

INSPECTION REPORT

RAVENSROFT PRIMARY SCHOOL

Canning Town, London

LEA area: Newham

Unique reference number: 102739

Headteacher: Ruth Pigney

Reporting inspector: Yvonne Crizzle
1951

Dates of inspection: 11th – 14th December 2000

Inspection number: 224138

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INFORMATION ABOUT THE SCHOOL

| | |
|------------------------------|---------------------------------------|
| Type of school: | Infant and Junior School |
| School category: | Community |
| Age range of pupils: | 3 to 11 |
| Gender of pupils: | Mixed |
| School address: | Carson Road Canning Town London |
| Postcode: | E16 4BD |
| Telephone number: | 020 7476 2454 |
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| Appropriate authority: | The Governing Body |
| Name of chair of governors: | Mr P Smith |
| Date of previous inspection: | 24 June 1996 |

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|-------------------------------|----------------------|---|---|
| Yvonne Crizzle 1951 | Registered inspector | English as an additional language | What sort of school is it? The school's results and pupils' achievements How well are pupils taught? What should the school do to improve further? |
| Liz Cooke 9465 | Lay inspector | | Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents? |
| Ursula Basini 18632 | Team inspector | Areas of learning for children in the Foundation Stage Equal opportunities Science Religious education | |
| Rob Isaac 15942 | Team inspector | Mathematics Information technology | How good are the curricular and other opportunities offered to pupils? How well is the school led and managed? |
| Christine Richardson 22058 | Team inspector | Special educational needs Art Geography Music | |
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Inspection Quality Division
The Office for Standards in Education
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Ravenscroft Primary School is a two-form entry school for pupils from three to eleven and is very large by comparison with other schools of the same type. There are currently 356 pupils of compulsory school age. There are presently 16 children in the reception class who attend full time and 104 children in the over-subscribed nursery unit, who attend part time. The school serves a diverse multi-ethnic community in its immediate area in the east of London. A high proportion of pupils are of white UK heritage. In recent years there has been a steadily rising refugee population in the area and the children of these families have been successfully integrated into the school. There are 76 pupils for whom English is an additional language and 39 are at an early stage of language acquisition. The proportion of pupils with special educational needs is above the national average. Thirty percent of pupils are eligible for free school meals which is a very high proportion compared to most primary schools.

HOW GOOD THE SCHOOL IS

Ravenscroft Primary School is an improving and effective school. Good leadership and management have ensured that good progress has been made in almost all areas since the school was last inspected in 1996. Pupils' attitudes and interest in their work are good and they are keen and enthusiastic about their lessons. Behaviour is good throughout the school. The overall quality of teaching is good. There is no unsatisfactory teaching. Seven out of every ten lessons are good or very good. The school provides a broad, balanced and appropriate curriculum for pupils in both key stages which meets National Curriculum requirements. The school gives good value for money.

What the school does well

- The quality of leadership and management is good.
- The quality of teaching in both key stages has improved significantly since the last inspection.
- Standards of attainment by the end of Key Stage 2 are rising steadily.
- Pupils make good progress in Key Stage 2.
- Pupils behave well and their attitudes to school are very good.
- The provision for pupils' spiritual, moral, social and cultural development is good.
- Procedures for assessing pupils' attainment and progress are very good.

What could be improved

- The Foundation Stage, especially the nursery, needs updating and improving.
- Pupils need access to good quality modern computers and the internet.
- Teachers need training in using information and communication technology.
- Pupil performance data which has been analysed should always be used to inform future planning.
- Planning should meet the needs of all pupils including those with English as an additional language.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Pupils now have many more opportunities to research topics and to become independent learners. Co-ordinators in English, mathematics and science now have regular and frequent opportunities to monitor standards of teaching and learning throughout the school. This has led to rising standards in these subjects and should be extended across the whole curriculum. Financial management is careful and accurate. There is no unsatisfactory teaching and there has been an increase in the proportion of good and very good teaching. There is a sympathetic and effective appraisal system. Information and communication technology (ICT) remains a weakness.

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 | C | D | C | A |
| mathematics | C | C | B | A |
| science | C | A | B | A |

Key

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

By the end of Key Stage 2, the percentage of pupils achieving level 5 in English is above the national average. In mathematics and science, the percentage of pupils achieving the higher levels is well above the national average. When compared with similar schools standards are well above average. Standards in ICT are unsatisfactory by the end of both key stages. In history, standards are above the national average and for other subjects they are in line with the national average. In religious education, standards are in line with expectations. The trend in the school's average National Curriculum points for all core subjects was above the national trend.

PUPILS' ATTITUDES AND VALUES

| Aspect | Comment |
|--|--|
| Attitudes to the school | Very good. Pupils demonstrate a high level of enthusiasm for the school and a strong desire to learn. |
| Behaviour, in and out of classrooms | Good. There is a high degree of friendliness, good manners and consideration for others. Pupils work and play well together. |
| Personal development and relationships | Good. Relationships within the school and between pupils is an important strength of the school. |
| Attendance | Satisfactory. |

TEACHING AND LEARNING

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

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

Teaching in the Foundation Stage is broadly satisfactory with consistently good teaching in the reception class. The majority of children are on target to achieve the Early Learning Goals by the end of the Foundation Stage. However, there are weaknesses in the nursery in the following areas of teaching: speaking, physical development, scientific aspects of knowledge and understanding of the world, and ICT. Teachers' planning, to effectively include all areas of learning and to meet the needs of all children, is unsatisfactory.

The quality of teaching in Key Stage 1 is good, overall. In Key Stage 2, it is very good because teachers generally have very good knowledge and understanding of the subjects and very high expectations of what their pupils can do. Teachers use on-going assessment, including marking, to good effect and there are often good homework opportunities for pupils to extend their learning. However, there are too many examples of unsatisfactory marking which do not alert pupils, particularly the youngest pupils, to their errors. This often occurs in Key Stage 1.

The teaching of literacy and numeracy across both key stages is good.

OTHER ASPECTS OF THE SCHOOL

| Aspect | Comment |
|---|--|
| The quality and range of the curriculum | Good in Key Stage 1 and 2 and is broadly satisfactory in the Foundation Stage. |
| Provision for pupils with special educational needs | Good in Key Stage 1 and 2 and satisfactory in the Foundation Stage. |
| Provision for pupils with English as an additional language | Unsatisfactory understanding of and planning for the needs of these pupils, especially those in the very first stages of learning English |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | Good: a strength of the school. The headteacher, staff and governors are successful in meeting the spirit of the school's mission statement. Working together, they have created a caring ethos and a safe haven for all pupils. |
| How well the school cares for its pupils | Good, and the school has made good improvement in the weaknesses in monitoring and promoting personal development identified in the previous report. |

The school involves parents and carers well and pupils benefit from the knowledge that the significant adults in their lives have a common interest in their well being. Reports to parents on pupils' progress are broadly satisfactory, but often lack targets, even though the targets exist and the teachers and pupils are well aware of them and are working towards achieving them.

The quality of the curriculum offered in the Foundation Stage is broadly satisfactory, although the nursery and the reception class do not constitute a Foundation Stage. More frequent links need to be established. The school provides a broad, balanced and appropriate curriculum for pupils in both key stages which meets National Curriculum requirements. The breadth of the curriculum is a strength of the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect | Comment |
|--|--|
| Leadership and management by the headteacher and other key staff | Good: There are some examples of high quality leadership, particularly in the headteacher's management of the school and in Key Stages 1 and 2. However, there are unsatisfactory aspects in the management of the Foundation Stage. |
| How well the governors fulfil their responsibilities | Satisfactory. Governors undertake their duties conscientiously, and have a good awareness of their responsibilities. They meet regularly with the headteacher and staff and are up to date with new developments. |
| The school's evaluation of its performance | Good. The headteacher monitors the quality of teaching and learning. The analysis of data has yet to make sufficient impact on improving teachers' planning to meet the needs of all pupils well. |
| The strategic use of resources | Satisfactory, but does not make use of extra resources available. This is unfortunate, given its need to invest further in new technology and teacher training to improve standards in ICT. |

Resources, including staffing, learning resources and accommodation, meet the needs of pupils well in Key Stage 1 and 2, with the exception of ICT equipment and all the outdoor play areas. In the Foundation Stage the equipment is old, often inappropriate, grubby and worn out.

