

# **INSPECTION REPORT**

**WOOD END PARK COMMUNITY SCHOOL**

**HAYES**

LEA area: Hillingdon

Unique reference number: 131487

Headteacher: Mr J Barker

Reporting inspector: Ms K Taylor

Dates of inspection: 30<sup>th</sup> October- 2<sup>nd</sup> November 2000

Inspection number: 224143

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



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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4-11
Gender of pupils:	Mixed
School address:	Judge Heath Lane Hayes Middlesex UB3 2PD
Postcode:	
Telephone number:	020 8573 7829
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr A Garrison
Date of previous inspection:	May 1998



## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Kathryn Taylor – 22424	Registered Inspector		Characteristics and effectiveness of school; The school's results and pupils' achievements; Teaching; Leadership and management; Equality of opportunity
Geoffrey Humphrey – 9163	Lay inspector		Partnership with parents and carers; Pupils' welfare, health and safety; Pupils' attitudes, values and personal development; Staffing, accommodation and resources
Charanjit Ajitsingh – 23588	Team Inspector	Religious Education Geography	English as an additional language; Special educational needs; Pupils' spiritual, moral, social and cultural development.
Raminder Arora – 16773	Team Inspector	Art and design Design and technology	Provision for children in the Foundation Stage
Andrew King - 31036	Team Inspector	Mathematics Information and communication technology	Curriculum and assessment
Maurice Leyland – 20864	Team inspector	Science Education Physical Music	
Sibani Raychaudhuri – 1963	Team inspector	English History	Support for English as an additional language and for provision for Special educational needs

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

### **INFORMATION ABOUT THE SCHOOL**

Wood End Park Community School is in Hayes. The school is much bigger than other primary schools. There are currently 697 pupils; aged between four and eleven in the school and forty-six more children will start in the reception classes in January. Children enter the reception classes in two phases; either in September or January, depending on the date of their fifth birthday. At the time of inspection there are two reception classes. The children's overall attainment on entry to the school is below average. In addition a significant proportion of pupils joining the school, both in the reception and at various points throughout Key Stages 1 and 2, learn English as an additional language. Pupils attending the school come from richly diverse cultural backgrounds. The proportion who speak English as an additional language, just over a third of all pupils, is very high. Twenty-six different languages are spoken, Punjabi, Urdu, Gujarati and Somali being the most common first languages. Over a third of the pupils at Key Stages 1 and 2 are identified as having special educational needs; seven of those have a Statement of Special Educational Need. The proportion on the special needs register is above the national average. A high proportion of pupils, just over a third of all pupils, is known to be entitled to free school meals. There is a high level of pupil mobility; a turnover of approximately 14 per cent in the last year. The school's close proximity to the airport also means there are a number of refugees attending the school; currently 35 children.

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

This is an improving school. Despite the challenges that the school faces the school runs smoothly and there is a calm and purposeful working environment. Although the proportion of pupils attaining the expected levels in the national tests at age eleven is well below the national average, results are improving and pupils nevertheless make sound progress in all subjects during their time at this school. The children are very well behaved and eager to learn. The turnover of teaching staff is very high. However, the support staff and ancillary staff bring important stability to the school and all of the staff are committed to the pupils. Determined attention has been given to the key issues since its last inspection just over two years ago in order to address the serious weaknesses identified at the time of the last inspection. The school is now well placed to continue to make further improvements. Teaching is satisfactory overall and there is some good teaching across the school. The school is well led and managed. The school provides satisfactory value for money.

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

The school is well led and managed.  
The Literacy Strategy has been implemented well. This has helped to improve pupils' reading skills.  
The provision for pupils' spiritual, moral, social and cultural development is good. This helps pupils to develop good attitudes to learning and to behave very well.  
The teaching and support staff work well together and support each other and the pupils effectively.  
Relationships with staff and between pupils are very good. Racial harmony is a strength.  
The school works to hard to develop good links with parents and the community.

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

The proportion of children reaching the expected levels in English and mathematics by the end of each key stage, although improving each year, is still below that in similar schools.  
The school, like many other schools within the local area, has great difficulty attracting and retaining teachers.  
The curriculum plans and resources for the foundation subjects need developing. Insufficient use is made of relevant links between all subjects.  
More opportunities need to be provided for pupils to take initiative and responsibility for their own learning.

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



## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has worked very hard and given good attention to the key issues and serious weaknesses and made good progress in a number of areas. Standards in English, mathematics, science and information and communication technology have improved. The quality of teaching is now rigorously and regularly supported and monitored which has led to improved teaching. School documents now contain all the required information. Resources for the core subjects have been extended. Very good attention is given to reducing staff turnover and to the induction and training of new staff. However, attracting and retaining teaching staff continues to present a constant challenge for this school. As a result the impact of school development and improvement on pupils' overall attainment and progress, although satisfactory, is disappointing in relation to the hard work and effort involved. The staff has worked hard to strengthen its links with parents and the community. There is a strong commitment and a good capacity for further improvements.

## STANDARDS

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

Performance in:	compared with				<i>Key</i>
	all schools			similar schools	
	1998	1999	2000	2000	
English	E	E	E	D	well above average    A above average        B average                C below average        D well below average    E
Mathematics	E	E	E	D	
Science	E	E	E	D	

The table above shows that in the national tests at age eleven, in 2000, pupils' overall results in English, mathematics and science were well below average. When compared with similar schools, based on free school meal entitlement, results are below average. These results show a decline in those achieved by pupils in 1999. However, in Year 6 last year, forty per cent of pupils were identified as having special educational needs. There has been a steady rise in the percentage of pupils in both Key Stages 1 and 2 achieving the nationally expected levels in the tests over the past three years. Inspection evidence shows that pupils of all abilities make at least satisfactory progress in English, mathematics and science during their time at the school. Standards of the work seen in all other subjects are broadly in line with nationally expected levels.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Children enjoy coming to school and they want to learn. They try hard, concentrate and listen well to their teachers and to each other.
Behaviour, in and out of classrooms	Very good. The vast majority of pupils behave very well in lessons, in the playground and around the school.
Personal development and relationships	Very good. Girls and boys and pupils of different abilities and from diverse social, cultural and religious backgrounds, respect each other and work and play happily together. Relationships with all of the staff are very good.
Attendance	Below average. However, the school does all it can to encourage good attendance and follow up absences.



## TEACHING AND LEARNING

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

*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.*

In 93 per cent of all lessons seen, the teaching is at least satisfactory. In half of lessons the teaching is good or better and in almost ten per cent the teaching is very good and occasionally excellent. Teaching in seven per cent of all lessons is, however, unsatisfactory. Teaching in the Foundation Stage of learning is good. At Key Stages 1 and 2 English is taught well and this is helping to raise standards. Mathematics teaching is satisfactory. In lessons seen in physical education the teaching is consistently good. There is some good teaching across the range of subjects. Where teaching is unsatisfactory this results in the main from weak management of pupils, slow pace to lessons or insufficient challenge to extend pupils' learning.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. All subjects are taught. There is now a need to broaden and enrich the curriculum, to give more time to the foundation subjects and make better use of the links between subjects. The provision for extra-curricular activities is good.
Provision for pupils with special educational needs	Provision is satisfactory and the quality of the specialist, focussed support is good. However, the level of teaching support is fairly limited bearing in mind the number of pupils identified as having additional needs.
Provision for pupils with English as an additional language	Satisfactory. The pupils are supported effectively by the class teacher and some pupils receive additional support from the specialists teacher and bilingual assistants.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. The school has a strong moral code and provides well for pupils' cultural development. Pupils' spiritual and social development is fostered effectively. More opportunities for pupils to take responsibility are needed.
How well the school cares for its pupils	Good. All staff; teaching and non-teaching staff are very caring and supportive of the pupils. They know and understand the children well.

The majority of parents are supportive of the school and the school works hard to develop this partnership.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides strong leadership and a very clear educational direction. He has led the school effectively school through a very difficult period. Senior staff, subject managers and year group leaders make an important and valuable contribution to school management.
How well the governors fulfil their responsibilities	Satisfactory. Most governors are supportive and interested. They support the school and fulfil their statutory responsibilities.
The school's evaluation of its performance	There are good systems to monitor the impact of all aspects of the school's work and determine where improvements can be made.
The strategic use of resources	Good. Financial planning and spending is linked to clear educational priorities. Good use is made of specific grants. School administration is good.

There are enough teaching and support staff. However, for reasons beyond the school's control, there are too many changes in teachers. This makes it difficult to provide stability and continuity for pupils and is a drain on school finances. The accommodation and resources are satisfactory. However, the resources are not extensive and there is a need to extend them as and when money is available.



## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
Their children enjoy school. The teaching is good and their children make good progress. Parents feel comfortable in approaching the school to ask questions or discuss a problem. Staff have high expectations of pupils. The behaviour of pupils is good.	The range of activities outside of lessons. More information and guidance about children's progress. More consistent use of homework to support learning. Closer partnership between the school and parents. More caring lunch-time supervision.

Inspectors agree with parents' positive views. In response to the concerns expressed by parents through the pre-inspection meeting and returned questionnaires the inspectors made the following judgements. The range of extra-curricular activities is good. Arrangements for keeping parents informed about their children's progress, and providing appropriate guidance, are good. The use of homework to support learning is satisfactory overall but there are some inconsistencies. The staff at the school make every endeavour to develop a close working partnership with parents. The quality of lunch-time supervision is good.



## **PART B: COMMENTARY**

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

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

1. Children make good progress in all areas of learning in the reception classes so that by the time they join Key Stage 1, many children are on course to achieve the early learning goals in their personal and social development, physical and creative development and their knowledge and understanding of the world. However, despite the good teaching, the children's overall language, literacy and communication skills and their mathematical skills are still below those set out in national guidance. Some children at this age are still at the early stages of learning English or of using English as the main language for communication. A significant proportion of the pupils in addition will not by this stage have followed a complete year of full-time education in the reception classes because children start school in two phases; currently only half of the children have started full-time schooling.
2. When analysing pupils' results in the National Curriculum tests at age seven and eleven, it is important to take account of a number of factors. Not all pupils taking the tests have spent all of their school life in this school. There is a significant turnover of pupils. This occurs not least because Wood End Park is a very large school and is most often the school with some spare places when newcomers move into the immediate area. Some of the pupils who join the school at various points throughout Key Stages 1 and 2; Traveller children and refugees for example, have either not previously attended school in this country before, or have previously received limited schooling or have additional needs.
3. A factor that depresses overall results in the national tests is that there is a large proportion of lower attaining pupils at the school. This is reflected in inspection evidence of pupils' overall attainment in lessons. The proportion on the special needs register is above the national average. Inspection evidence indicates that some pupils do have extensive special educational needs which will place extensive demands on the schools resources for the whole of their time at the school.
4. In the national tests at age seven in the year 2000, the proportion of pupils reaching at least the expected Level 2 in reading, 77 per cent, and writing, 82 per cent, are below the national average figures. In mathematics, 84 per cent of pupils attained at least Level 2, and in science, on the basis of teacher assessment, 77 per cent of pupils did; proportions which are well below the national average percentage in both instances.
5. The proportion of pupils attaining the higher Level 3 in the tests in reading at 18 per cent is below the national average, in writing at 11 per cent is well below the national average and in mathematics at 25 per cent is in line with the national average. Results in the tests at Key Stage 1 are improving each year and the implementation of the literacy and numeracy strategies is having a positive impact as is the effects of earlier admission to school in recent years.
6. In the tests at the end of Key Stage 2 in 2000, the proportion of pupils attaining at least the nationally expected Level 4 in English, 49 per cent, mathematics, 53 per cent and science, 74 per cent, are all well below the national average percentages. The proportion gaining the higher Level 5 in English, 11 per cent, is well below the national average, in mathematics at 12 per cent is below the national average and in science at 30 per cent is average. The results at Key Stage 2 in 2000 represent a dip in performance in science and English from 1999 although there was a slight improvement in standards in mathematics which was a focus for whole school development that year. However, of the pupils in Year 6 in 2000, forty per cent of were identified as having special educational needs, a proportion which is higher than that found in the school overall. In addition, thirty per cent of these same pupils had actually joined Wood End Park between Years 4 and 6. These pupils had less than two years in the school before taking the national tests in English, mathematics and science. When pupils' overall results in 2000 at age eleven are compared with those in similar schools results in all three subjects are below average.



