lessons and improve significantly relative to their previous attainment.
151. Pupils in Year 2 sing songs from memory tunefully and clap confidently to the rhythm of the piano. They show a growing ability to discern pulse and rhythm in music, together with an increasing awareness of pitch and dynamics. They listen with concentration and internalise sounds with increasing aural memory. Pupils create a simple graphic score for the teacher to record their composition and devise the symbols themselves. In Year 3, pupils use tuned and untuned instruments to make a beat or ostinato to accompany their own simple compositions. There is some evidence that pupils are familiar with simple conventional notation representing rhythms and use these to inform their playing. However, there is little evidence that pupils are

adding to their knowledge of different styles of music and composers as they move through the school.

152. There was insufficient evidence for a judgement to be made about the overall quality of teaching in the school. However, teaching in the two lessons observed was good. Pupils enjoy the activities provided and they respond very enthusiastically. Time within the lessons was well organised and the activities were suitably challenging for all pupils. Overall, teachers plan their lessons well and appropriately balance the activities between creativity and control. Teachers' subject knowledge is sufficient to impart basic musical skills and knowledge and in some instances challenge and extend pupils' creative abilities. In Year 2, pupils are provided with regular opportunities to sing, create and compose music. They rehearse and perform with others and work hard to improve their performance. For example, when clapping to the singing of 'O Christmas Tree' they keep a steady rhythm going throughout the whole song. After practising, the teacher split the class into two groups and had one group clapping the rhythm of the first line while singing, stopping, and then the second group had to follow on, clapping the rhythm of the second line without a break. This they managed to do and, by the end of the lesson, they performed the whole piece as two groups without any singing. In Year 3, the teacher's lively approach caught and retained pupils' interest throughout the lesson. When discussing written symbols, questioning was used well to make pupils think for themselves and, after performing their compositions to the rest of the class, pupils were asked how they could improve what they had done. The quality of learning is often increased, because pupils enjoy music and their interest enables them to make the best use of the opportunities provided by their class teachers. There are, however, few opportunities for pupils to participate in performances outside school.
153. The subject meets the requirements of the National Curriculum, but the school has correctly identified the need to raise attainment by allocating the programmes of study to year groups to ensure the appropriate progression of pupils' skills, knowledge and understanding. Weaknesses to do with assessment as reported in the previous inspection are still evident. There are no extra-curricular activities, no choir or any instrumental tuition provided. The quality and range of resources for music are unsatisfactory. Currently, the head teacher is responsible for managing the subject and he has targeted many of the identified shortcomings as areas for development.

## **PHYSICAL EDUCATION**

154. Standards in physical education are average across the school and are similar to those seen in most schools. Standards have been maintained since the last inspection.
155. Pupils in Key Stage 1 demonstrate a range of skills in building up a gymnastic sequence. They learn to stretch and travel, working both on the floor and on the apparatus. Pupils develop confidence in moving on the apparatus in pairs and think of new ways of negotiating it. At times, they are a little restricted in their movements by staff interacting too often. Pupils work well during the warm-up and cool-down sessions and realise that there is a need for these exercises before more strenuous activities.
156. In Key Stage 2, pupils learn to use their bodies to communicate ideas in performing gymnastic routines to music. They reflect the mood of music and develop different dance sequences by varying speed, level, size and direction. For example, pupils in Year 4 and Unit Class 2 effectively performed basic dance movements at different levels, developing poise, balance and stillness at appropriate times. Pupils in Year 6 and Class 3 in the Unit show well-developed skills as they create and refine sequences including balances, rolls and jumps on the apparatus. In Year 6, a small proportion of boys confidently performed headsprings and round-offs from the apparatus showing very good progress in their gymnastic skills. By the end of Key Stage 2, pupils develop good quality controlled movements in jumping and landing.
157. Pupils enjoy their lessons. Most pupils change quickly and move with orderly haste to the hall. They form various groupings sensibly and co-operate well. For example, in a gymnastics

lesson, Year 6 pupils readily supported each other in balances, showing care and attention to each other's welfare and safety. Pupils are encouraged to analyse their performance and discuss how it might be improved. For example, pupils in Year 2 worked in pairs, assessing each other's gymnastic performance in order to improve their skills. Pupils are generally well behaved in lessons. Older pupils are sometimes too noisy during the main part of the lesson.