Financial management is good: it is careful and accurate. The school's routine administration and organisation are effective and efficient.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

| What pleases parents most | What parents would like to see improved |
|--|---|
| <ul style="list-style-type: none"> Improving standards and progress, particularly in literacy. Good standards of behaviour and good systems to promote behaviour and attendance. Children like coming to school. Children are helped to develop their maturity and responsibility well. Positive response from teachers to queries. | <ul style="list-style-type: none"> Accidents and incidents not always made known to parents. More homework for older children to help them when they move to secondary school. More thoughtful, considered responses when a complaint is made. Higher standards of teaching with an emphasis on mathematics, English, ICT and PE at an early age. |

Inspection evidence confirms the strengths of the school identified by parents. The very positive endorsement of the work of the school by parents is itself another strength. A few parents are concerned that, when they have raised issues of an individual nature with the school, their concerns have not been given proper consideration. They feel that they have been passed from one person to another with nobody taking responsibility. The school is aware of the situation and of the need to improve customer care.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Children in the Foundation Stage (nursery and reception classes) make satisfactory progress in the nursery and good progress in the reception class in most areas of learning. The majority are on target to achieve the Early Learning Goals (ELGs) by the end of the Foundation Stage. Children in the nursery make good progress in their personal and social development and broadly satisfactory progress in reading, writing, mathematics and creative development. However, standards are generally below national expectations in speaking, physical development, information and communication technology (ICT) and in the scientific aspects of knowledge and understanding of the world. Children in the reception class make good progress in most areas of learning. All children in the Foundation Stage have very positive attitudes to school. Lower attaining children, including those who have English as an additional language, and others who have under-developed language skills, make broadly satisfactory progress in the nursery and significantly better progress in reception.
2. In the 2000 National Curriculum tests for 11 year olds, attainment in English was in line with the national average and the percentage of pupils reaching the higher level 5, was above the national average. In mathematics and science, attainment was above the national average and the percentage of pupils reaching level 5 was well above the national average. In comparison with similar schools these results are well above average.
3. In the 2000 tests and assessments for seven year olds, attainment in reading, writing and mathematics was not significantly different from the national average and was above average when compared with similar schools. The percentage of pupils reaching the higher level 3 was close to the national average in writing and mathematics, but below in reading. Teacher assessments of pupils' attainment were well below the national average for level 2 and above, which indicates that teachers underestimated what pupils' could do.
4. Arrangements to support pupils with special educational needs (SEN) are good. They make satisfactory progress in Key Stage 1, and good progress in Key Stage 2. Arrangements for pupils for whom English is an additional language (EAL) are unsatisfactory, although they make satisfactory progress in Key Stage 1, and good progress in both Key Stage 2. There is insufficient opportunity in the nursery for these children and others to develop their speaking skills well at an early stage. Specific support for EAL is not generally identified on teachers' planning, although teachers are informed of whether pupils are at an early stage of learning English or not. Children and pupils learn from each other and, by the time pupils reach Key Stage 2, many have a competency equal to their classmates or better.
5. Test results in English, mathematics and science in 2000 for both key stages show no significant difference between the attainment of boys and girls.
6. The trend in the average National Curriculum points for all core subjects by the end of Key Stage 2 is above the national trend.
7. The school's targets for attainment at the end of Key Stage 2 next year are easily achievable, because they are so modest.
8. The teaching of literacy and numeracy in both key stages is good. There is evidence of pupils using their literacy and numeracy skills across the whole curriculum well.
9. Attainment in history by the end of Key Stage 2 is above national expectations. Pupils have good opportunities to learn through practical activities, including research. For most other subjects, attainment is in line with that expected for pupils by the end of both key stages. Standards in ICT are unsatisfactory by the end of both key stages. This is because pupils have few experiences of

using ICT, and essential skills are not developed systematically.

Pupils' attitudes, values and personal development

10. The previous report judged pupils' attitudes, values and personal development to be good, overall. The school has maintained standards generally and has improved pupils' attitudes and their enthusiasm for their work to very good. Opportunities for pupils to work independently have also improved and pupils develop skills well.
11. All pupils are very keen to learn and are enthusiastic about their lessons. They concentrate well and work independently and co-operatively. Pupils usually respond readily to teachers' instructions and work hard.
12. Behaviour is good throughout the school and parents and carers are pleased with their children's behaviour. At playtimes, pupils get on well together, despite the barren play area. Relationships are good and all adults in school provide positive role models. The school is a harmonious place, with few instances of bullying or oppressive behaviour. The school's committed approach to behaviour management is effective.
13. Pupils take good care of the school's resources, artefacts and work on display. They show respect for the buildings, play areas and each other's property. The school encourages responsible attitudes from an early age. In the nursery and reception classes children make a very good job of clearing away after lessons. Pupils have good opportunities to take responsibility, and they are keen to accept them. These opportunities include running errands, being a monitor, contributing ideas towards running the school and competitive sports. Parents recognise that the school helps their children to become mature and responsible.
14. Attendance is broadly satisfactory. Lessons start promptly and most pupils attend regularly, arrive punctually and ready to learn. There are a few families who, despite the school's efforts, do not bring their children to school promptly and regularly. With the recent appointment of a local education authority (LEA) Education Welfare Officer the school hopes to improve attendance, overall.

HOW WELL ARE PUPILS TAUGHT?

15. The overall quality of teaching is good. There is no unsatisfactory teaching. Seven out of every ten lessons are good and often very good. This is an impressive improvement since the previous inspection.
16. Teaching in the Foundation Stage is broadly satisfactory, with consistently good teaching in the reception class. In the previous inspection report, teaching in the nursery was judged to be 'consistently good' but this has not been sustained. The curriculum is structured around the areas of learning and children work towards achieving the ELGs. However, in the nursery, there is insufficient balance between the areas of learning, which results in an over emphasis on children's personal and social development at the expense of their physical development and aspects of knowledge and understanding of the world and ICT. There is a daily free choice session which is too long and allows some children to wander about aimlessly by themselves. When children work in a group these are too often single sex groups which are allowed to go unchallenged by the staff and thereby limit personal and social development. In the reception class, teaching and learning are based on the Key Stage 1 programmes of study rather than on a Foundation Stage curriculum. The timetable is too rigid, with too many teacher-directed activities that do not take fully into account the needs of young children.
17. The quality of teaching in Key Stage 1 is good, overall, and in Key Stage 2 it is very good. Pupils with SEN receive good support from staff. The school makes great efforts to ensure that most of the SEN support work takes place in the classroom, so that pupils receive additional care and

attention whilst working with the rest of their classmates. Support staff maintain detailed and careful records and there is good liaison between learning support staff and the learning support teacher. In both key stages, the very good features are in the teaching of basic skills and the management of pupils. Teaching develops a good interest in the work through careful and precise explanation and establishes a sense of purpose. All adults and pupils are very clear about their roles and what is expected of them. Homework is set regularly and the school uses a home-school reading scheme well.

18. In Key Stage 2, teachers generally have very good knowledge and understanding of the subject and very high expectations of what their pupils can do. Teachers use on-going assessment, including marking, to good effect and there are often good homework opportunities for pupils to extend their learning. These encourage pupils to develop their ideas well and at times they do extra work at home. Teachers use the plenary time well to check pupils' understanding. Teachers' evaluations are used to fine tune future lessons.
19. The quality of marking varies. When it is at its best, it alerts pupils to their errors and ensures that they correct their work. The school's marking guidance is good with many ideas on how to improve pupils' performance. Marking occurs regularly. However, there are too many examples of unsatisfactory marking which does not alert pupils, particularly the youngest pupils, to their errors. In these classes, teachers' comments are generally not read by the pupil nor followed up by the teacher. Problems with the formation, size, shape and spacing of letters and the overall presentation of work are not brought early enough to pupils' attention. Consequently, they continue to make the same errors again and again and do not make the improvements to the work which would support them well in developing their writing skills. In some planning, there is insufficient attention given to meeting pupils' individual needs, particularly for pupils who are at an early stage of learning English. These weaknesses slow the rate at which pupils make progress, particularly in the Foundation Stage and Key Stage 1.
20. A major strength in teaching is the quality of support given to new and inexperienced teachers. The school makes good use of the local education authority's guidance and combines this with its own induction programme very effectively. About eight teachers have benefited from the induction programme and are now in turn supporting teachers new to the school. This system is successful because the experienced teachers support their new colleagues by using both the expertise they have gained and also their memories of being new themselves.