7. High pupil mobility makes it difficult for the school to make comparisons between the overall results pupils attain at Key Stage 1, with those same pupils' results when they take the tests at Key Stage 2. The school has made an effective start in setting up systems to track individual pupil's attainment and progress against National Curriculum levels and this is being used as the basis to set targets for individual pupils and groups of pupils each year and at the end of each key stage. This should also enable the school to demonstrate more effectively the progress that individual pupils make over time.
8. In the tests in the most recent year there is some variation in boys' and girls' attainments. Trends over time, however, do not highlight any significant differences over and above the national picture at either key stage. However, inspection evidence shows that currently almost two thirds of those pupils on the special needs register are boys indicating that without focused and directed attention a pattern of boys' relative underachievement may continue in future years.
9. The school did not meet the targets set with the Local Education Authority for the percentage of pupils attaining Level 4 and above in English and mathematics at the end of Key Stage 2 in 2000. These targets were extremely challenging bearing in mind the high proportion of pupils in that cohort who were identified as having special educational needs. Targets for the coming year are challenging, particularly when taking account of once again a high proportion of Year 6 pupils on the special needs register. There is a strong commitment from staff to do their best to ensure these targets are as far as possible met and inspection evidence suggests that if staff and pupil population remains stable, pupils' results should come close to the targets.
10. Since the last inspection pupils' standards in the tests at both key stages have been steadily improving each year, from a very low starting point. For example, at Key Stage 1, the percentage attaining the expected level in reading has increased from 39 per cent to 77 per cent between 1997 and 2000 and in English at Key Stage 2 from 28 per cent to 49 per cent.
11. Inspection evidence shows that pupils' overall attainment in English is below national expectations at Key Stage 1 and well below average at Key Stage 2 except their speaking skills which are satisfactory at both key stages and their listening skills which are good. Pupils make sound progress in speaking and listening as they move through the school so that by the time they reach Year 6 most pupils can speak clearly to an audience and show understanding of the main points in discussions.
12. Pupils make at least satisfactory progress in reading. Standards although improving well are still below national expectations by the end of Key Stage 1. By the time pupils reach Year 6 pupils' overall standards have improved, although about a third of the pupils still read at levels which do not reach the nationally expected levels. Standards in writing throughout the school, although improving are, for a relatively high proportion of the pupils, below the nationally expected levels. The school has identified raising standards in writing as a current whole school focus.
13. Standards in mathematics have improved since the last inspection. Work seen during the inspection shows that pupils' standards by the end of Key Stage 1 are slightly below the nationally expected levels and at Key Stage 2 overall standards are still well below nationally expected levels. At both key stages the most significant weakness is in pupils' understanding of mental calculation strategies and, at the end of Key Stage 2, a number of pupils are not proficient in being able to complete written calculations.
14. Inspection evidence indicates that overall standards in science are broadly in line with nationally expected levels at both key stages. Pupils' skills in scientific enquiry are satisfactory. Pupils can describe a fair test and make predictions as to the likely outcome when carrying out experiments. Pupils are less skilled at setting up their own experiments and in general less proficient in the recording their work than in their understanding of scientific concepts.
15. Overall standards in information and communication technology (ICT) at Key Stages 1 and 2 are broadly in line with national expectations which represents a good rate of improvement since the previous inspection. In religious education pupils' standards meet the requirements of the locally agreed syllabus.



16. Standards in the work seen in history, geography, art, design and technology, music and physical education are broadly in line with the nationally expected levels. However, there is the potential to raise standards in all of these subjects with more time being allocated to them. In line with all schools, now that the implementation of the strategies for literacy and numeracy is completed and the focus of development of information and communication technology well under way, the development of the curriculum for the foundation subjects offers opportunities to raise standards in these areas. This would also provide more opportunities for pupils to develop their literacy, numeracy and ICT skills through work in other subjects of the curriculum.
17. The progress, which pupils of all prior attainment levels make during their time at the school, is satisfactory. In about half of the lessons seen during the inspection, pupils made good progress. The high turnover of teaching staff and the inexperience of a relatively large proportion of teachers are factors, which despite the school's best endeavours, mitigate against the good progress seen in many lessons supporting pupils in making good progress over time. A positive factor which does impact on pupils' overall standards, and is clearly having an impact in the Foundation Stage of learning and at Key Stage 1, is the impact of earlier admission to full-time schooling. This also means children start in the local nursery earlier. This is improving the attainment levels on entry to the school and is helping to better prepare children for full-time education.
18. Pupils who speak English as an additional language (EAL) make satisfactory progress in the acquisition of English. The school sets appropriate targets for pupils at different levels of attainment in English, mathematics and science. The support of the bilingual assistant and assigned specialist teacher contributes effectively to the pupils' progress. Pupils with special educational needs make sound progress in relation to their prior learning and towards the targets in their individual education plans. In small group withdrawal sessions where focussed attention is given to their specific needs these pupils make good progress.

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

19. In 96 per cent of all lessons pupils' response is at least satisfactory and is good or better in over two thirds of lessons. Pupils enjoy coming to school and they have good attitudes towards their learning. In the Foundation Stage pupils have settled well into school routines. They listen attentively and show interest and sustained concentration and, in group work, demonstrate good social skills. They enjoy the activities provided and during structured play use their imagination well.
20. In Key Stages 1 and 2 pupils contribute well in lessons. They listen carefully, concentrate on the tasks they are given and take pride in their work. On the very few occasions where some pupils' behaviour in the classroom is unsatisfactory, for example in a science lesson in Key Stage 2 and a mathematics lesson in Key Stage 1, this occurs either because the work provided lacks sufficient challenge, especially for the more able pupils, or where less experienced teachers do not make full use of the behaviour management strategies recommended in the school policy. In the vast majority of lessons, however, behaviour is good or better and this makes a significant contribution towards the quality of learning and improving standards.
21. Behaviour around the school is very good. Pupils are polite and courteous and hold doors open for each other and for adults. They are friendly and confident and relate well to adults and visitors to school. Girls and boys of different abilities and from diverse social, cultural and religious backgrounds show respect for each other and they work and play happily together. The racial harmony which exists amongst pupils is a strength of the school.
22. Staff value and respect pupils and this is reflected in relationships throughout the school. Pupils organise themselves well at play and lunch is a pleasant and enjoyable social occasion. The success of the school's behaviour policy and practice and the general good behaviour of pupils contribute to the school's good record of not excluding any pupils during the last academic year.



23. Pupils show a high level of respect for and interest in the values and beliefs of others. This was very well demonstrated, for example, through their understanding and appreciation of the story behind the Indian festival of Diwali, which featured in a number of lessons and assemblies during the week of the inspection. When required to do so they can work effectively in pairs, groups or independently. They co-operate and collaborate well.
24. When given the opportunity pupils are willing and able to show initiative and take responsibility. For example, class monitors help with preparation and clearing up before and after lessons and older pupils help in the library and dining hall and they perform these tasks well. However, such opportunities can be extended. Pupils also need to be provided with more opportunities to investigate and research in order to encourage them to take more responsibility for their own learning and therefore develop greater independence.
25. Attendance overall is below the national average with unauthorised absence being well above the national average. The majority of pupils attend regularly but a significant number of families absent their children for term-time holidays and this has an adverse impact on attendance levels and on their children's attainment and progress. The movement of pupils from the school, caused through families moving to new locations, also adds to the level of unauthorised absence. Since the last inspection attendance has shown a modest improvement.

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

26. The overall quality of teaching is satisfactory. In 93 per cent of all lessons seen teaching is at least satisfactory and in just over half of the lessons seen teaching is good or better. This represents an improvement since the last inspection when the teaching in 12 per cent of all lessons was deemed to be unsatisfactory and the quality of teaching at Key Stage 2 was identified as an area requiring improvement. High teaching staff turnover was also identified as a weakness. The problem of teacher recruitment and retention has continued to pose problems, despite the headteacher and governors sterling efforts in this area. Nevertheless, all classes have teachers and the school is fully staffed, albeit with a high proportion of overseas teachers and newly qualified teachers and some temporary staff covering long-term absences.
27. Teaching seen in the Foundation Stage of learning is good in all areas of learning. The staff effectively plan to provide a good range of stimulating activities with clear intentions. They understand how young children learn and extend their responses sensitively. Teachers' expectations of work and behaviour are appropriate and the tasks are well matched to children's current levels of attainment and skills. Classrooms, play areas and resources are carefully organised in a way that encourages children's confidence and independence in learning. Children's progress is regularly assessed and monitored. The teaching of the basic skills is good and priority is given to the development of the children's social skills and to their early reading, writing and mathematics skills.
28. At Key Stages 1 and 2 the teaching is satisfactory and in around half of the lessons at each key stage is good and occasionally better. However the proportion of unsatisfactory teaching is greater at Key Stage 1 than in Key Stage 2. Most teachers have a secure knowledge and understanding of the subjects they teach, which enables them to teach confidently and to maintain a good pace to lessons. Because of the relative inexperience of some teachers and their relative lack of knowledge of the National Curriculum and the teaching of the Literacy and Numeracy Strategies, a minority of the staff as yet lack the same confidence in their teaching that is evident in many of the lessons taught by more experienced staff and those trained in this country.
29. All teachers have high expectations of pupils' work and behaviour and this is a strength in teaching. Most teachers manage their pupils well. Pupils are expected to concentrate, work hard and to behave well. The relationships between pupils and their teachers in most classes is very good, which supports this aspect well. Teachers are patient and kind. They are interested in their pupils and treat them with respect. It is particularly notable that despite the fact that a fair proportion of the teachers are currently new to this school they have been successful in developing positive relationships with pupils and gaining their support. Where the teaching is good questioning is often used effectively to ascertain all pupils are understanding. In some lessons however, teachers are happy to receive the correct answers to their questions irrespective of whether the same pupils answer all of the questions. In most instances teachers



effectively assess pupils' work and developing understanding throughout the lessons and there is some good quality marking especially in literacy and numeracy work.