158. The quality of teaching and learning is satisfactory in Key Stage 1. In the one lesson seen the warm-up and cool-down session was too short and was not physically demanding enough for pupils. Space was also restricted as the apparatus had already been set out. The pace of the lesson was slow and pupils' rate of progress was satisfactory rather than good. This was due to pupils having to sit and wait for their turn rather than actively moving on the floor or around the apparatus.
159. In Key Stage 2, the overall quality of teaching is good and has a positive impact on pupils' progress in learning. Teachers have good, secure knowledge, which motivates and inspires pupils to achieve good progress. Pupils with special educational needs and those for whom English is an additional language, make good progress due to the quality of teaching and the additional support provided in lessons. Planning for lessons is good with clear learning objectives. This ensures that there is a structured sequence of stages in learning, particularly in the acquisition of skills and the development of ideas. All teachers and support staff set a good example by participating in most lessons. Teachers build on pupils' previous knowledge and pupils are taught to plan before performing and evaluating. For example, Year 6 pupils discussed their movements in groups before they performed their sequences. In both key stages, teachers show skilful management of pupils, providing a safe and secure environment for learning.
160. A full range of physical education is provided in the curriculum throughout the year. Swimming is now included for next term starting with Year 3, but the present Year 6 class will not have had access to school swimming lessons by the time they leave. The curriculum is satisfactorily supported by extra-curricular activities including football and tap-dancing. Cricket and netball are soon to be included. Pupils from the Unit classes have access and opportunity to visit the local adventure playground on a weekly basis. This extends their self-esteem and confidence and also the development of their physical skills as they work on appropriate apparatus.
161. Leadership is good. The co-ordinator is well focused to promote physical education across the school. Teaching and planning are monitored by the co-ordinator but systems of assessment are not established. Resources are good. There are three halls, two playgrounds and a grassed area. Pupils have good opportunities to practise the skills from a range of sports, using these facilities.

## **RELIGIOUS EDUCATION**

162. Standards in religious education meet the expectations of the local Agreed Syllabus at the end of both key stages. This is a significant improvement since the last inspection when standards were below expectations. This reflects the fact that religious education has been given a higher profile in the school and pupils' achievement is now good.
163. By the end of Year 2, pupils are becoming more aware of world religions with particular reference to Christianity, Islam and Judaism. They begin to have a good understanding of special places and special books and make appropriate links with some places of worship. They learn the significance of the Bible and a class display in Year 2 effectively promotes the Bible as a special book. For example, pupils hear the story of Jesus feeding the 5000 people and learn that Jesus is sometimes referred to as "the bread of life". Through the study of the Jewish festival of Sukkot they learn why the celebration is important and significant. For example, pupils recognised that under Moses the Israelites wandered for forty years and made makeshift tents in the desert now recalled in Sukkot. Throughout the key stage, pupils show respect for different faiths and matters related to religion.

164. By age 11, pupils have extended their knowledge and understanding of Christianity and added the further study of Buddhism, Islam, Hinduism and Sikhism. Pupils in Year 3 look at the festival of Diwali and the different symbols in Hinduism. Year 4 pupils closely study the five Pillars of Islam and demonstrate respect for the Qur'an in their classroom display. Pupils have also written down what they consider to be their own Pillars of Wisdom in their daily lives. Pupils in Year 5 interviewed the headteacher in their search for knowledge and understanding of Sikhism. For example, pupils asked the meaning of the five K's and how important are Gurus in the Sikh religion. Pupils in Year 6 write quite extensively, for instance on the significance of meditation in Buddhist practice. They also write effectively the story of Pentecost when studying Christianity, pointing out clearly the impact of the Holy Spirit on the Apostles. These provide good opportunities for pupils to extend their literacy skills.
165. Pupils have good attitudes to learning which have improved since the last inspection. They behave well in lessons. They listen attentively and maintain their concentration. Pupils take pride in their work and they enjoy their lessons. Pupils show respect for religious items and an interest in religious ways of life and practices. They learn from the very thoughtful and respectful approach of their teachers.
166. The quality of teaching and learning is good throughout the school. This has greatly improved since the last inspection when teaching was reported as unsatisfactory. Teachers' knowledge of the subject is good and all lessons have clear learning objectives. Teachers prepare their lessons well and use the local Agreed Syllabus in their planning. The teacher's questioning in lessons probes pupils' knowledge and understanding and the information is used in planning future work.
167. Pupils think for themselves before responding. All teachers have high expectations of pupils' behaviour and circulate well when pupils are working independently to check that they have understood what they are doing. In all lessons, pupils understand classroom routines, know how to behave and are keen to participate. Management of pupils is good and, as a result, pupils learn as much as they can. Most pupils, including pupils with special educational needs and those for whom English is an additional language, make good progress in their learning. Through the good quality of teaching, pupils are being taught a deeper understanding of religions, beliefs, attitudes and values and how they affect people's lives. Pupils are given the opportunity to reflect and meditate and pupils' spiritual awareness is raised during lessons. Religious education makes a good contribution to pupils' spiritual, moral, social and cultural development.
168. Subject co-ordination is satisfactory. The co-ordinator is pro-active in ensuring that religious education has a high profile across the school. Pupils' standards and attitudes are better now and the local Agreed Syllabus is used effectively. There is some monitoring of teaching, but this requires more consistency. Teachers' planning and reviews of pupils' work are monitored by the co-ordinator. Assessment of pupils' attainment is not in place. Resources are adequate. Artefacts are used by all staff both in lessons and for classroom displays. The school does not visit places of worship and there are few visitors into the school to talk to pupils about different religious experiences.