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

21. The quality of the curriculum offered in the Foundation Stage is broadly satisfactory, although the nursery and reception do not constitute a Foundation Stage. There is some liaison between the nursery and reception staff to jointly plan to develop an appropriate sequence of content and development of skills. In the nursery planning is generally centred around areas of learning and based on the Early Learning Goals for children to achieve before they begin the National Curriculum. This is a positive step in the formation of a Foundation Stage. In reception, the curriculum should be more securely based on the Foundation Stage, rather than the beginnings of the National Curriculum. Satisfactory assessments are made of the children's' progress. However, these are not used to improve planning. Provision for children with SEN is broadly satisfactory, but, for children who have English as an additional language, it is unsatisfactory.
22. In both Key Stages, there is a generally good curriculum which meets National Curriculum requirements, although opportunities for learning in ICT are unsatisfactory. Generally, the school's curriculum policies and schemes of work are good. There is equality of access to the curriculum for all pupils.
23. Both long-term and short-term curriculum planning are good and learning objectives are clearly identified in daily lesson plans. However, planning does not always ensure that the match of work to the needs of pupils is sufficiently detailed and relevant. The planning sheets for literacy and numeracy lessons do not provide enough space for teachers to write their evaluations or to make notes.

24. Pupils often have opportunities to go on educational visits and use the local environment and visitors to the school to support their learning. Sex education is taught effectively within the framework of the school's personal, social, and health education policy. The curriculum is further enhanced by satisfactory extra-curricular provision, which includes sport, musical activities and ICT. However, many parents would like more after school activities for their children.
25. The provision for pupils' spiritual, moral, social and cultural development is good and is a strength of the school. The headteacher, staff and governors are successful in meeting the spirit of the school's mission statement. Working together, they have created a caring ethos and a safe haven for all pupils. The good progress pupils make in their work, in their self-confidence and in their relationships, all bear testimony to this. Acts of daily collective worship are often thoughtful. Teachers use suitable themes in assemblies which contribute well to pupils' spiritual development, although, sometimes, the lessons to be drawn are not clear enough. Religious education (RE) as well as other subjects in the curriculum help pupils to reflect upon the lives, the feelings and beliefs of others well. Educational visits support pupils well, such as when Year 2 pupils visited a war memorial and listened to a member of the clergy who gave them good opportunities to reflect upon the experience of war.
26. The pupils' moral development is promoted well throughout the school. The school's ethos positively encourages good behaviour and mutual respect. There are clear moral values, which permeate the life of the school and support pupils in making good decisions which distinguish right from wrong. All adults provide very good role models and the pupils themselves are generally well behaved and provide good role models for each other. School rules remind pupils of what is expected of them and contribute effectively to their moral development. In assemblies and at circle time, teachers and pupils discuss how to behave considerately with other people. Pupils also gain a sense of right and wrong through home/school agreements.
27. The school provides good opportunities for pupils to develop social awareness and understanding through curricular activities and the range of educational visits. Teachers support and encourage pupils to work well together in the classroom and play well together at break times. Pupils develop awareness of people in difficult circumstances through an understanding of the value and importance of helping and giving. Pupils develop a sense of responsibility through the many jobs in the classroom and in and around the school.
28. There are good opportunities for pupils' cultural development. Pupils become aware of the traditions of different cultures, including their own cultural heritage, through subjects, particularly geography, art and RE. Pupils' cultural understanding is enriched by visitors to the school and educational visits.
29. Pupils with SEN show good progress in the development of self-esteem and confidence, because of the suitability of the targets and the good teaching they receive. The school makes good use of very detailed assessment data for target setting on individual education plans and for the formation of groups, so that pupils who need additional support are identified as soon as possible. The targets in the individual education plans are clear and achievable. Pupils are grouped according to their prior attainment and particular needs in their numeracy and literacy lessons and there is a clear focus on pupils' targets.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

30. The school has improved the quality of care provided for pupils since the previous inspection. The school now makes good provision for the care, health, safety and welfare of all pupils. Parents are generally pleased and confident that their children are safe and happy in school. Effective child protection procedures are in place and the school works well with social services. Governors oversee health and safety matters effectively. Welfare staff work well with all pupils.
31. Good systems are in place to support pupils' personal development. The school has appointed a learning mentor in line with the recent government initiative. The mentor provides effective support for pupils who are new to the school and others who benefit from a little extra attention. Teachers

know their pupils well and support them appropriately. All staff work well together as a team to ensure that suitable support and guidance are provided. Pupils are aware of targets set both academically and personally and are encouraged to 'own' them and take responsibility for achieving them.

32. Good procedures are in place to prevent bullying and the policy for promoting good behaviour is very effective. These procedures are consistently carried out in a positive manner and are well understood by all pupils. Effort and achievement are rewarded with 'Ravens', which pupils collect towards an award. This system is clearly successful in promoting good behaviour. Pupils are expected to be responsible for their own behaviour and the behaviour policy encourages pupils to make the right choices about how they behave.
33. Procedures for monitoring and improving attendance are good, particularly so, as the school has achieved this without the support of an Educational Welfare Officer (EWO). The school is committed to improving attendance and staff are liaising with the newly appointed EWO to reduce absenteeism.
34. Lunchtimes are a positive part of school life, with pupils dining together and socialising well. Playtimes are also a positive part of the school day. The playground is unstimulating, but the pupils still play well together and clearly enjoy these times.
35. Throughout, the school there is a calm, purposeful working atmosphere in direct contrast to the local area. The school clearly works hard to maintain an environment in which pupils can do their best work.
36. The school has good procedures to assess and monitor pupils' academic progress. Teachers monitor and track pupils' progress effectively, especially in Key Stage 2. The information obtained through statutory and other tests is analysed carefully, although some teachers make unsatisfactory use of the data to plan their lessons to meet the needs of all pupils.
37. Marking across the school is inconsistent. There are examples of informative, developmental marking in some classes, but, in other classes, marking is brief and does not alert pupils to their errors.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

38. The positive partnership with parents and carers has been successfully maintained since the previous inspection. Parents feel confident that their children are well cared for, are treated with respect and develop appropriate attitudes and values. Almost all parents say that their children enjoy school, are encouraged to do their best and that the school is well run. Parents have correctly identified the school's strengths.
39. There are good opportunities for pupils to extend their work at home, although a significant minority of parents would like their children to have more homework towards the end of Key Stage 2 to better prepare them for secondary school
40. A few parents are concerned that, when they have raised issues of an individual nature with the school, their concerns have not been given proper consideration. They feel that they have been passed from one person to another with nobody taking responsibility. The school is aware of the situation and of the need to improve customer care.
41. Reports to parents on pupils' progress are broadly satisfactory, but often lack targets, even though the targets exist and the teachers and pupils are well aware of them and are working towards achieving them. The home/school liaison teacher provides satisfactory information to parents on school events and the curriculum. There are sufficient opportunities for parents to come into school to discuss their children's progress, both formally and informally. The active Parent Teacher Association organises fundraising events. The governors' annual report to parents is of good quality and provides useful information. The school prospectus is satisfactory. The nursery prospectus is out of date and needs to be replaced by a Foundation Stage prospectus.

42. Parents and carers come into school to hear reading, help with activities and share their skills and knowledge. The great majority share books at home with their children and support them well by sending them to school regularly, promptly and ready to learn. Parents and carers are interested in their children's learning and attend consultation evenings, assemblies and social events regularly. Because the school involves parents well, pupils benefit from the knowledge that the significant adults in their lives have a common interest in their well being.

HOW WELL IS THE SCHOOL LED AND MANAGED?