30. Joint planning by teachers working with classes in the same year group provides consistency and the effective sharing of skills. This is of particular importance bearing in mind number of new teachers and relatively inexperienced teachers. In English, mathematics and science lesson planning is good. Teachers are well prepared and in most instances ensure that activities are well matched to the needs of different groups of pupils within their classes. Learning objectives are clearly stated and these are shared with pupils, which helps them to understand the purpose of the work. However, the practice in some classes of making pupils copy the objectives into their workbooks is both time consuming and serves no real purpose. In some lessons in the foundation subjects the shared learning objectives are not expressed in terms, which children can easily understand. Teachers are also tending to highlight in their planning for the foundation subjects more global learning objectives and there is a need to break these down into smaller steps for each lesson or unit of work.
31. Teaching methods used are in the main appropriate. Teachers make good use of the learning support assistants who make a very effective contribution to pupils' learning. In most instances they are well briefed by teachers before the lesson about the activities and learning intentions and about their role in supporting the pupils.
32. The use of time is satisfactory. In lessons where the teaching is good or better appropriate time is usually given to whole class teaching, group work and pupils working on independent or group tasks. However, in general this is an aspect of teaching which needs improving and emphasising if pupils are to improve their ability to record what they know, to develop greater independence in learning and develop their skills in writing across the subjects. In too many lessons teachers do not get the balance right and there is a tendency for teachers to talk too much and expect children to listen for too long. For example in two mathematics lessons, one in Year 1 and another in Year 3, pupils were given only ten to fifteen minutes to work on tasks independently or in groups, out of lessons which lasted for a total of an hour or more. Pupils then did not have sufficient time to practise and extend their own skills. On such occasions some pupils, especially potentially higher attaining pupils, become bored and misbehave when they are expected to sit and listen for too long as was seen in several lessons in Key Stage 1 during the inspection period. Throughout the school homework is used satisfactorily to support pupils' learning. However, this is not always consistently applied.
33. The teaching of English is good. The methods used in the Literacy Strategy are well established and planning at both key stages follows closely that recommended. Lessons include a high proportion of direct teaching. Often there is a brisk pace to lessons and consequently pupils remain on task and make good progress. The improved teaching has helped to raise pupils' standards in reading in particular. The school works hard to ensure teachers new to the school receive appropriate training in implementing the strategy.
34. The teaching of mathematics is satisfactory overall although the quality is very variable ranging from unsatisfactory to very good. This inconsistency is more evident in Key Stage 1 where there is also a higher proportion of unsatisfactory teaching in mathematics. Planning of lessons is good with an appropriate match of work to the needs of pupils. Teachers' knowledge of mathematics is satisfactory although there are, as yet weaknesses in some teachers' understanding of the purpose behind some of the methods employed in the Numeracy Strategy and how to make best use of the recommended resources. Frequently too much time is given to the starter and the whole class introduction to lessons.
35. Science teaching was seen in only a quarter of all classes. In these lessons the teaching was at least satisfactory with good or very good teaching in over a quarter of lessons. Lessons are well planned and teachers have high expectations of pupils. Good attention is given to developing pupils' skills in scientific experimentation, although more opportunities for pupils to record their work and to set up their own



- experiments would further enhance the teaching. During discussions and practical work teachers intervene in a meaningful way to assess pupils' progress and to encourage pupils to think for themselves.
36. The teaching of information and communication technology was again seen in only a few lessons at each key stage. The quality of this teaching is satisfactory overall although some teachers have limited knowledge and understanding of the subject and the relevant resources and equipment. Teaching seen in all other subjects is satisfactory overall, except in the teaching of physical education where teaching is good.
  37. In those lessons throughout the school where the teaching is particularly good, teachers often have very good subject knowledge and the delivery of lessons is confident and the pace is brisk. Work presents a challenge to pupils. This was seen for example in the science, mathematics and English lessons taught by the subject co-ordinators.
  38. Teaching in seven per cent of all lessons is unsatisfactory. In these lessons weaknesses most often relate to use of time and pupil management. When pupils begin to misbehave or become distracted this frequently occurs because pupils have been listening for too long. Instead of changing activity, teachers then sometimes tend to focus on trying to control pupils' behaviour rather than setting them a task to do. Occasionally the relationship between the teacher and pupils is not strong enough to gain pupils' co-operation in lessons. Some weaknesses in the teaching simply relates to teachers' relative inexperience.
  39. The teaching of pupils with special educational needs, including those pupils with a statement of special educational need is good. The teaching by the special needs co-ordinator and Reading Recovery teacher in withdrawal groups is very focussed and specific to pupils' individual needs. Lessons have a very good pace and high expectations, constant repetition, reinforcement and use of praise all helps pupils make good progress. The school employs a specialist teacher for the equivalent of three days per week and bilingual classroom assistants. In the main pupils at the early stage of learning English are supported within their class; the specialist teacher in the main working collaboratively with the class teacher. This teaching is good and enables pupils to make good progress.

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

40. The key issues related to the curriculum identified in the last report have been given good attention. As a result weaknesses noted in relation to standards in reading at Key Stage 1 and in English, mathematics and information and communication technology have been addressed. The school now meets the statutory requirement to provide a daily act of collective worship. Changes in the English, mathematics and information and communication technology curriculum have been given good attention. The management and co-ordination of the curriculum has also been improved since the last inspection. Pupils' learning and teachers' planning is now monitored half-termly by the headteacher and deputy headteachers with support from LEA advisers.
41. In line with all other primary schools and in response to changes in the National Curriculum, the school has recently begun the process of adapting the curricular arrangements for the Foundation Stage of learning and the non-core subjects.
42. The curriculum for children in the Foundation Stage is good. At Key Stages 1 and 2 the curriculum is adequately broad and balanced placing a strong emphasis on pupils gaining a secure grounding in literacy and numeracy skills. This breadth and balance is carefully monitored by the headteacher who is committed to ensuring that pupils receive their entitlement to the full range of subjects. Teaching of literacy and numeracy is, however, too discrete at present and cross-curricular links are under-developed. This sometimes results in more than an average amount of curriculum time being given to mathematics and English with less time therefore available for other subjects. The curriculum is relevant to the pupils' needs.
43. The Literacy Strategy has been implemented well and the Numeracy Strategy satisfactorily. This has resulted in improvements in teaching, pupils' learning and attainment. Religious education is provided



according to the Locally Agreed syllabus that has been recently implemented. The curriculum for personal social and health education, which includes sex education and teaching about substance abuse, is currently in need of update and review. Although opportunities for learning, such as visits from the 'Life Bus' exist, these are insufficiently well planned across the whole school for coherence and continuity in pupils' learning.

44. Provision for pupils with special educational needs and pupils for whom English is an additional language is sound and ensures that they have access to the curriculum. Individual Education Plans (IEPs) for pupils on the special needs register, including those pupils with a Statement of Special Educational Need are good. The school has satisfactory procedures for placing pupils on the special needs register and for deciding when to move them up or down the register in accordance with its own policy and with guidance in the Code Of Practice.
45. The policy for supporting pupils with English as an additional language, refugees and asylum seekers outlines clearly the strategies used. The school also provides periodically for Traveller pupils; currently a small number who have very recently joined the school. There are good systems in place to support pupils and established links with support services from the Local Education Authority. In addition to specialist teaching, pupils are supported effectively by class teachers and classroom assistants.
46. The provision for extra-curricular activities is good and there is a good range. Teachers and others in the community give generously of their time. Additional classes are held to boost pupils' attainment in literacy and numeracy. There are good opportunities for pupils to extend their musical skills in the choir. The school participates in a variety of inter-school sports competitions and runs football, netball, cricket and swimming clubs, which enable members to further develop their social and physical skills and expertise. Participation in conservation projects within the locality, for example the Botwell Common project, develops pupils' interest in the local environment. Members of the local community, reflecting the school's diverse cultural community, run language clubs, in Arabic, Punjabi and Spanish. In addition pupils have the opportunity to experience a range of visits that broadens their understanding of the wider world; for example, residential trips for pupils in Years 5 and 6 and a visit to the Houses of Parliament to present a petition relating to pupils' concerns about the local environment. The school has regular visits from the local police force and fire brigade and pupils benefit from visits from theatre groups and artists. Good links with the local secondary schools are promoted and there is a good, well-established relationship with neighbouring feeder nursery school.
47. The school's good provision for pupils' spiritual, moral, social and cultural development has been maintained since the last inspection.
48. Provision for pupils' spiritual provision is satisfactory and is promoted mainly through prayer, Circle Time and religious education. There is a daily act of collective worship for pupils at both key stages during the daily assembly. Assemblies observed during the inspection were on broadly moral topics in Christian or other faith contexts, and each contained a prayer or a moment for thought and reflection. Assemblies also provide opportunities for pupils to share their intentions and concerns for others. Music, story telling and sometimes drama presentations, play a significant part in assemblies with occasional moments where a real sense of prayerfulness contributes to the spirituality. The sound provision for pupils' spiritual development is rooted in the school's religious education programme, which places a strong emphasis upon the celebration of the festivals of a variety of religions including occasions such as Diwali, Hanukkah, Eid and Christian festivals. The contribution of other subjects to pupils' spiritual development, the arts for example, is an aspect, which should be developed further.
49. There is good provision for pupils' moral development; a feature praised by parents. Adults set a good example for pupils. Teachers impart high expectations of behaviour and communicate a strong sense of right and wrong, through the reinforcement of class rules and Golden Rules, which are displayed in classrooms and around the school. These rules are accepted readily by pupils. Moral themes, for example, being sensitive towards people with disabilities, not making fun of others, good overcoming evil as reflected in the Diwali story, the need for perseverance and care for the environment are featured in assemblies and engage pupils' enthusiasm. Moral issues, such as how we should treat each other and the values of kindness, sharing and feeling sorry for doing wrong are fostered effectively. The ethos of the



school is evidenced in its sense of orderliness and in the pupils' willing commitment to fairness and actioning the right kind of behaviour.

50. The provision for pupils' social development is sound. In the Foundation Stage the children's social development is emphasised. As pupils move through the school, there are opportunities to work collaboratively, and to share their learning by supporting each other. Opportunities to take responsibility are less frequent, although older pupils are mature and capable and could be entrusted with responsibility to, for example, act as prefects or learning mentors, to participate in the decision making process such as through a school council. Some pupils have jobs as monitors in classes and in the library. Pupils collect and return registers, and tidy up the classrooms at the ends of sessions. Their sense of social responsibility is enhanced through fund-raising for charities such as the National Children's Home Action for Children, the Sunflower Appeal for Michael House for the terminally ill and by donating to the 1999 Food Aid Appeal. The choir sings at a local Old People's Home. Pupils also participate in the Junior Citizen 2000 award. Above all, the best evidence for the school's provision is to be found in the confidence which pupils show; even with visiting inspectors, to whom they are polite and helpful, for example holding a door open, offering help or greeting them in a friendly way.
51. Cultural provision is good overall with some very good features. In literature, history, music and art, the school offers good provision, reinforced by visits and visitors to the school such as poets and performers form the "Roman Theatre" and by organising visits to the opera, the Millennium Dome, the local church for example. The school recognises and respects the cultural and ethnic diversity of pupils and ensures curricular provision reflects the contributions of cultures other than European. Though sufficient steps are taken to make pupils more aware of the richness of a multicultural society, only a small number of the works of fiction in the school library feature any other culture than the mainstream. Many displays around the school and classrooms currently have a multicultural dimension, including displays about Diwali, European, Indian and African art and of the study of local places and other parts of the world.

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

52. The provision for the support, guidance and welfare of pupils is good. Teachers and support staff provide a caring, secure and supportive environment. They know and understand their pupils. Health and safety procedures are good and their implementation is diligent. The provision for first aid is good. The school employs a full-time welfare officer who is accessible to pupils throughout the school day. Child protection procedures are effective. One of the acting deputy headteachers is the designated co-ordinator and staff are diligent and well trained. There are well-established relationships with all of the appropriate outside agencies.
53. Personal, social and health education (PSHE) is provided by class teachers through Circle Time and within the science curriculum. Teachers use published schemes of work for health, hygiene, sex, drugs awareness and citizenship education, supported by visiting speakers from the police and other specialists. The PSHE co-ordinator is currently on long-term leave. The policy has not been reviewed for a number of years and is now in need of updating in line with new requirements. There are, as yet, no formal or structured procedures for the assessment and monitoring of pupils' personal development.
54. The school actively promotes equality of opportunity through all aspects of the educational, recreational and welfare provision. The policies and procedures for promoting and monitoring behaviour are very good. To compensate for the high turnover of staff, training in this area is rigorous and the majority of staff understand the recommended strategies and apply them consistently. Incidents of bullying and harassment, should they occur, are promptly and effectively dealt with.
55. The policies and procedures for monitoring and promoting attendance and punctuality are very good. A full-time attendance officer rigorously implements school policy and the attached education welfare officer provides effective support. Overall the school is a caring institution that continues to provide the good support, guidance and standards of welfare reported after the last inspection.
56. The procedures for assessing and recording pupils' attainment and progress are much improved and are now good. When they begin full-time education in the reception class, teachers carry out baseline assessment and other assessments to establish the children's performance in a wide range of skills.



Regular assessment and careful recording enables staff to meet the children's needs while they are in the reception classes.