43. The quality of leadership and management provided by the headteacher, deputy headteacher, governors and staff is good. The school gives good value for money and is well placed to improve further.
44. The headteacher and the deputy headteacher provide good leadership and have a clear sense of the school's direction. Their care, optimism and commitment set the tone for all. The senior management team is well informed and meets regularly to plan and monitor curriculum development.
45. The school's ethos for learning and sense of purpose are very good. Teachers have high expectations about standards. Governors, staff, parents and pupils are committed to a school in charge of its destiny. The school's aims, values and policies are appropriate for its pupils.
46. Staff work well together as a team and their commitment to the best interests of the pupils and the school is high. This sense of teamwork is particularly apparent in the consistent delivery of vital components of the curriculum such as the National Literacy and Numeracy Strategies.
47. The headteacher monitors the quality of teaching and learning rigorously, giving regular verbal and written feedback. Co-ordinators of English, mathematics and science have good opportunities to monitor the quality of teaching. Sympathetic and effective appraisal provides teachers with a good sense of career development. As a result, the school is successful in retaining staff, in a climate where this is significantly difficult for others. The stability of the staffing is a notable achievement and one that has a very good impact upon the quality of teaching, learning and standards.
48. Governors undertake their duties conscientiously and have a good awareness of their responsibilities. They meet regularly with the headteacher and staff and are up to date with new developments. Their involvement in monitoring and evaluating the development of subjects is satisfactory. The governing body has a good range of expertise.
49. The buildings and accommodation are satisfactory for the number on roll and the staffing and learning resources are very good in mathematics and good in English and music. In geography they have significantly improved since the previous inspection
50. Financial management is good: it is careful and accurate. The school's routine administration and organisation are effective and efficient. The school complies with statutory requirements and takes note of government guidelines.
51. The school makes satisfactory use of strategic resources, including specific grants, but does not always avail itself of extra resources. This is a missed opportunity, given its need to invest further in new technology and teacher training to improve standards in ICT.
52. Since the previous inspection, the school has made good progress in almost all areas, except in the Foundation Stage and in ICT.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

53. In order to further improve the quality of education provided, the governors, headteacher and staff should:

(a) Update and improve the Foundation Stage, including:

- leadership to ensure clear educational direction;
- effectiveness of teachers' planning;
- breadth, balance and relevance of the curriculum;
- monitoring of children's performance; and
- quality and use of learning resources.

(Paragraphs 54 to 64)

(b) Ensure that pupils have good learning opportunities in ICT by

- making sure that computers are used regularly and frequently to develop essential skill, systematically;
- giving pupils access to good quality modern computers and the internet;
- providing learning opportunities for pupils to become proficient, using spreadsheets, databases and other applications across the curriculum;
- arranging staff training to improve teachers' and assistants' ICT skills; and
- developing subject guidance and an assessment system which not only records pupil progress but also informs planning.

(Paragraphs 103 to 109)

(c) Continue to collect and analyse pupil performance data and to use the information to inform future planning.

(Paragraph 36)

(d) Ensure that the match of work to the needs of pupils is sufficiently detailed and relevant, particularly for pupils who are at an early stage of learning English.

(Paragraphs 19 and 23)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

| | |
|--|-----|
| Number of lessons observed | 85 |
| Number of discussions with staff, governors, other adults and pupils | 103 |

Summary of teaching observed during the inspection

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|-----------|-----------|------|--------------|----------------|------|-----------|
| 1 | 23 | 47 | 29 | 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 | Y1 – Y6 |
|--|---------|---------|
| Number of pupils on the school's roll (FTE for part-time pupils) | 52 | 373 |
| Number of full-time pupils eligible for free school meals | - | 141 |

FTE means full-time equivalent.

| Special educational needs | Nursery | Y1 – Y6 |
|---|---------|---------|
| Number of pupils with statements of special educational needs | 0 | 7 |
| Number of pupils on the school's special educational needs register | 3 | 93 |

| English as an additional language | No of pupils |
|---|--------------|
| Number of pupils with English as an additional language | 76 |

| Pupil mobility in the last school year | No of pupils |
|--|--------------|
| Pupils who joined the school other than at the usual time of first admission | 30 |
| Pupils who left the school other than at the usual time of leaving | 27 |

Attendance

Authorised absence

| | % |
|---------------------------|-----|
| School data | 4.2 |
| National comparative data | 5.2 |

Unauthorised absence

| | % |
|---------------------------|-----|
| School data | 2.1 |
| National comparative data | 0.5 |

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

Attainment at the end of Key Stage 1

| Number of registered pupils in final year of Key Stage 1 for the latest reporting year | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
| | | 2000 | 28 | 30 |

| National Curriculum Test/Task Results | | Reading | Writing | Mathematics |
|---|----------|---------|---------|-------------|
| Numbers of pupils at NC level 2 and above | Boys | 27 | 24 | 26 |
| | Girls | 24 | 25 | 28 |
| | Total | 51 | 49 | 54 |
| Percentage of pupils at NC level 2 or above | School | 88 (90) | 84 (93) | 93 (93) |
| | National | 84 (82) | 85 (83) | 90 (87) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 2 and above | Boys | 21 | 24 | 24 |
| | Girls | 22 | 23 | 22 |
| | Total | 43 | 47 | 46 |
| Percentage of pupils at NC level 2 or above | School | 74 (91) | 81 (93) | 79 (91) |
| | National | 84 (82) | 88 (86) | 88 (87) |

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

Attainment at the end of Key Stage 2

| Number of registered pupils in final year of Key Stage 2 for the latest reporting year | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
| | | 2000 | 37 | 20 |

| National Curriculum Test/Task Results | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above | Boys | 28 | 29 | 31 |
| | Girls | 15 | 15 | 18 |
| | Total | 43 | 44 | 48 |
| Percentage of pupils at NC level 4 or above | School | 75 (67) | 78 (66) | 86 (87) |
| | National | 75 (70) | 71 (69) | 84 (78) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above | Boys | 25 | 27 | 31 |
| | Girls | 17 | 16 | 17 |
| | Total | 42 | 43 | 48 |
| Percentage of pupils at NC level 4 or above | School | 74 (67) | 75 (70) | 84 (75) |
| | National | 70 (68) | 72 (69) | 79 (75) |

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

Ethnic background of pupils

| | No of pupils |
|---------------------------------|--------------|
| Black – Caribbean heritage | 9 |
| Black – African heritage | 44 |
| Black – other | 18 |
| Indian | 4 |
| Pakistani | 7 |
| Bangladeshi | 7 |
| Chinese | 2 |
| White | 259 |
| Any other minority ethnic group | 6 |

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: Y1 – Y6

| | |
|--|------|
| Total number of qualified teachers (FTE) | 19 |
| Number of pupils per qualified teacher | 26.6 |
| Average class size | 26.6 |

Education support staff: Y1 – Y6

| | |
|---|-----|
| Total number of education support staff | 19 |
| Total aggregate hours worked per week | 487 |

Qualified teachers and support staff: nursery

| | |
|--|----|
| Total number of qualified teachers (FTE) | 2 |
| Number of pupils per qualified teacher | 26 |

| | |
|---|----|
| Total number of education support staff | 2 |
| Total aggregate hours worked per week | 65 |

| | |
|--------------------------------|----|
| Number of pupils per FTE adult | 13 |
|--------------------------------|----|

FTE means full-time equivalent.