57. In Key Stages 1 and 2 new assessment procedures are particularly effective in English, mathematics and science and the impact is reflected in raised standards in these subjects. Pupils' progress and attainments are assessed against National Curriculum levels each half-term. The results are passed to the year group leaders with the intention that they can then be used to inform future teaching. Despite many new staff, teachers use the agreed procedures reasonably consistently and the relevant subject co-ordinators and the senior management team carefully monitor implementation. The headteacher has a clear view that assessment and the tracking of pupil progress is a whole school responsibility that involves all teachers. As such all weekly planning clearly states the learning intentions and it was noted in many lessons observed that teachers would use time at the end of the lesson to ascertain pupils' progress against the learning objectives. The school recognises that for teachers' judgements to be fully secure there now needs to be a greater emphasis on the moderation of teacher assessments.
58. The school's analysis of National Curriculum tests data, optional tests data and ICT assessments is used to establish strengths and weaknesses in pupils' understanding and the setting of targets for each cohort of pupils. This is an important process in the school and is now satisfactory although it has yet to have a significant impact throughout the whole school, as the procedures are relatively new. Analysis does not yet give enough information about the curricular strengths and weaknesses across the whole school although it is used fairly well at the end of each key stage when preparing pupils for the national tests.
59. Marking of pupils' work and evaluation of weekly plans in some classes is also used effectively for assessment purposes. The progress of those pupils with special educational needs and those at the early stages of learning English is regularly monitored and assessed.
60. The end of year pupil reports are informative. They also include an opportunity for pupils to assess their own progress, and identify targets for pupils to reach in the following year as well as providing parents with information about how well pupils are doing in relation to either national averages or expectations for the year group in relation to the National Curriculum levels.

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

61. The majority of parents have positive views of the school and consider that it promotes good attitudes and values. A significant minority are critical about a number of aspects of the school's provision but the concerns expressed through both the pre-inspection meeting and returned questionnaires are judged by the inspectors to be largely unsubstantiated. In the view of the majority of parents, children enjoy school, and standards of teaching and progress are good. Teachers promote high expectations for pupils and the majority of parents feel comfortable in approaching the school to ask questions or to discuss a problem.
62. Those parents with critical views expressed concern over the range of activities outside of lessons. The inspectors found that there is a good provision of extra-curricular activities including inter-school sports, environmental projects and initiatives, field trips and visits to places of historic and cultural interest as well as various clubs including gardening and drama. A number of these activities are made possible through the close working partnership between the more involved parents and the school, and the very good links that exist with the local community.
63. Concern was also expressed about the quality of information on pupil progress and the guidance provided to help identify weaknesses and to build on pupils' strengths. The inspectors found that the quality of information provided for parents, particularly on pupil progress is good. Annual reports comply with statutory requirements and provide a clear guide on what level a pupil is working at in relation to national expectations for the core subjects of English, mathematics and science. There are two formal consultation evenings and one open evening every year. In addition workshops provide parents with information on the new strategies for literacy and numeracy although these have not, in the past, been well attended. A



weekly newsletter keeps parents fully informed and the home/school agreement lays a firm foundation for a close working partnership.

64. Some parents expressed concern over inconsistencies in the provision of homework. Inspectors found that the use of homework to support learning was generally satisfactory but agree that its use is sometimes inconsistent. With regard to the partnership between school and parents the inspectors found that the school uses every endeavour to provide regular information and encourage parents to fully participate in school life. The majority of parents have responded positively to these endeavours and specific initiatives, for example the initiatives, which help parents and children work alongside each other to extend and support their literacy and numeracy skills. However, there is there is a minority group of parents who resist entering into a full partnership in support of their children's education. Critical concern about the supervision of pupils during lunch-times was not substantiated by the inspection. Pupils are well supervised and cared for at all times.
65. There is an active parent teacher association that receives enthusiastic support from both parties. The association organises social and fund raising events and in particular promotes a number of entertainment and social events for pupils. Overall the school's links with parents are very good. The impact of their involvement in the work of the school is good as is the quality of information provided by the school. The contribution that parents make to their children's learning is satisfactory but could be further developed if the significant minority of parent, who resist a closer working relationship, could be persuaded to respond more positively. Taking the strengths and weaknesses into account the relationship between school and parents has improved since the last inspection.
66. Parents of pupils with special educational needs are kept informed about their child's progress. Some parents of children on the higher stages of special needs register regularly support their children at home and they value the support the school provides in relation to this. Parents are encouraged to take part in the formal review of their children's progress.

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

67. The previous inspection report following the recent amalgamation of the infant and junior schools identified sound leadership and management. Clearly, however at that time much work was still to be done in setting up a senior management team and in establishing a clear educational direction for the future of the new school. Constraints posed by the high turnover of teaching staff were noted. Further weaknesses related to lack of formalised policies in some areas following the amalgamation of the two schools and omissions of the statutory information in some of the school's documentation. Lack of focused monitoring by governors and the monitoring of teaching by senior staff were also identified weaknesses.
68. There have been very good improvements to school leadership and management since the last inspection two years ago. The current headteacher, who joined the school after the last inspection, has moved the school forward significantly and ensured that the serious weaknesses identified in the last inspection report have been given determined and rigorous attention. The school is now well managed and there is a strong commitment to continually improve and extend what the school offers its pupils, not only in terms of their academic achievements and progress but also their welfare and personal development. There is a good capacity for further improvements.
69. The headteacher provides strong leadership and a very clear educational direction. He has achieved a great deal in the face of the continuing difficulties around teacher shortage and the absence of key senior staff for significant periods of time. He has gained the confidence and trust of staff and pupils. This is evidenced in the positive attitudes of staff, despite the difficulties presented to them, and in that the school is a happy and purposeful place. The headteacher has worked tirelessly to ensure that teaching vacancies are filled and to ensure that the teaching is regularly supported and rigorously monitored. There is a very strong commitment to professional development and to continually raise pupils' standards which are improving. The school has a very clear set of very relevant and appropriate aims. These are reflected well in all aspects of the school's work.
70. Senior staff, subject managers and year group leaders make an important and valuable contribution to school management. There are currently two acting deputy headteachers who provide effective support



for school management and work well with the headteacher. The two deputy headteachers employed at the school at the time of the last inspection have since left. The absence of a deputy headteacher based in the Key Stage 1 building and of a Key Stage 1 co-ordinator has been particularly felt by the staff. This will be rectified at the start of the spring term when two permanent deputy headteachers start at the school. Both have Key Stage 1 experience and one is to be based in the Key Stage 1 building. This will also bring much needed, and important stability to the strategic management team and provide continuity in the support for the headteacher in school management. Currently, he is carrying too heavy a load.

71. A senior management team has been established and this includes the special educational needs co-ordinator and the year group leaders. Year group leaders have full and precise job descriptions and clear lines of responsibility. They come to the post with varying degrees of prior experience and a number are relatively inexperienced. Nevertheless most bring enthusiasm and a commitment to the task and work very hard to do their best. Their role is a demanding one, not least of all because much time and energy is spent in the continuing cycle of inducting and supporting teachers new to the school in addition to their own teaching and other curricular responsibilities.
72. All subjects have co-ordinators. Some are fairly new to the role and others have been in post for some time. Again, their commitment and enthusiasm is clearly evident and there has been some very effective input into the development of the core subjects by co-ordinators. Year group leaders and curriculum co-ordinators have received subject and management training. In view of the high staff turnover and the number of staff new to their posts a continuous cycle of training is needed, and this is planned for.
73. The co-ordination of special needs is good. The co-ordinator has made important improvements to the provision, including earlier identification of pupils' needs, during the relatively short time she has been in post. She effectively manages support staff and their training needs. There is effective liaison with outside agencies. Support for teachers in writing their individual education programmes is good. The co-ordinator has only the equivalent of a day a week away from her teaching commitments to manage the overall provision, which is very little time considering the number of pupils on the register. The co-ordination of work in relation to pupils with an additional language is effective and the limited funding allocated to the school under the Ethnic Minority and Travellers Achievement Grant is used efficiently.
74. The school development plan contains relevant educational priorities which have in the main been closely linked both to addressing the key issues in the previous inspection report and in taking account of the constant need to appoint, induct and train new teaching staff. The views and contributions of staff and governors are sought and taken into account when drawing up plans. However, in view of the school being deemed to have serious weaknesses and the high staff turnover, in reality there has been little room for flexibility in setting priorities. Available resources, including financial and human resources have been directed towards the priorities for improvement. Progress towards the targets set is reviewed regularly.
75. The impact of developments on pupils' overall attainment and progress is satisfactory. However, in view of the very hard work and effort the staff have made, this satisfactory pupil progress is disappointing in relation to the efforts staff have made.
76. The majority of governors are interested and supportive of the school and they fulfil their statutory responsibilities. Governing body meetings and those of sub-committees take place regularly and governors are kept well informed about the school and about its progress. Monitoring visits by some of the governors do now take place. There is a designated special needs governor, but the contact between the governor and the co-ordinator is not as yet as regular as they would want it to be.
77. There are sufficient full-time teachers in the school whose skills and experience broadly match the demands of the curriculum and ages of the pupils. The complement includes several newly qualified teachers and a number who have overseas qualifications. There are also some nominated, experienced teachers who, together with experienced teachers, provide good support to those who are new to the profession or are less experienced practitioners.
78. The training and induction programme for newly qualified teachers, and those who are new to the school is very good and a strength of the school's provision, ensuring that, in spite of the high turnover of staff in recent years, there is a fairly consistent approach to teaching and implementation of school policies. The ancillary staff, many of whom have a long association with the school, are also well trained and offer



effective support in the classroom, with the administration of the school, and with the supervision of children during break and lunch-times. Importantly, they also provide much needed stability for the pupils. The pupils enjoy very good relationships with all the ancillary staff, including those who provide meals for them.

79. The school effectively supports the professional development of all staff, teaching and support staff, enabling them to meet the changing demands of the curriculum and their own personal needs. Teaching is very well supported by advice and training. Monitoring of teaching and learning by the senior management team, local authority advisers and inspectors and the subject co-ordinators takes place regularly. The findings are fed back to individual teachers and are used well to inform the whole school development of teaching and learning which provides for some consistency in teaching. The systems to implement the strategies for appraisal and performance management are in place.
80. The accommodation is satisfactory for the delivery of the National Curriculum to the age range and numbers of pupils on roll. The buildings are cleaned and maintained to a satisfactory standard. There is a rolling programme of refurbishment, managed effectively by the site manager. The accommodation for the Foundation Stage and Year 1 classrooms is the most recently constructed and provides good quality facilities, particularly with regard to the outdoor play areas for pupils in the Foundation Stage. The temporary timber framed classrooms used for Year 2 are satisfactory and well maintained.
81. Pupils in Key Stage 2 are accommodated in the original 1930's building, which has some shortcomings. The specialist classroom allocated for information and communication technology is inadequate for normal class sizes of up to 30 pupils. The space in some of the classrooms is rather limited which makes practical work more problematic. In some instances staff should consider classroom layouts and how better use could be made of the limited space.
82. The school has three well-equipped halls that are used for assemblies, physical education, drama, and extra-curricular activities, as well as a separate dining hall. Attractive displays around the school stimulate interest and celebrate pupils' work. The practice of displaying work from across the school in each key stage building is effective in enabling pupils and parents to see the work of the whole school and how pupils' work progresses over time. The school's outdoor space is good. The site is large and attractively landscaped and well equipped with grassed and hard surfaced play and sports areas, which enhances the provision for physical education.
83. The adequacy of learning resources is satisfactory overall, with particularly strengths in the resourcing of literacy but with some weaknesses in other areas. The school library contains much old and out of date stock and provides poor support to the wider curriculum. The provision of artefacts and visual aids although adequate is fairly limited as is the range of consumable materials for practical work in art. The computers in the information and communication technology suite have a low specification and are not capable of fulfilling teacher expectations or meeting the full demands of the curriculum. The Foundation Stage of learning is well resourced.
84. The administrative staff effectively support the work of the headteacher and class teachers, and they provide a useful contact point for both pupils and parents. The office staff are very conscientious and efficient, ensuring a very good standard of day-to-day administration and control of the school's budget. Systems to ensure value for money is obtained when purchasing goods and services are very good. The school budget has been adversely affected for a number of years by the high costs associated with teacher recruitment and training and of employing temporary teachers, often through teacher recruitment agencies. As a result, the school's modest financial reserves are being gradually depleted. Systems to ensure that the money spent provides the best returns possible, in terms of its impact on all aspects of pupils' progress and personal development, although firmly established, are also constrained by the excessive financial costs of the high teaching staff turnover. The very recent notification of a budget claw back leaves the school in a position where it now faces serious decisions about the possible need to reduce staffing to meet this. This takes place in the context of a school where resources will need to be extended to meet fully the revised National Curriculum requirement for the foundation subjects and where the provision for pupils with special needs could usefully be extended.



85. Systems of school self-evaluation and comparisons of the school's outcomes in relation to similar schools are being established through a variety of means including data analysis. Satisfactory use is made of the available staff, accommodation and resources. The available time could be further improved by developing the whole school curriculum to maximise cross-curricular opportunities and by adjusting the times of sessions so as to maximise the use of time. For example, at the current time some literacy and numeracy sessions exceed the recommended timings not least of all because the session lasts for 70 to 75 minutes.
86. Children enter the school with overall attainment levels, which are below average when compared with that which children of a similar age achieve. Pupils make satisfactory progress during their time at the school. The school provides a stable and supportive environment for pupils. The leadership and management are good. Teaching is satisfactory and pupils develop good attitudes to school. The cost per pupil is about average. Progress since the last inspection is good. When consideration is given to all of these factors, the school provides satisfactory value for money.

#### **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

1. Continue to improve the pupils' standards in English and mathematics by building on and strengthening the improvements made through the school's implementation of the strategies for literacy and numeracy.

Give particular attention to writing by:

- Providing opportunities to developing writing across all subjects of the curriculum;
  - Making demands and structures of writing clear to pupils and giving plenty of examples to clarify them;
  - Ensuring a consistent approach to monitoring the development of pupils' writing and the setting targets for pupils in writing.
- (See paragraphs 102, 105)*

In mathematics give particular attention to:

- Supporting those teachers new to the school in their understanding of The Numeracy Strategy;
- Paying particular attention to the development of all teachers' skills in the teaching of mental calculations;
- Ensuring that in lessons sufficient time is given for pupils to practise their own calculations and written methods.



*(See paragraphs 26, 30, 32, 109, 112)*

2. Work with the Local Education Authority to continually seek ways to attract and retain teachers and continue to provide relevant training for teachers new to the school. *(See paragraphs 26, 67, 69, 71, and 72)*
3. In line with current national priorities, extend the curriculum for the foundation subjects in Key Stages 1 and 2 by;
  - Revising and extending the planning in keeping with the recently updated national guidance.
  - Paying particular attention to ensuring suitable opportunities to make links between subjects are fully utilised
  - Extending the resources for each subject as funds become available
  - Exploring ways of reorganising the timetables to maximise the use of the available teaching time *(See paragraphs 16, 28, 40, 83, 84, 85, 111, 115, 123, 124, 127, 133, 134, 142, 146, 156)*
4. Throughout the school provide more opportunities for pupils to make choices, take responsibility for their learning and to develop research skills.  
*(See paragraphs 24, 50, 13, 142)*



## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	110
Number of discussions with staff, governors, other adults and pupils	32

### *Summary of teaching observed during the inspection*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	9	43	41	7	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**

	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	697
Number of full-time pupils eligible for free school meals	278

*FTE means full-time equivalent.*

#### **Special educational needs**

	YR – Y6
Number of pupils with statements of special educational needs	7
Number of pupils on the school's special educational needs register	247

#### **English as an additional language**

	No of pupils
Number of pupils with English as an additional language	253

#### **Pupil mobility in the last school year**

	No of pupils
Pupils who joined the school other than at the usual time of first admission	115
Pupils who left the school other than at the usual time of leaving	108

### *Attendance*

#### **Authorised absence**

	%
School data	7.8

#### **Unauthorised absence**

	%
School data	1.0



National comparative data	5.4
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National comparative data	0.5
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*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	49	61	110

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	27	36	35
	Girls	45	55	57
	Total	72	91	92
Percentage of pupils at NC level 2 or above	School	77(58)	82 (78)	84(81)
	National	84(82)	85 (83)	90(87))

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	34	37	33
	Girls	53	54	51
	Total	87	91	84
Percentage of pupils at NC level 2 or above	School	78 (71)	81 (72)	77 (69)
	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	40	47	87

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	22	28
	Girls	28	25	36
	Total	42	47	64
Percentage of pupils at NC level 4 or above	School	49 (58)	53 (45)	74 (84)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	18	20
	Girls	22	23	26
	Total	35	41	46
Percentage of pupils at NC level 4 or above	School	40 (49)	47 (43)	53(63)
	National	75 (74)	72 (70)	79(63)

*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	19
Black – other	6
Indian	134
Pakistani	47
Bangladeshi	13
Chinese	3
White	490
Any other minority ethnic group	22

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

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

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	6	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 – Y6**

Total number of qualified teachers (FTE)	33
Number of pupils per qualified teacher	22
Average class size	28

#### **Education support staff: YR - Y6**

Total number of education support staff	14
Total aggregate hours worked per week	376.5

*FTE means full-time equivalent.*

### ***Financial information***

Financial year	1999/2000
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	£
Total income	1,535,738
Total expenditure	1,494,351
Expenditure per pupil	1,992
Balance brought forward from previous year	32,269
Balance carried forward to next year	73,656



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

### **Questionnaire return rate**

Number of questionnaires sent out	687
Number of questionnaires returned	207

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	57	38	4	1	0
My child is making good progress in school.	42	46	7	1	4
Behaviour in the school is good.	40	43	9	5	3
My child gets the right amount of work to do at home.	29	49	15	4	3
The teaching is good.	42	45	9	2	2
I am kept well informed about how my child is getting on.	31	40	18	10	1
I would feel comfortable about approaching the school with questions or a problem.	50	41	6	1	2
The school expects my child to work hard and achieve his or her best.	48	44	4	2	2
The school works closely with parents.	27	50	12	5	6
The school is well led and managed.	27	50	12	5	6
The school is helping my child become mature and responsible.	36	46	6	4	8
The school provides an interesting range of activities outside lessons.	28	36	17	8	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**

87. The provision has been improved since the last inspection; all children now have at least two terms in a reception class. Most children joining the school have had pre-school experience in the neighbouring nursery school with which the school has strong and effective links enabling smooth transition to full-time education. At the time of inspection there are two reception classes and two more will be established after Christmas. Almost all of the thirty-eight children in the reception classes are still under the age of five. Children are following a broad range of learning experiences. There is a very good pupil to adult ratio with classes being small and staffing levels high.
88. Overall attainment levels on entry to the school are below average. Attainment in communication, language and literacy and in mathematics is particularly weak. Many children have English as an additional language and many are at an early stage of learning English or using English as the main means of communication. Most children achieve well over the year and are on line to meet the expectations of early learning goals in knowledge and understanding of the world, the creative areas of learning and in their social and physical development by the end of the Foundation Stage. Despite the good progress, due to the low starting point, many children do not reach the expected standards in communication, language and literacy and mathematics areas of learning by the end of the reception year.
89. The Early Years' curriculum is well planned. It provides experiences both indoors and outdoors that are relevant, imaginative and enjoyable and encompasses all areas of learning. It is extended to embrace and link with the work children will encounter in Key Stage 1 in the National Literacy and Numeracy Strategies. There are good procedures for assessing and recording children's progress on a day-to-day basis and assessment information is used effectively when planning future work. Regular staff meetings take place with staff in the adjacent nursery to ensure effective curricular continuity.
90. The overall quality of teaching in the Foundation Stage is good. Teachers and support staff understand how young children learn and extend their responses sensitively. The staff have high expectations of work and behaviour and the tasks are well matched to children's current levels of attainment and skills.

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

91. By the time they leave the reception classes, those children currently receiving full-time education are on line to achieve or exceed the early learning goals in this area. This shows good achievement and reflects the skilful approach of the staff. Children are constantly encouraged to be confident about what they can achieve in a variety of learning situations. They quickly settle down and feel both happy and secure at school. They make good progress as they extend their skills in co-operating, sharing and taking turns. Children work well both as part of a group and independently. They begin to form positive and respectful relationships, and to communicate effectively with one another and with adults. The staff act as good role models for children and they share some simple classroom rules with the children which encourage them to listen well, be considerate and behave sensibly at all times. Most children participate enthusiastically in teacher-led and self-initiated activities. Teachers foster the children's independence and ability to work as part of a group. The children are managed very skilfully and kept purposefully occupied.

### **COMMUNICATION LANGUAGE AND LITERACY**

92. Most children are not on line to reach the early learning goals by the end of the reception year. Children experience a wide range of practical activities that support the development of their language and literacy, and make good progress. The staff provide frequent opportunities for children to talk with an adult and extend their vocabulary while they work at their chosen activity such as role-play situations. The teaching is good. In one lesson, for example, a group of children effectively supported by the class teacher, dressed up as characters in the story of Diwali and confidently acted out their roles. Children with English as an



additional language are skilfully supported through constant encouragement to talk and share experiences. Staff show that they value their children's efforts at communicating. While some children can willingly talk about the aspects of their work, many find speaking clearly and in full sentences quite difficult. Some higher attaining children in the class are gaining satisfactory control in developing early writing skills. They draw and paint with increasing control and some produce strings of letter type shapes. Some children recognise and write their own name unaided. A few children can put together short and simple sentences with adult support, which they then trace over or copy underneath. Very good progress is made when adults work in small groups or on a one to one basis to give children individual attention. The introduction and use of some of the methods employed in the Literacy Strategy is making a significant impact. The children enjoy using favourite storybooks, and are given planned opportunities; for example, daily discussion times to talk about their work and develop new vocabulary. The adults use children's speaking to good effect and are good active listeners. Teachers effectively familiarise children with written vocabulary through stimulating activities to focus on key words and the order of events. For example through studying the pictures in the story of Kipper at playschool, children learned about the beginning, the middle and the end in a story.

## **MATHEMATICAL DEVELOPMENT**

93. Most children are not on line to reach the early learning goals in mathematics by the end of the Foundation Stage. They do however make good progress in lessons and over time. They learn to match, sort and count using everyday objects; for example by using 10 seeds to make a face or counting to make towers using five interlocking cubes to compare 'more' or 'less'. A few children are beginning to count and order accurately up to 10. The teaching of mathematics is good. Opportunities for practical activities are well planned for. A few children recognise basic shapes and gain some knowledge of capacity and weight from practical experiences with sand and water. They enjoy working with large and small construction equipment and jigsaws all of which supports their mathematical development. Most children demonstrate some limited knowledge of how to solve simple problems involving addition and subtraction. There is effective adult involvement in children's activities and timely assessments made of the individual children's progress. Teachers plan a variety of activities to ensure the correct use of mathematical language. The effective use of number rhymes and songs further enhances children's learning.

## **KNOWLEDGE AND UNDERSTANDING OF THE WORLD**

94. Most children should reach the expected early learning goals in this area by end of the reception class. They make good progress throughout the year. Children learn from first hand experience. In a cooking session for example, when the children were making 'Diwali' sweets, they talked about the different ingredients and how these changed when mixed together. While the majority could not name all of the ingredients or explain clearly what they were doing, children showed obvious enjoyment in making and tasting and developed skills of observing changes in materials. Children extend their knowledge about where they live and support their understanding of self and the family through activities such as, role-play in the 'home corner'. They work with sand and freely explore properties of malleable materials. When painting with different colours; for example, printing autumn leaves or painting the 'Rainbow Fish,' most children can name basic colours correctly. There are opportunities for children to explore with everyday objects of interest as well as to use a variety of reclaimed materials to make imaginative models. They develop skills, such as cutting, joining, folding and building. Children are slowly developing skills in asking questions to find out how things work. Most children demonstrate they are developing appropriate computer skills. They show increasing control in the use of mouse, to move items on the screen.

## **Physical development**

95. Most children are on course to meet the expectations of early learning goals in this area. Teaching is good. Teachers plan effectively and take account of the children's safety. The spacious outside area and the resources for use outside are used well to promote the development of the children's fine and large motor skills. Activities afford opportunities to practise their skills in running, riding, throwing and catching, balancing and jumping. Children are confident and show good co-ordination when using of large play equipment such as bikes and scooters. Children have a regular opportunity to use climbing apparatus and to perform movement to music. They move imaginatively, demonstrate an awareness of space and of others. In the classrooms, children use construction toys and malleable materials with appropriate tools,



and demonstrate reasonable hand and eye co-ordination. They are developing confidence in the use of different tools.