Exclusions in the last school year

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

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

Financial information

| | |
|----------------|-----------|
| Financial year | 1999/2000 |
|----------------|-----------|

| | £ |
|--|---------|
| Total income | 800,265 |
| Total expenditure | 814,986 |
| Expenditure per pupil | 1,605 |
| Balance brought forward from previous year | 47,000 |
| Balance carried forward to next year | 32,279 |

Results of the survey of parents and carers

Questionnaire return rate

| | |
|-----------------------------------|-----|
| Number of questionnaires sent out | 477 |
| Number of questionnaires returned | 359 |

Percentage of responses in each category

| | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school. | 68 | 28 | 3 | 0 | 0 |
| My child is making good progress in school. | 56 | 40 | 4 | 0 | 1 |
| Behaviour in the school is good. | 49 | 44 | 2 | 1 | 3 |
| My child gets the right amount of work to do at home. | 38 | 40 | 15 | 3 | 2 |
| The teaching is good. | 61 | 34 | 1 | 0 | 3 |
| I am kept well informed about how my child is getting on. | 48 | 40 | 9 | 1 | 1 |
| I would feel comfortable about approaching the school with questions or a problem. | 59 | 31 | 5 | 3 | 2 |
| The school expects my child to work hard and achieve his or her best. | 60 | 35 | 2 | 0 | 2 |
| The school works closely with parents. | 40 | 41 | 11 | 3 | 5 |
| The school is well led and managed. | 45 | 38 | 6 | 2 | 8 |
| The school is helping my child become mature and responsible. | 47 | 44 | 5 | 1 | 2 |
| The school provides an interesting range of activities outside lessons. | 25 | 29 | 21 | 12 | 11 |

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

54. Children in the Foundation Stage learn in the nursery and the reception class. At the time of the inspection, there were 104 children attending the nursery part time and 16 children in the reception class. The nursery is in a separate building and the reception class is in the main school building.
55. On entry to the nursery, individual children's attainment is generally below average, but varies significantly and reflects their different early experiences. They make good progress in personal and social development, reaching satisfactory levels when they join the reception class. Children make satisfactory progress in reading, writing, mathematics and creative learning. Their attainment by the time they join the reception class is generally below expectations in speaking, physical development, ICT and in the scientific aspects of knowledge and understanding of the world.
56. In the reception class, children make good progress in most areas of learning and the majority are on target to achieve the Early Learning Goals by the end of the Foundation Stage.
57. Children's social and personal development is good. They are well behaved, play well, respond well to one another and, in the reception class, begin to respect each other's views. They enjoy coming to school to learn, to meet their friends and to make new ones. Children quickly understand the routines and learn to share well. Relationships are good and this helps them to gain confidence and feel secure. Teachers help them to listen carefully to instructions and in this way children gain a good early understanding of right and wrong and how to behave and use the different areas. When asked to tidy up they do so reliably and well. Although many children sustain concentration for long periods of time during the 'free choice activity' sessions, some wander aimlessly by themselves.
58. Children develop their communication, language and literacy skills satisfactorily by listening carefully to their teachers and other adults and make suitable comments about stories. Many are very keen to do this. Younger children who have yet to develop this degree of confidence, remain quiet and attentive, but clearly gain from the experience. Children begin to communicate with each other as they develop new friendships and interests. The higher attainers speak with confidence about the books they have enjoyed. A minority are at the early stages of language development, but make an attempt to speak when spoken to. These children would benefit from structured opportunities to develop their communication skills, for example, through imaginative play or using puppets. Most children have a concept of reading and know it reads from left to right. They treat books with care and demonstrate enjoyment when they listen to stories. Towards the end of the Foundation Stage, children listen well to one another in small and large groups. All children develop phonic knowledge reasonably well and name some letters and recognise them in stories. The majority recognise many words in their reading books. Some children begin to write their names while others are at an early stage of writing and make marks. They begin to develop good habits in handwriting and some attempt their own writing. All children have a reading book that they take home to share. In the nursery, the home library run by parents contributes to pupils' development of reading.
59. Children in the nursery develop their numeracy skills well. Higher attaining pupils can count to 10 and many children can recognise numerals up to 5. Lower attaining children know the names of a few numbers, but do not recognise numerals. Children begin to recognise shapes such as triangles, circles and squares. Towards the end of the Foundation stage, children count numbers beyond 10 accurately and begin to add and subtract, using objects. They develop an understanding of specific vocabulary, such as bigger and smaller, underneath and on top. They sort objects by colour and size. They particularly enjoy the many number games during the numeracy sessions.

60. Children develop their knowledge and understanding of the world broadly satisfactorily in the nursery, but significantly better in the reception class. In the nursery, children handle different materials such as dough, sand and water competently and have experience of using a range of art materials. They use scissors and sticky tape carefully as they wrap presents to put under the Christmas tree. However, they are not offered sufficient opportunities to use such tools as saws, hammers and nails or to show initiative in their constructional play. There are also only limited opportunities for learning from nature in the nursery. Towards the end of the Foundation Stage children become more aware of the local area. They draw their journey from home to school and identify some of the main features they encounter. They talk about their families, friends and the environment and become more aware of other cultures. However, there are not enough opportunities for them to use constructional toys to develop their design and technology skills. Computers in both nursery and the reception class are under-used which prevents children from developing ICT skills appropriately.
61. Opportunities to develop the finer physical skills are provided and, by the end of the Foundation Stage children's attainment is satisfactory, overall. Children's physical development is limited by the lack of suitable outdoor play equipment. There is no permanent outdoor equipment and there is limited access to larger equipment for climbing, swinging, sliding, pushing and pulling. Nursery children have opportunities to use tricycles and cars, balance beam and a tiny slide that they use well. In the reception class, children do not have this type of equipment for outdoor physical activities and this is a weakness.
62. Children's creative development is broadly satisfactory. All children enjoy singing songs and moving to music. They delight in clapping to the beat and particularly enjoy action songs. They listen to taped music with good interest and obvious enjoyment. However, they have too few opportunities to benefit from creating their own music and making their own instruments. Good quality role play is restricted by the lack of suitable resources in the nursery. The equipment is old, often inappropriate, grubby and worn out and, not surprisingly, during the inspection the home corner was hardly used at all. The reception class had a very imaginative 'dark area', but children did not use it during the inspection, because insufficient time was allocated to free choice activities.
63. The nursery presents an unstimulating environment largely due to the old, worn out furniture, equipment, resources and the unimaginative approach which does not take good account of the learning needs of young children. In reception, there is a more stimulating, vibrant and visual approach which motivates the children to learn very well.
64. There are many unsatisfactory aspects in the Foundation Stage which include leadership to ensure clear educational direction, the effectiveness of teachers' planning, the breadth, balance and relevance of the curriculum, the monitoring of children's performance and the quality and use of learning resources.

ENGLISH

65. Standards in English are good. The results of the national tests in English in 2000 for 11 year old pupils showed that attainment was in line with the national average and the percentage of pupils reaching the higher level was above the national average. Taking the three years 1998 to 2000 the performance of pupils in English was close to the national average. When compared with similar schools' these results are well above average.
66. The 2000 test results at the end of Key Stage 1 showed that attainment was close to the national average in reading and in writing. Taking the three years 1998 to 2000, the performance of pupils in reading and writing exceeded the national average and, when compared with similar schools, it was above average.
67. Pupils with SEN achieve satisfactorily in relation to their prior attainment. Pupils for whom English is an additional language also achieve satisfactory standards. In Key Stage 1, both groups make satisfactory progress and good progress in Key Stage 2, where their attainment and progress are

in line with the majority of pupils in the school. The school recognises the need to improve provision for higher attaining pupils. The introduction of the government's initiative of booster classes towards the end of Key Stage 2 has had a positive impact. The introduction of additional literacy support in Years 3 and 4 has also helped to raise pupils' confidence in the subject.