### **Creative development.**

96. Most children are on course to meet the early learning goals. They experiment with paint and use their observations and imagination to create pleasing results. They are given opportunities to explore colour, texture, shape and form, through working with a wide range of materials to create collage or paint patterns. Some displays of children's work are of a good quality, for example, the Humpty Dumpty and the Spiders' Webs. They sing and clap rhythms and express enjoyment. There are opportunities for children to explore sound and depict ideas and feelings through using percussion instruments. The quality of teaching is good. Support staff work closely with teachers and make positive contributions to children's learning, for example, when participating in role-play or selecting suitable materials for making 'rangoli' collage patterns. Teachers talk to the children and ask relevant questions to extend their vocabulary.

### **English**

97. Overall standards of attainment are below the national average at the end of Key Stage 1 and well below the national average at the end of Key Stage 2. However, since the last inspection in 1998 the school's results in the national tests have steadily improved. The pupils' overall attainment on entry to school is low and pupils require considerable support to prepare them for the National Curriculum. Throughout the school there are over thirty per cent of pupils with special educational needs and a proportion of pupils in all year groups who are still in the early stages of learning English, of which a number of pupils are from refugee families. This depresses the school's overall results.
98. The results in the national tests for seven-year olds in 2000 show that pupils attained standards in reading at levels below the national average for all schools but in line with the average for pupils in similar schools. In writing, standards are well below the national average and below the average when compared with similar schools. In both reading and writing, the proportion reaching Level 3 is well below the national average. Inspection evidence; observation of pupils in lessons, looking at their work, and hearing them read shows that attainment in reading and writing is below the national average.
99. The proportion of eleven-year-olds reaching the expected levels in the tests in 2000 was well below the national average and below average when compared with similar schools. Nearly half of the pupils attained less than the nationally expected Level 4, the majority of these pupils getting close to the expected level and attaining at Level 3. The results over the last three years show steady progress over time in the percentage attaining Level 4 or above except in 2000 when forty per cent of the pupils in Year 6 had significant learning difficulty. In addition a high proportion of the pupils in Year 6 had spent only two years at the school. Inspection evidence based on a wider range of literacy tasks than the tests indicate that attainment in reading is below national expectations and in writing, it is well below. The school's targets for pupils' attainment in 2000 were higher than those for the previous year and were consequently not met.
100. Pupils reach expected standards in speaking by the end of each key stage and pupils listen well. At Key Stage 1, pupils can listen with sustained concentration during the literacy hour and in other lessons seen. They listen well to teachers and to each other, respond to questions and retell stories in shared reading and writing sessions. For example, in one of the lessons observed in Key Stage 1, pupils were able to give step-by-step instructions on making puppets. Pupils make sound progress in speaking and listening as they move up through Key Stage 2. By the time they are in Year 6 so most pupils attain satisfactory standards in speaking and good standards in listening. Pupils listen attentively to their teachers and each other and make contributions to lessons and answer to teachers' questions readily with enthusiasm. They speak clearly to an audience and show understanding of the main points in discussions during whole class sessions.
101. Attainment in reading is below national expectations by the end of Key Stage 1. The majority of the pupils can read simple texts fairly fluently and use their knowledge of letter sounds to read unfamiliar words, but only a few read with real fluency and expression. Pupils' understanding of what they read is satisfactory.



Although pupils can identify main characters and settings in stories most pupils, including the higher attainers, find it difficult to express their opinions about the main events or ideas in stories. By the end of Key Stage 2, pupils' overall attainment in reading has improved but over a third of the pupils are still at below the nationally expected level for their age. However, all pupils contribute with enjoyment to the whole class reading in the literacy hour. They enjoy reading stories, poetry and information books. Higher and average attainers read accurately, independently and fluently, and can express opinions about the books they read. For lower attaining pupils, their understanding of a range of texts is limited. Most pupils have satisfactory library skills and can distinguish between fiction and non-fiction books.

102. Work seen in Years 1 and 2 shows that pupils can write for an increasing range of purposes including writing diaries, letters, stories and rhymes in Key Stage 1. In writing rhymes, most pupils show an awareness of the use of rhyming words to produce an effect. For example, the pupils in Year 2 wrote counting rhymes. However, attainment in writing at the end of the key stage remains below the national expectation. Basic skills of writing are not sufficiently well established for at least a third of the pupils. Average and high attaining pupils can write in a sequence of sentences using simple punctuation but only these pupils attain the expected level with a higher proportion than that normally found attaining below it. Standards in spelling and handwriting are satisfactory. The school has identified pupils' attainment and progress in writing as an area for development and teachers encourage pupils to develop writing skills using correct grammar, accurate spelling and a range of punctuation. Pupils across Key Stage 2 learn to write rules, instructions, diaries, stories, and reports and play scripts. The pupils in Year 5, for example, wrote letters to the Prime Minister on environmental issues explaining clearly how one might improve their environment. Their writing showed an awareness of the reader they were writing for. Pupils in Year 6 read Anne Frank's Diary and later wrote about life in a concentration camp expressing both empathy and imagination. Pupils in Key Stage 2 make at least satisfactory progress as they move through the key stage. Although standards in writing improve, results overall are still well below the national average by the end of the Key Stage 2 for about a third of the pupils. Presentation of work is satisfactory overall. Most pupils attain sound standards in fluent, joined-up handwriting, and their spelling is satisfactory.
103. All teachers were seen observed teaching English. The overall quality of teaching is good, with about two-thirds of the teaching being good or better and only one lesson where the teaching is unsatisfactory. This is an improvement at Key Stage 2, compared with the last inspection when teaching was judged to be unsatisfactory. The teaching of the Literacy Strategy is well established and planning follows closely that recommended in both key stages. Each section of the hour is effectively planned and lessons includes a high proportion of direct teaching. Teachers in Key Stage 1 show good understanding of the teaching of phonics and teaching is consistently good in Year 2. The good and very good teaching is characterised by secure subject knowledge, good structure and a sense purpose, high expectations for pupils and challenge. In these lessons the presentation of the text is lively and pupils are engaged from the start. Teachers know their pupils well and manage them well. In most lessons across the school teachers manage to elicit responses from almost all pupils. A good example of this was seen in a lesson in Year 6 lesson when pupils were engaged in discussing nonsense poems and identifying the best words to use in their writing. Another feature of good lessons is the way teachers move pupils from one task to the next with a brisk pace and consequently pupils remain on task and make good progress. The teaching in one lesson in Year 3 was unsatisfactory. The weaknesses of the lesson include lack of skills in presenting reading materials to pupils and a low level of pupils' participation. This led to unsatisfactory learning experiences and progress in the lesson.
104. In over two-thirds of the lessons pupils learn well. The majority show very good attitudes to reading and writing. Pupils respond with enthusiasm and are eager to contribute to lessons. They settle well to their work and their behaviour is good. Pupils co-operate with each other and with their teachers, and they take care of books and other resources. Relationships are very good all round; between pupils and with their teachers and support staff. During the plenary session of the Literacy Hour, pupils show respect for each other's views and contributions. Throughout the school, pupils' good behaviour has a positive impact on their learning. Pupils' progress, although good in lessons is only satisfactory over time as some pupils have more difficulty in retaining and consolidating their learning. Both pupils with English as an additional language and pupils with special educational needs make satisfactory progress in lessons and over time.
105. The development of literacy across the curriculum is sound and subjects such as mathematics, science, and history are used satisfactorily to extend pupils' vocabulary as well as reading and writing skills.



However, there is the potential to extend the contribution, which other subjects make to pupils' overall standards and progress in English. In the teaching there is now a need to emphasise the development of writing to make the demands and structures of writing clear to pupils and by providing them with more examples of written work. Setting pupils targets for writing would also bring a sharper focus to the enneads of individuals or groups of pupils. English makes a good contribution to pupils' social, moral and cultural development. The Literacy Strategy has been implemented well and has helped to improve pupils' reading skills. The co-ordinators make an effective contribution to developing the subjects and improving standards. They show enthusiasm and a commitment to raising standards in the subject and provide effective support for new staff to achieve consistency in teaching.

## **Mathematics**

106. Standards in mathematics have improved since the last inspection. In Key Stage 1 overall attainment of the pupils currently in Year 2 is slightly below national expectations. At Key Stage 2 overall standards are still below nationally expected levels but there has been a steady improvement in standards since the previous inspection.
107. The introduction of the National Numeracy Strategy during the last academic year is having a positive impact on pupils' progress and standards. This is evident from the 14 percentage point increase in the proportion of pupils attaining at least the nationally expected level at the end of Key Stage 1 and the 15 percentage point increase at the end of Key Stage 2 in the most recent tests over the past two years. The school has also been successful in ensuring that a greater proportion of the pupils are exceeding the nationally expected levels and attaining Level 3 at Key Stage 1 and Level 5 at Key Stage 2. Overall results are improving, although the proportion attaining the nationally expected levels is still below that of similar schools. The school has worked hard, through careful monitoring and attention in planning, to ensure that the large percentage of pupils with special educational needs and pupils who have only recently acquired English, also make at least satisfactory progress in the development of their mathematical skills. The school runs 'Booster' classes for pupils in Year 6 and has established an effective family numeracy project to boost the attainment of lower performing pupils and to help parents work with their children on mathematical tasks. Inspection evidence did not highlight any significant difference in the attainment of girls and boys or pupils from different ethnic backgrounds.
108. The school has set a challenging target of 65 per cent of all pupils at Key Stage 2 to attain at least Level 4 in the tests in 2001 which teachers are committed to achieving. From observing standards of those pupils currently Year 6, the school should come close to meeting this target.
109. The standard of work in both key stages reflects pupils' improved results in the national tests in 2000. By the end of Key Stage 1, pupils' overall standards in number and shape and space are now a little below the nationally expected level. Although good improvement can be seen over the last two years in Key Stage 2, overall standards are still well below the nationally expected levels. At both Key Stages a significant proportion of pupils do not yet achieve national standards because of weaknesses in their understanding of mental calculation strategies and, at the top of Key Stage 2 there are weaknesses in pupils' ability to use efficient written calculation methods and knowing how and when it is appropriate to use a calculator to solve problems.
110. Pupils are becoming more adept in the use of different strategies to perform mental calculations. For example, in a lesson in Year 6 they are able to discuss different calculation strategies using vocabulary such as partitioning and bridging to describe their methods. In another lesson in Year 3 pupils were able to add  $12+18+10$  mentally quickly and were keen to describe the different ways in which they carried out the calculation demonstrating knowledge of associativity and partitioning. These skills are planned systematically into the curriculum. Teachers make good use of the National Numeracy Framework and a more detailed programme provided by the LEA Consultant to support their planning.
111. Too few opportunities are currently taken to apply and develop pupils' numeracy skills in other subjects. A few examples were seen, for example a comparison between temperature patterns in London and Bangalore, but this is an aspect of the curriculum that is as yet under-developed.



112. All classes were observed being taught mathematics. The overall quality of teaching is satisfactory, however, the quality of teaching in individual lessons ranged from unsatisfactory to very good. Variability in quality was greater within Key Stage 1 with a higher proportion of unsatisfactory teaching at this key stage. All the lessons observed were well planned and had a clear focus. Learning objectives were shared with the children but these were not always clear as the language was sometimes too adult. There was an appropriate match of work to the pupils and most teachers planned how they would use their time and that of support staff effectively. The quality of this additional adult support was often very good. For example in one lesson in Year 1, the teaching assistant sat on the carpet with lower attaining pupils helping them to maintain attention in the whole class part of the lesson so that they were able to recall and practise adding numbers to 10. Teachers' knowledge of mathematics is satisfactory but there were some weaknesses noted at the top end of Key Stage 2. For example, in a lesson observed the teacher was not secure in her knowledge of probability and this resulted in the pupils misunderstanding some concepts and making slower progress. Teachers were employing the National Numeracy Strategy recommended three-part structure to lesson; however, there were weaknesses in delivery. Sometimes too much time was given to the starter and the whole class introduction to the main part of the lesson. This meant that there was then insufficient time for children to work independently or in groups and the quality of the plenary suffered and it became hard for teachers to establish the progress the pupils had made and the learning that had taken place.
113. Mathematical language is taught effectively. Many classes have a numeracy board that displays a selection of key vocabulary, which is then referred to in the course of the lesson. Teaching in a good lesson in Year 5 encouraged children to describe the properties of a rectangle with precision. As a result pupils had a better understanding of terminology such as parallel and perpendicular. In a lesson in Year 2 on odd and even numbers the teacher made good use of a word bank. Key vocabulary for the lesson was put on a white board and referred to regularly in the lesson. This resulted in the pupils developing a more secure understanding of the properties of number. In lessons where the teaching is unsatisfactory this often occurs because the pace of the teaching is too slow to enable pupils to make sufficient progress.
114. The good quality of relationships between the teacher and pupils has a positive impact on the motivation and interest of the pupils in what they learn. 'Show-me' activities were observed in a small number of lessons that ensured all pupils were able to respond in whole class sessions. Pupils are happy to respond to questions where they are asked to explain their reasoning and demonstrate what they can do on the class board. Pupils have good attitudes to their work in mathematics; try hard and behave well in lessons.
115. The school has recently acquired new and appropriate resources such as 100 squares, digit cards, counting sticks to support pupils' learning. These have yet to be employed effectively by many teachers. Computers are used to support pupils' mathematical development and work involving the use of spreadsheets was noted, however, this is an area that needs considerable further development.
116. The management of mathematics by the recently appointed co-ordinators is sound. They are enthusiastic and committed to raising standards and their own teaching of mathematics is good. They have received substantial training and are in the process of implementing an updated action plan, which has been drafted with guidance from the LEA Numeracy Consultant. It correctly identifies priorities such as establishing consistency in the quality of teaching through the induction of new staff and newly qualified teachers, but doesn't have a sufficiently clear focus on priorities for curriculum development. Standards of teaching and pupils attainment and progress are monitored closely by the headteacher, one of the deputy headteachers and LEA advisers. The deputy headteacher undertakes a very useful analysis of test data. This is used to inform the target setting process in Key Stage 2 and tracks pupils' attainment through National Curriculum levels. This data is used to identify what pupils need to achieve to make good progress. This is a significant process that demonstrates how the school strives to maintain high expectations of all its pupils. The results of the analysis of the half termly tests are passed to year group leaders and teachers. This process does not include input into future curriculum targets. This limits the overall impact it has on planning and pupil progress.

## Science

117. In the end of Key Stage 1 teacher assessments in 2000, the proportion of pupils achieving the expected level, 77 per cent, is well below the national average. In the tests at the end of Key Stage 2, the proportion



attaining the nationally expected Level 4, 74 per cent, is also well below the national average percentage. The proportion attaining the higher Level 5 at thirty per cent is however in line with national averages. In the 1999 tests at the end of Key Stage 2 pupils did much better; standards were above the national average. There is no significant difference between the achievement of boys and girls in the most recent tests, nor did inspection evidence raise any issues in relation to the differences in the attainment of boys and girls. There has been sound improvement in standards since the last inspection and a good improvement in the number of pupils attaining at the higher Level 5 by the time they leave the school.

118. Inspection evidence shows that those pupils currently in Years 2 and 6 are attaining standards that are broadly in line with nationally expected levels. Pupils in Year 2, for example are developing a sound grasp of the programmes of study. For example, they can understand how electricity is used in the home and in school and describe how it travels to the appliances used.
119. The majority of pupils in Year 6 are on line to achieve the nationally expected standards, and a good proportion, currently around a quarter of them are on line to achieve the higher levels. Pupils have a sound knowledge of electrical circuits. They use this understanding of how to attach a device to an electrical circuit in order to successfully produce a simple game demonstrating appropriate skills in scientific enquiry. Pupils are able to use their previously acquired knowledge and apply it to different contexts as seen for example in their work on separating solids from liquids. Their recording of their work is, however, not systematic or detailed. An analysis of pupils' work across the school shows that satisfactory progress is made, both in lessons and over time.
120. The overall quality of the teaching observed is satisfactory with teaching in over a quarter of lessons seen being good or very good. Lessons are well-prepared, with appropriate resources and helpful visual aids. This helps pupils to understand the concepts taught. In many lessons the good relationships established between the teacher and pupils and teachers' high expectations of pupils' behaviour and work ensures that pupils do their best. During discussions and practical work pupils work hard and concentrate well. This is supported by teachers' meaningful interventions when questioning and the providing of additional information is used effectively to enable pupils extend their knowledge and progress. Learning objectives are clearly stated in teachers' plans and these are shared with pupils. However the practice of pupils copying out the learning intentions into their books is both unnecessary and time consuming. The emphasis on the development and correct use of scientific vocabulary is another strength of science teaching. Learning support assistants, where they are present in lessons, give good support. This was seen for example in a lesson when a group of pupils with English as an additional language were questioned well and given lots of vocabulary reinforcement in relation to their work on electricity.
121. Teachers motivate pupils well through a range of interesting activities. For example, pupils in Year 1 develop a good understanding that light comes from a variety of sources when a well-chosen story is told in a darkened room. This helps pupils to fully appreciate the contrast between dark and light. Teachers build well on pupils' prior learning. The school's scheme of work effectively supports science teaching and provides continuity.
122. Joint planning between teachers in the four classes in each year group provides consistency across the year group and monitoring of planning by the co-ordinator ensures pupils' work in each year group builds on their previous experiences and learning. This is especially important in a school where the turnover of teaching staff is very high. Assessment procedures are good. However, in view of the discrepancy between teacher assessments and actual pupil results in the test in 2000, attention needs to be given to moderating teacher assessments. Regular teacher assessments are carried out each half-term.
123. The staff have had some recent training on planning, improving and extending the work in scientific enquiry. However, the co-ordinator is aware of the need to continually extend and update teachers' skills especially those teachers who are new to the school. There is also a need to extend teachers' skills in presenting pupils with open-ended tasks. There are some good cross-curricular links with mathematics. A good example was seen in Year 5 when pupils drew line graphs to show the effects of evaporation. However there is the potential to extend these links. The subject is well led. The co-ordinator has, as yet,



had only a small amount of time to monitor teaching and learning in the past as science has not been a major area for whole school development.

## **Art and Design**

124. Standards in the work seen in art and design are as expected at Key Stages 1 and 2. Most pupils, including those with special educational needs and English as an additional language show generally satisfactory progress across both key stages in the basic skills of collage, drawing and painting. Standards have been maintained since the last inspection. This subject has not been a priority for development during a period of intensive literacy and numeracy focus. There is now the potential to strengthen work in the subject by giving more lesson time to it and extending the curriculum planning so as to support teachers.
125. Most of the pupils in both key stages are confidently developing an understanding of some of the aesthetic elements of art. They mix colours carefully and use different shades in their work, as seen for example in the 'Mother and Baby' drawings and paintings by the younger pupils in Key Stage 1 which were inspired by the famous artists Mary Cassat's work. There is in general lack of three-dimensional work and of planning, designing and making artefacts using a range of modelling materials.
126. In Year 2 pupils sketch and paint with careful attention to detail. This was seen for example in their drawings of what is seen in the viewfinder and in their work in producing shades and camouflage. In Key Stage 2, one class has successfully experimented in making human body sculptures out of papier-mache. In Year 4 pupils were observed working confidently on an abstract art' theme creating emotional responses based on the words in the song, 'Lucy in the sky with diamonds'. Pupils in Year 6 in one lesson successfully explore and convey movement in a challenging task of following the techniques of comic strips and they are developing some understanding of gestures and movement in drawing. Most pupils demonstrate sound skills of observation, shape and size in drawing and colouring with different media. Pupils are not sufficiently encouraged to evaluate and make improvements to further develop their own work. The use of sketchbooks to record observational drawings or experiment with different techniques can be extended.
127. Pupils' attitudes to learning are good. In the lessons observed, most pupils show enjoyment, application and involvement. They listen intently, follow instructions well, and are considerate towards others. Pupils show enthusiasm and sustained concentration on tasks and pride in work. Pupils respond well to praise. The co-ordinator is new to the role and brings enthusiasm to it. She has as yet not had an opportunity to monitor work across the school. There is a well-attended lunch-time art club, effectively led and organised by the co-ordinator. Resources for the subject need extending. Currently they are inadequate in range and quality to meet the demands of the new curriculum guidance.

## **DESIGN AND TECHNOLOGY**

128. During the inspection period six lessons in design and technology were seen. Judgements about pupils' standards of work and progress across the school have been also been informed by scrutiny samples of pupils' work in books and in displays around classes, and talking to pupils and members of staff. Pupils' achievement across the school is satisfactory in both key stages; as such standards have been maintained since the last inspection.
129. At Key Stage 1, younger pupils learn to use simple tools to cut and shape paper and cardboard. Most pupils can handle scissors with increasing skill and use glue and paper fasteners to join materials effectively, as seen for example in the work on 'Moving Kipper' by pupils in Year 1. When making a puppet with moving parts, pupils learn that simple levers can be used to create movement. There are also opportunities for pupils to work with a range of construction equipment such as, Lego and Mobilo, following instructions and developing early making skills. In Year 2 pupils' work with different materials to acquire skills such as cutting, shaping and joining. In one lesson they looked at examples of different winding mechanisms and successfully designed one of their own. Pupils pay appropriate attention to neatness and details in their diagrams by carefully labelling these and noting down materials to be used for making the designed structures, such as a lift and a crane. There is sufficient emphasis in Key Stage 1, on developing pupils' knowledge and skills in the planning and designing aspect of the subject. However, the making skills of products designed are not as well developed.



130. Some good use is made of food technology with the youngest pupils, but opportunities to work with clay and other modelling materials and produce three-dimensional work are as yet more limited. Pupils' ability to assess and improve the quality of their completed products is not consistently developed. Pupils do not always record evaluations of finished products; evaluations mostly form part of a group or individual discussions.
131. By the end of Key Stage 2, pupils have satisfactory knowledge and understanding of levers, pulleys, axles and joints. Most pupils can confidently generate ideas but do not always produce more than one design as seen for example in the designs for a project based on the Fairground by pupils in Year 6. When planning, pupils use accuracy and detail in their designs. However, they do not always make products of the same quality as their designs. Most pupils are satisfactorily developing skills such as measuring and marking out accurately and in making choices about building and joining materials. Pupils have opportunities to learn about food technology; for example, pupils in Year 5 cook cakes and breads. Some of the work is well linked to the use of mathematical skills of measuring.
132. The quality of teaching is satisfactory with teaching in two out of the six lessons seen being good. In some lessons teachers' subject knowledge of the subject requirements is not secure. The attitude and response of pupils in lessons is usually good. They enjoy their work and work hard. They collaborate well in pairs and small groups.
133. The co-ordinator for the subject is currently on long-term leave. During the period of relaxed requirements in relation to the foundation subjects design and technology has had a relatively low profile within the school curriculum. The time currently allocated to the subject is low. However, the school now has a recently formulated policy, and has adopted the nationally recommended schemes of work to systematically plan for coverage and progression across the school. Resources are inadequate in range and quality to meet the demands of the new curriculum guidance.