68. Pupils make good progress in speaking and listening. Throughout both key stages, they gain in confidence and become increasingly articulate by the end of Key Stage 2. Pupils have regular opportunities to improve their speaking and listening skills. Teaching develops these skills well through good open-ended questioning and provides regular opportunities for pupils to engage in class discussions. Pupils learn well through discussion and listen carefully to their teachers and other pupils. A particular strength is the encouragement given to pupils to develop and organise their ideas, with most teachers insisting on pupils giving reasons for their views.
69. Standards in reading are good, overall, particularly in Year 6, and the majority of pupils make good progress in their reading. In Key Stage 1, good teaching supports pupils in their knowledge and understanding of key words and develops their phonic skills well. Pupils who need extra support with reading receive good support from teachers and assistants and make good progress. Many pupils have good reading habits and regularly read at home. Pupils have some library skills and older pupils research information in the library and use other resources. Some of the older pupils have developed sophisticated reading skills, discuss the characters and issues in their reading books with confidence and communicate their ideas well. Teachers use guided reading activities effectively and use a good range of challenging tasks drawn from the National Literacy Strategy (NLS) to enable pupils to learn well.
70. Many pupils make good progress in writing and, by Year 6, pupils' high attainment is clearly due to the systematic development of writing skills and pupils' awareness of how to improve their work. From Year 1 pupils have experience of writing stories. In the story 'The Magic Door' it is clear that pupils know how to write sentences and use capital letters and full stops correctly. By Year 2 the stories become longer and more imaginative vocabulary is used, as seen in 'Mog's Christmas'. Pupils in Year 3 write scripts, factual and fictional texts and begin to successfully introduce paragraphs into their work. In report writing on 'The Conjuror', the interesting choice of language and well structured sentences enabled pupils to produce a fluent text. In this work, most pupils developed their understanding of punctuation well as they used commas, speech marks, exclamation marks and question marks with accuracy. By the end of Key Stage 2, pupils use a wide range of vocabulary in their writing. They use complex grammar and punctuation and write in different styles for different audiences, for example, plays, poetry, instructions, description, biographies, newspaper reports and stories. Pupils plan, draft and edit their work. Most use a clear and legible joined script and present their work neatly and carefully. Young pupils spell simple words correctly and make logical attempts at more complex words. However, there is a weakness in spelling. This has been recognised by the school and suitable strategies have recently been put in place, such as using dictionaries and wordbooks.
71. Pupils enjoy their English lessons and behave well. Relationships are good and the combination of good behaviour and teaching creates a positive learning environment in which all pupils respond well. Pupils' attitudes are very good.
72. The quality of teaching is good in Key Stage 1 and very good in Key Stage 2. At its best, it is characterised by teachers' good understanding, interest and enthusiasm. Lessons are planned to provide an appropriate variety of activities which support learning well. Teaching is skilful and through challenging questioning assesses pupils' understanding and ensures that pupils' build on previous learning well. The emphasis on the teaching of reading and comprehension skills through the NLS successfully raises pupils' attainment. The pace of lessons is good. In Key Stage 2, lessons are planned particularly well. In most cases, teachers give good verbal comments and encouragement to pupils. Marking is up to date, although the quality and usefulness are variable. Homework is effectively used to reinforce work done in class. The school has implemented the NLS well and the teaching of literacy is effective throughout the school. However, in the independent tasks during literacy hour, the work does not always meet the needs of all abilities well. The plenary sessions are generally managed well and consolidate learning and improve pupils' understanding. Teachers are skilled at managing time in line with the demands of the

literacy hour, so that all aspects of the planned work are covered. Due consideration is given to recording progress against NLS targets.

73. The subject is very well managed; teachers' planning and pupils' work are regularly monitored. The policy is reviewed and kept updated to keep pace with new developments. Clear assessment and tracking procedures have been introduced. The learning support assistants are deployed well during group work, although less so in other parts of a lesson. The popular book shop, run by parents, further promotes pupils' interest in reading and is of great benefit to the school.

MATHEMATICS

74. Standards of attainment in mathematics are in line with the national average by the end of Key Stage 1 and above average by the end of Key Stage 2. In the Key Stage 1 National Curriculum Tests in 2000, pupils achieved slightly better than the national average and standards were above those attained by pupils in similar schools. The steady improvement in pupils' work in national tests in recent years was confirmed in the work analysed during the inspection. In the Key Stage 2 National Curriculum Tests in 2000, pupils' attainment was above the national average and the percentage of pupils attaining higher levels was well above the national average. In comparison with similar schools these results are well above average. The school's performance has improved steadily over the past three years.
75. Pupils with SEN make satisfactory gains in their learning over time and are supported well by learning support assistants. Pupils for whom English is an additional language make good progress by the end of Key Stage 2.
76. In Key Stage 1, pupils sort, match and sequence numbers correctly and begin to recognise patterns, including odd and even. They count a set of objects and understand that even if the objects are rearranged the number stays the same. Their understanding of place value develops well. Pupils add and subtract numbers with growing confidence. Pupils identify and name a range of two-dimensional shapes accurately. They handle data, sort objects, using various criteria, and represent their results using simple graphs.
77. In Key Stage 2, pupils reinforce and further develop their number skills, using the four rules. They recognise more complex patterns and begin to use them in their calculations. Older pupils recognise the equivalence of fractions. They order a set of decimal fractions correctly and round them to the nearest whole number. When measuring, they estimate reasonably well before taking accurate readings using standard units. Most pupils collate data and draw and analyse graphs based on a class questionnaire or a local study well. These results are sometimes recorded using computer graphics. They have a good understanding of angles, co-ordinates and symmetry. They recognise and name a range of two and three-dimensional shapes and describe their characteristics and properties. They tell the time accurately. Pupils' ability to calculate mentally is reasonably good and is a result of the daily opportunities their teachers give them to practise. Their knowledge of number bonds and multiplication tables is generally good, as is their ability to transfer skills learnt to solve problems. Throughout the school, the consistent and effective use of open-ended questions and investigations to encourage mathematical thinking enables pupils to talk about their work and explain their thinking and strategies, using appropriate and specific vocabulary well.
78. Pupils' attitudes to learning and their behaviour are good in Key Stage 1 and very good in Key Stage 2. Pupils concentrate for sustained periods of time well and show interest in their lessons. They are generally well motivated to produce their best work. They respect their teachers and co-operate well with one another in paired and group work. Teachers encourage an atmosphere of teamwork, when pupils have opportunities to discuss the possible answers to arithmetical calculations with partners and within a group. Pupils respond well and make good use of these opportunities to deepen their understanding.
79. The quality of teaching is good in Key Stage 1 and very good in Key Stage 2. Effective features include the quick-fire mental arithmetic sessions held during morning registration which signal the start of the day in a business-like way. Pupils are encouraged to respond quickly. As the pace of

the lesson picks up, the questions and responses often become fast and furious. Teachers use learning resources very effectively. Teachers use questioning well, ensuring that all pupils are included. Explanations are clear and expectations are high. Teaching often demonstrates the need to double-check answers in front of the class and, in this way, pupils learn to check their own work and evaluate their own progress. A weakness occurs in planning when it does not meet the needs of pupils well.

SCIENCE

80. Pupils' attainment in science by the end of Key Stage 1 is satisfactory. This was not reflected in results from last year's Teacher Assessments that were below the expected levels, which indicate that teachers underestimated pupils' abilities. In Year 2, pupils have a good knowledge of plants and name parts accurately. They explain what makes plants grow and observe them carefully. Pupils demonstrate their understanding well when they talk about how changes occur in materials when heat is applied. They are aware of the need to eat healthy foods and what constitutes a balanced diet. Their skills in oral and practical work are better than their recording skills. Their scientific knowledge is not reflected in their exercise books. Work in books is often untidy, incomplete and has not been marked properly.
81. Pupils' attainment by the end of Key Stage 2 is good. In the National Curriculum tests, pupils' attainment was above the national average. The percentage of pupils reaching the higher level 5 was well above the national average. Year 6 pupils approach their science work confidently; they use appropriate scientific vocabulary in explanations and discussions. They generate questions, make predictions and test them carefully, using apparatus well and applying scientific skills. They have a good understanding of fair testing and use of variables, as seen in a Year 6 lesson when they investigated which type of salt would dissolve the quickest. Pupils successfully work in groups, delegate responsibilities and collaboratively reach an agreement. In discussion, Year 6 pupils spoke with understanding about filtration, condensation and plant reproduction. Their good oral skills and vocabulary, together with their neat presentation of work, demonstrate their good understanding.
82. In Key Stage 1 pupils make good progress, overall, although the unsatisfactory presentation of their work limits them from making even better progress. Throughout Key Stage 2, all pupils make very good progress as they systematically add to their knowledge, understanding and skills. Pupils in Year 3 investigated growth. Following various investigations they knew and understood the conditions necessary for growth. Year 4 pupils investigated through fair testing and used scientific vocabulary appropriately in their explanations. Year 5 investigated the differences between solids, gases and liquids.
83. Pupils in both key stages are keen, enthusiastic and respond well. They readily ask insightful questions and show good levels of concentration. They treat equipment with respect and share amicably. Standards of behaviour are high and pupils quickly settle when working in groups. The majority of the pupils remain on task well.
84. The quality of teaching in Key Stage 1 is good. Pupils are generally challenged well through practical activities. Teachers have good organisational strategies, all lessons have a sense of purpose and time is used effectively. Work is generally well matched to the pupils' abilities, but the higher attaining pupils need greater challenges. In Key Stage 2, teaching is very good. The best teaching occurs in Year 6 where expectations are very high. The combination of experience, expertise and a good knowledge of the subject results in high standards of learning. Good quality questioning to clarify understanding and to set new learning goals is used effectively. Throughout Key Stage 2, lessons are interesting, pupils are well managed, the pace is brisk and, through mixed ability grouping, all pupils succeed.
85. Much work has been done on analyses of test results which has identified areas of weakness in pupil's learning. Effective strategies are in place to tackle these weaknesses. Target setting for individual pupils is at an early stage of development. Since the last inspection, there have been

good improvements in standards in both key stages. Teaching has improved, the overlong oral sessions no longer occur and the pace is now brisk. Monitoring, assessment and evaluation have been developed and are now strong features which are responsible for the higher standards which have been achieved.

ART

86. Few lessons were timetabled during the inspection. However, photographs and analysis of pupils' work, teachers' planning, discussions with pupils and displays of their work indicate that standards are at least in line with national expectations, thus maintaining the standards seen during the previous inspection. All pupils clearly enjoy the work and behave well. They listen carefully to their teachers and take good account of instructions and advice.
87. Teaching at the end of Key Stage 1 is satisfactory and pupils develop technical skills well. They have a good understanding of the work of Matisse. Pupils make and use a viewfinder to isolate detail within a larger work. Teaching encourages them to draw and photograph objects in the room and to look at detail before carefully mixing paints and creating their own work. Pupils learn how to use a technique using small pieces of paper, paint and varnish to produce their own attractive calendars from their studies of Matisse's work. They wrote, "We used our imagination to get the bigger picture" after looking at half of a picture and completed the other half. Pupils used their imagination, ideas and experiences when they painted a snow scene. They are encouraged to close their eyes and imagine snow settling on the ground while they listen to a story about snow falling. Later they listened carefully to the teacher's advice on how to improve their brush stroke.
88. In a Year 3 lesson, pupils experimented with painting techniques and colour mixing when they painted self-portraits. They looked carefully in mirrors to see the shape of their eyes and lips, practised drawing and checked each time using the mirror. When they were satisfied that they had the correct shape, they very carefully mixed paint until they had a skin shade that satisfied them. They were all determined to get it right. The teacher managed the group well so that everyone was able to concentrate on the task. Pupils have looked at portraits of famous historical figures, some pictures of their own families and make perceptive comments about hairstyles, the amount of jewellery and fine clothes. In a Year 6 lesson, pupils were encouraged to link their work in art with physical education when they studied photographs of athletes and looked carefully at their posture. They commented well on the position of the body and facial expressions before sketching people involved in sporting activities.
89. There is currently no co-ordinator for the subject, but there are good guidelines for teachers to follow and very good examples of pupils' work from throughout the school. Good use is made of courses held at the National Portrait Gallery to enhance learning for pupils and to train teachers. The quality of display throughout the school is very good and illustrates a wide range of techniques and media and the work of many famous artists from different cultures.

DESIGN AND TECHNOLOGY

90. Few lessons were timetabled during the inspection. Judgements about pupils' standards of attainment are based on an analysis of their work, teachers' plans and discussions with pupils.
91. By the end of both key stages, standards in design and technology are in line with national expectations. Pupils develop their knowledge and skills and make satisfactory progress, overall. Useful cross-curricular links were made with numeracy in Year 1 where pupils cut and glued pictures of fruit and vegetables and later sorted and listed them. In Year 2, pupils designed and built a model vehicle, showed a satisfactory understanding of design and evaluated their work well.
92. Older pupils enjoy a variety of activities. In a Year 4 lesson, pupils designed and made money containers. They learnt about fastenings, used templates, measured accurately and cut patterns with good attention to using materials economically. In a Year 5 lesson, pupils were fully involved in food technology and obviously had much pleasure in looking at bread and its texture,

appearance and the different varieties and then making bread and enjoying its taste. The display of slippers in Year 6 showed a clear understanding of the design process.

93. All pupils enjoy the subject and work co-operatively and sensibly together, due to high teacher expectations of behaviour. Pupils are proud of their achievements and explain how they make their model vehicles and slippers as well as talking with enthusiasm about their culinary expertise.

GEOGRAPHY

94. Few lessons were timetabled during the inspection. From the analysis of pupils' work, the quality and content of displays of work, teachers' planning and discussions with staff and pupils a judgement can be made. Standards achieved by pupils in geography are in line with national expectations by the end of both key stages. Standards have been maintained since the previous inspection.
95. In a Year 2 lesson, pupils compared the fictitious Isle of Struay with London and thought hard about where they would prefer to live and why. They completed accurate maps of Struay and devised a key of the important features. The teacher introduced an interesting challenge when pupils were given time to examine the map, draw it and then memorise it before communicating this information to others. They found this fun, but hard work. In a Year 1 lesson, pupils were encouraged to use their observational skills well which enabled them to produce very good maps of the area, showing their routes to school. They listed significant features, setting them in their correct locations along the route, with a carefully drawn key. There are good links with history as pupils think about what has changed around the school, to consider what they see now and to predict possible future developments.
96. In a Year 6 lesson, pupils presented their findings about rivers to their classmates in clear, confident voices. They read from their findings and showed their maps, drawings and photographs to illustrate their presentation very well.
97. All pupils enjoy the subject and speak enthusiastically about their work.
98. Most pupils present their work neatly and accurately and use geographical skills satisfactorily in other subjects. For example, they use maps in their historical work and co-ordinates in mathematics. Pupils' work is displayed very attractively and this helps pupils to see that their work is valued. Good use is made of educational visits and there is a residential visit for Year 6 pupils which provides a valuable opportunity for field studies and orienteering.

HISTORY

99. By the end of Key Stage 1, standards in history are in line with national expectations and, by the end of Key Stage 2, they exceed them. All pupils make good progress by the end of Key Stage 2. From an early age, pupils successfully develop a sense of chronology by looking at toys old and new. They identify and date events in the past, evaluate evidence and, by Year 2, they begin to look at source material effectively as they study Samuel Pepys and the Great Fire of London. In their studies of Boudicca's last battle, pupils in a Year 3 lesson, wrote interesting accounts as they empathised with either a Celt or Roman. In a Year 4 lesson pupils showed interest and enthusiasm as they researched the life and times of Henry VIII and his wives, using books and ICT. In a Year 5 lesson about the Victorians, pupils gained useful insights into child labour, particularly chimney sweeps. In a Year 6 lesson, pupils produced interesting work about Ancient Greece and one pupil had written a good comparison of Athens and Sparta, showing that he had researched his subject well. In Key Stage 2, independent research skills are promoted well.
100. Pupils show a good interest in the work. In discussion and presentations they listen courteously to each other, are polite and behave well. Pupils think for themselves and use primary and secondary source material effectively. Pupils' personal development is well extended, as they learn how the past has affected the present.

101. The quality of teaching is good, overall. Questioning techniques challenged pupils and helped them learn about people and the past well. The management of pupils is very good and this has a significant impact on the quality of learning. Teachers have an enthusiasm for the subject which is clearly passed onto the pupils. There are good opportunities for pupils to develop extended writing. Work is often planned to ensure that the more able pupils have opportunities to extend their skills and knowledge by undertaking additional research. Teachers' planning is good and uses a variety of methods and strategies to encourage historical enquiry and research skills
102. The school has a good range of suitable non-fiction books which support the various topics well, but pupils have few opportunities to visit museums and places of historical interest.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

103. Attainment is below national expectations by the end of both key stages. Most pupils begin Key Stage 1 with very little ICT experience. In Key Stage 1, they are provided with some opportunities to use a computer and learn how to use the mouse and keyboard. However, during the inspection, there were many occasions when computers were either not switched on or were not being used. All pupils make unsatisfactory progress in their learning.
104. Pupils in Key Stage 2 use spreadsheets and databases, although they do so at a fairly basic level because they do not have good earlier experiences on which to rely. Often pupils at the end of Key Stage 2 are unsure of how to use the Internet or how to save their work. The higher attaining pupils have some experience of using databases to search by criteria, but opportunities are missed to develop this skill across the curriculum. Pupils are sometimes guided by classroom assistants. This support is unsatisfactory because of the assistants' relative lack of ICT skills, which means that they cannot give the pupils the help they need in order to make progress.
105. Pupils' attitudes to learning and their behaviour are good in both key stages. They listen attentively to instructions, concentrate well, are enthusiastic, and handle equipment with care.
106. The overall quality of teaching in both key stages is broadly satisfactory. However, teachers' skills and knowledge are weak because they have not received sufficient training in teaching ICT. More staff training is urgently needed. The schemes of work for other subjects refer to ICT opportunities and provide good guidance for teachers, although in practice it is unsatisfactorily taught across the curriculum.
107. The procedures for assessment are poor and use of assessment to guide curricular planning is also poor. Some teachers keep a written record of what their pupils have completed in ICT, but there is no guidance to inform teachers on how to assess the quality of pupils' work. There is a portfolio of pupils' work, but this is not, as yet, assessed or moderated to indicate the standards the school wants pupils to attain.
108. Hardware resources are broadly satisfactory in the ICT suite, but the computers in some classrooms are long past the end of their useful working life. Software resources are satisfactory, except that research work is limited because there is very limited access to the Internet. Computers with CD ROM facilities are occasionally used by pupils to good effect, but are not sufficiently accessible for individual research in the library.
109. Since the previous inspection, the school has acquired additional computers which are kept in the ICT suite. Although there are now more computers than before, they are still under-used and, once again, this is a major issue for improvement.

MUSIC

110. By the end of Key Stage 1, pupils' achievements in music are in line with the national expectations. By the end of Key Stage 2, they are above the national expectations and there are particular strengths in singing and performance. This is similar to the standards reported in the previous inspection.
111. In a Year 1 lesson, pupils sang a carol sweetly. Later they listened very carefully to a song and counted the number of times a line was repeated accurately and with good attention. They hummed the melody well and replied confidently when asked if the music was quiet, loud, fast or slow. Pupils were given the opportunity to choose an instrument that would make an appropriate sound for the carol. Pupils played the instruments very quietly to capture the mood of the song well. In a Year 2 lesson, pupils understood terms such as instrumental, chorus and solo and they knew the purpose of an introduction to a tune. "We don't sing straightaway," they said. Pupils learnt about the structure of a song and sang along to a recording, knowing when to join in.
112. In Key Stage 2, pupils use the skills learned in earlier years effectively. They sing well and pupils in a Year 6 lesson clearly enjoyed the interesting melody of a new song. There is a strong emphasis on good posture and correct breathing when singing and pupils apply this learning well as they quickly work out the best places in the song to pause and take a breath. Pupils create very imaginative clapping patterns to keep the beat and maintain this well. Pupils apply the good techniques they have learned in assemblies when they sing with expression and pay good attention to the tempo and volume of the music.
113. Pupils clearly enjoy the work and show good levels of perseverance as they practise to improve their performance. They are polite and well behaved. They demonstrate very good attitudes in every respect. An extra-curricular recorder club helps pupils to play together from an early stage and this has a significant impact on their skills of playing in groups, as they listen and perform with others and follow instructions. Pupils who have peripatetic music instruction are pleased to join in the orchestra and perform at concerts. These pupils use their skills in reading music in lessons well and are keen to help others to learn this skill as they work together.
114. Teachers have high expectations of what pupils can do and this leads to them improving their musical skills well. The introduction of a very appropriate scheme of work throughout the school gives non-specialist teachers confidence, ensures that pupils build on their skills and that there are good opportunities for pupils to explore and experience music from other cultures.
115. Good use is made of the LEA's music workshops which include visiting artists and support for teachers. There are attractive and interesting displays of recent performances which were greatly enjoyed by parents and all who took part.

PHYSICAL EDUCATION

116. Standards in physical education are in line with the national expectations by the end of both key stages. All pupils make satisfactory progress. Younger pupils move in a variety of ways as they play 'follow the leader' and build up sequences of spins, jumps, bends and stretches, making good use of the space available. When changing direction, they show awareness of others around them and, by the end of Key Stage 1, they begin to demonstrate good control and co-ordination. Teaching ensures that all pupils are aware of health and safety in physical education. From a young age, pupils gain understanding of the effect of exercise on their bodies. They use a range of appropriate vocabulary as they talk about how they could improve their skills. They show sensitivity to music as they improve the expressive quality of their movements when they explore sequences in their 'winter dance.' Their interpretation of 'Jack Frost and Snowflakes' show considerable creativity and imagination. In a Year 3 lesson, pupils learned Scottish dancing and were clearly enthusiastic as they took part and tried out the various movements in 'The Flying Scotsman.' In a Year 4 lesson, pupils worked with partners successfully to sequence several movements and demonstrated good care in synchronisation. Pupils clearly build on earlier learning experiences well in linking a series of movements together and plan and practise their work with good attention to accuracy. In a Year 6 lesson, pupils sequenced their movements well, using apparatus, and had opportunity to extend their exploration of balance. By the end of Key Stage 2, pupils develop good levels of confidence in demonstrating movement and swim unaided

over at least 25 metres.

117. Pupils behave well in lessons and their response to the work is good. They enter the hall quietly, are appropriately dressed and use the time as instructed. They use warm up exercises to good effect and clearly enjoy being physically active. Pupils' have good levels of concentration and this helps them to improve their skills well. They work agreeably with partners when they rehearse their dance sequences for the Christmas show.
118. The quality of teaching is good, overall. Teachers ensure that there is an effective warm-up activity and pupils take this part of the lesson seriously and understand its importance. Appropriate technical terms are introduced in lessons and this extends pupils' range and use of language well. The very good, calm, quiet management and good relationships promote pupils' self-confidence and establish a sense of purpose. Lessons have a satisfactory balance between direct teaching and opportunities for pupils to practise and explore movement. Demonstrations by pupils, alone and with partners, are used effectively to draw attention to key elements of the activities. This gives pupils an opportunity to evaluate their own work and that of their classmates. As a result, all pupils' performance improves.
119. Year 6 pupils have opportunities to attend a residential adventure activity which is very popular. There is little competitive sport against local schools except in boys' and girls' football.

RELIGIOUS EDUCATION

120. Pupils' attainment in religious education by the end of both key stages is in line with the expectations of the locally agreed syllabus. By the end of Key Stage 2, the majority of pupils have a satisfactory knowledge of the main religions, their main features, festivals, places of worship and speak about a variety of religious artefacts. Year 6 pupils have a mature approach to the study of religion and demonstrate clearly what they have learnt. Key Stage 1 pupils become more aware of religions through stories, celebrating festivals, exposure to 'holy' objects and visits to places of worship. They enthusiastically share their knowledge of religions with which they are familiar. In a Year 6 lesson, pupils posed thoughtful questions about Christianity to a pastor from a local church. In a Year 3 lesson, pupils listened to a classmate's father talk about celebrating Diwali and made good use of the opportunity to ask questions. All pupils make satisfactory progress in their acquisition of knowledge and understanding.
121. Pupils' response to religious education is good. All pupils listen attentively and work co-operatively when given the opportunity. They are respectful of the opinions of others and this is very clearly evident during discussion. Older pupils think deeply about religion, structuring insightful questions which they ask politely. All show interest in the subject and develop a healthy curiosity to find out more.
122. Teaching at Key Stage 1 is satisfactory and at Key Stage 2 it is good. Teachers have satisfactory subject knowledge and are supported by the schemes of work. Learning objectives are explained clearly to pupils and activities are well structured and interesting. Teaching has high expectations of pupils' performance and uses drama and storytelling effectively. Visits to places of worship and visitors to the school make positive contributions to pupils' learning. There have been improvements since the last inspection, for example, in the quality of teaching at Key Stage 2 where now it is good. All pupils are challenged, especially the higher attaining pupils who are encouraged to question, consider and apply their learning for themselves.
123. There is a planned progression for the pupils' learning in most areas of the subject, except that festivals, such as, Christmas, Easter and Diwali, are not sufficiently linked to a deeper understanding of their respective faiths.