## **GEOGRAPHY**

134. At the time of the last inspection it was not possible to make a judgement on attainment at Key Stage 2 because of insufficient evidence. At Key Stage 1 attainment was in line with that expected. Due to the limited amount of inspection evidence in this inspection it is not possible to make a judgement about overall standards and progress in Key Stage 1. However, pupils in Year 1 do show an awareness of the location of other countries and can talk about different weather conditions.
135. At the end of Key Stage 2 standards are as expected. Pupils in Year 6 can for example, analyse information using secondary sources such as holiday brochures and atlases. They use these to find out about a possible holiday destination making their choices based on consideration of rainfall, hours of sunshine, temperature, length of the journey to reach it and environment found there. They demonstrate sound understanding of the natural environment in different parts of the world, identify mountains on a world map using a key and present their findings in graph form. Pupils make sound progress as they move up through the key stage. Pupils in Year 4, for example study life in Chambakoli, an Indian village and they are beginning to develop the skills of comparing the key features of places when making comparisons with their own locality. Pupils in Year 3 learn about the different types of jobs people do within their family, school and immediate locality. They are also developing a sound understanding of the geographical features of their own locality.
136. Pupils, including those pupils with special educational needs and those for whom English is an additional language demonstrate an interest in their work. They concentrate well on their tasks and are keen to answer and ask questions. On one occasion where pupils are not sufficiently attentive, this is linked to the unsatisfactory teaching. Some pupils' experience difficulty with reading printed materials and in writing to record their learning and this contributes to their misbehaviour.
137. Only a small number of lessons in geography were seen during the inspection. The quality of teaching is satisfactory in Key Stage 2. Teachers use appropriate teaching methods and questioning is used well. Teachers select and prepare suitable resources and use these effectively. At Key Stage 1 only one lesson was seen and in this lesson the teaching is unsatisfactory. This occurred because pupils were not well



managed and they were required to sit for too long on the carpet and listen to the teacher. This resulted in children becoming distracted and also having insufficient time to carry out their own tasks.

138. The breadth of the study of geography is enhanced by organised visits to the local area and residential trips. The co-ordinator is enthusiastic and has plans about how she wants to develop work in geography and to monitor pupils' work across each of the key stages. The geography curriculum has met statutory requirements to regularly teach the subject during the previous two years when requirements for the foundation subjects were relaxed. There is a draft policy agreed by the staff, which covers the teaching aims and objectives, the skills to be taught and areas to be covered. Reference to recording and assessment requirements is made in relation to the overall school policy. Work in geography is sometimes linked to and consolidated through work in mathematics, physical education, history and art. With the new revised National Curriculum now in school there is the potential to extend the links with other subjects. Resources, including books, ICT software, maps, globes, atlases and packs for pupils to use are adequate, but will need extending to maximise learning opportunities and in response to the latest curriculum guidance.

## **HISTORY**

139. During the week of the inspection only three history lessons were observed. Additional evidence was gathered from teachers' plans, discussions with staff and an analysis of work. Together this indicates that standards in history are in line with national expectations at the end of Key Stage 1. There is insufficient evidence to enable an informed judgement to be made about standards by the end of Key Stage 2.
140. Pupils at the end of Key Stage 1 have a developing sense of chronology. They show satisfactory knowledge and understanding of the past through studying some of the main events in history. For example, the pupils in Year 2 study the Great Fire of London, and compare London now and in 1666. They make good progress in using words such as old, long ago, before and after in studying the past. Pupils use pictures as evidence to learn about the past and develop concepts of old and new. Teaching was good in Key Stage 1 where observed. The teachers plan their lessons carefully using their secure knowledge of the subject so that pupils can learn through investigation. Pupils show positive attitudes to learning and behave well in lessons.
141. There is insufficient evidence to make judgements about the overall quality of teaching at Key Stage 2. It is evident from half-termly plans however, that the coverage is adequate over the year. All the available evidence indicates that pupils in Key Stage 2 make satisfactory progress in knowledge and understanding of some of the main periods in history. They also develop satisfactory knowledge and understanding of past civilisations, for example, the Egyptians and the Romans. The pupils in Year 4, for example study Henry VIII and his wives and how Henry attempted to resolve his difficulties. The pupils in Year 5 undertake an in-depth study of Ancient Greece; they compare ancient Greece with ancient Britain.
142. The pupils in all year groups present their work through writing and artwork. For example, pupils draw portraits of kings and queens, and write descriptions of them. Pupils' work indicates that they learn using pictures and artefacts as evidence. However, pupils' skills of investigation are not well developed for their age. This weakness was also identified in the last inspection. A sound link has been established between history and English, but there is the potential to extend this especially the development of pupils' reading and writing through their work in history.
143. The school has a policy for history and is following the Qualifications and Curriculum Authority scheme of work. Although the visual resources such as artefacts, pictures and posters are not adequate to develop pupils' skills in historical investigation the school uses visits and visiting theatres to enrich pupils' learning of the past.

## **Information and Communication Technology (ICT)**

144. Overall standards in Key Stage 1 and 2 are broadly in line with national expectations. This represents a good rate of improvement since the previous inspection. The school has adopted the Qualifications and Curriculum Authority's planning guidance and the initial implementation has been effective in raising standards, the level of expectation and the quality of teaching and learning. The school has strengths in



the communications aspect of information and communication technology but has weaknesses in modelling and measurement and control, which are under-resourced. There are satisfactory examples of handling data in both key stages.

145. Pupils in Year 1 are able to use a graphics programme and learn how to use the 'spray' tool to make fireworks pictures. All pupils have good control of the mouse and this enables them to create their pictures. By the end of Key Stage 1 pupils can enter text and alter the size and style of the font. Pupils at the beginning of Key Stage 2 are beginning to combine graphics and text in pictures and as they progress through the key stage learn how to log-on to the system and open and save files. Pupils in Year 5 can enter and edit data in a spreadsheet and learn how to use the summing function. A few pupils in Year 6 were able to use multimedia software to create a rudimentary Internet homepage that had been previously planned in class.
146. The level of resourcing has improved considerably since the previous inspection; the school now has an information and communication technology suite and classes are regularly timetabled to use it. There is at least one computer in every classroom. Some of the computers are fairly new while others were purchased some time ago and have more limited facilities. Technical problems with the suite and the small space occasionally affect the quality of teaching and the pupils' learning, for example, when a teacher was trying to demonstrate to the whole class how to perform a particular procedure it was impossible for all the pupils to see the screen. The school has a volunteer part-time technician to troubleshoot some of the technical problems, but this support is insufficient to be able to effectively maintain the quantity of hardware in the suite and classrooms.
147. The teaching of ICT in those lessons seen is satisfactory overall, although there is variation with teaching in two lessons being unsatisfactory. In particular, some teachers lack confidence and expertise and this can have an adverse effect on pupils' learning. For example, in one lesson at Key Stage 1 the children were unable to make progress because neither the teacher nor classroom assistant could recall how to access the files where the work they were to undertake was stored. Teachers base their planning and learning intentions on the Qualification Curriculum Authority scheme of work. This ensures that teachers have an appropriate level of expectation in each year group. Although teachers have access to computers in classrooms and machines were frequently used in a variety of lessons the teaching of ICT across the curriculum is not an established feature of provision. In many classes there is a broad range of prior attainment and those pupils who have access to computers at home are attaining higher standards than those who do not. This range of prior attainment is not sufficiently taken into account in the planning and delivery of lessons.
148. Pupils have a positive attitude to the use of ICT and in most instances were clearly motivated by much of the planned work. Occasionally there were some frustrations, as observed for example in a lesson in Year 6 when technical limitations meant that it was not possible to run two programmes simultaneously and 'cut and paste' between them.
149. The co-ordinator is new to the post of responsibility and is developing her role satisfactorily. She is supported by another teacher in the school. The co-ordinator has an action plan and is clear about what she wants to develop and what needs to be achieved but have as yet not had sufficient time to make a significant impact in implementing the plan. The co-ordinator has sampled teachers' planning which has resulted in her considering ways in which pupils in Key Stage 1 can gain greater access to the ICT suite. She is improving the consistency in the range of staff expertise by providing a number of informal workshops for her colleagues to enable them to use the equipment and software available more effectively.
150. Pupils have ICT books that contain assessments of their work. This is a new process but has begun to provide important data. With the assistance of one of the deputy headteachers pupil progress is now monitored and targets for improvement are circulated to year groups.

## **Music**

151. Pupils' attainment in both key stages meets the national expectation. This indicates that standards have been maintained since the last inspection. The school has done well to ensure that music has a regular place on the timetable during a period when the emphasis has been on literacy and numeracy.



152. The overall quality of teaching is satisfactory. In the lessons observed the teaching in over a quarter of lessons was good and in none of the lessons was teaching judged to be unsatisfactory. Teachers' subject knowledge is generally satisfactory although in one or two lessons sometimes staff lack confidence in the subject. However, they try very hard to achieve the aims of lessons, which are based mainly on the use of tape recordings from the published schemes. Where teachers are confident more composition work is attempted in lessons and pupils have opportunities to create music using tuned and untuned percussion instruments. For example, in a lesson in Key Stage 2 pupils explored the sounds made by percussion instruments during a well-organised lesson. Pupils were given the opportunity to compose a simple rhythmic pattern, which they did with great enthusiasm. Through a good question and answer session pupils were then able to describe satisfactorily how the instruments are played. They use words such as "scrape, strike and shake" appropriately although they lack precision when required to describe the sounds produced.
153. In Key Stage 1 pupils have good opportunities to learn and perform number and nursery rhymes, which they enjoy. They repeat rhythmical patterns using parts of the body and untuned percussion instruments, following with increasing accuracy the beat provided by recorded music. Teachers use the tapes well, stopping the music regularly to assess pupils' progress and understanding. Lessons are planned with clear learning objectives. Pupils are highly motivated and enjoy creating music.
154. Listening and appraising skills are taught satisfactorily. In a Key Stage 1 lesson for example, pupils learned to differentiate between happy and sad feelings evoked by different pieces of music. Generally most pupils listen carefully and give sensible opinions, but a minority lack concentration and therefore make little progress. Scrutiny of pupils' books in Key Stage 2 demonstrates that pupils have had good opportunities to listen with attention to detail to several types of music. There are good descriptions of the elements of music used in different television programme themes; for example the timbre, texture and structure. Pupils have a good grasp of the importance of dynamics and tempo in creating particular moods.
155. The school provides pupils with a variety of musical opportunities that promote their interest. These include extra-curricular activities, which enable them to enjoy themselves as well as to improve their standards. Some pupils in Year 6, for example, were fortunate to enjoy an opera workshop where they were encouraged to help with the composition of both the words and music. The choir has provided entertainment for local old-people's homes as well as for the annual parents' meeting, giving pupils good opportunities to refine their skills in performing. Christmas and other festivals are celebrated with songs, percussion accompaniment and drama that encourage pupils to work in groups of different sizes. Visiting groups or individual musicians have provided pupils with a good range of musical experiences to improve their appreciation and understanding. A group of pupils are currently combining their talents of composition with those of a parent to create several songs which will be used as an entry to a music competition.
156. Sound teaching is provided by visiting instrumental teachers, but only a few pupils take advantage of this opportunity to learn cello or violin. The co-ordinator hopes in the future to form a guitar group using the instruments, which have recently been purchased. Assemblies are used well to encourage pupils to learn and practise a range of songs, which match the theme for the act of worship. Pupils sing tunefully and with enjoyment in both key stages. A good range of recorded music is played while pupils enter and leave assemblies which enables children to develop a knowledge of music, although in general more opportunities could be provided to promote pupils' musical appreciation.
157. The co-ordinator is working hard to adapt the most recent national guidance to the needs of the school. He is aware of the need for staff in-service training to improve some teacher's confidence and skills. The action plan for music includes an audit of resources, which are satisfactory overall but untuned percussion instruments are lacking in quantity and quality. Some aspects of the commercial scheme currently being used in Key Stage 2 create difficulties for non-specialist teachers.

## **Physical Education**

158. Pupils in both key stages achieve standards, which match national expectations and as such standards have been maintained since the last inspection. Bearing in mind that two-thirds of the staff have joined the



school since the last inspection, this is a significant achievement resulting from the staff's hard work. During the inspection period the teaching in all the lessons seen was good, apart from in one lesson, where the teaching was excellent. The quality of this teaching resulted in pupils making good progress in all the lessons.

159. Pupils are presented with the full range of the physical education curriculum. Provision and standards are enhanced by a good range of extra-curricular activities, including competitive football, netball, rugby, rounders and athletics. There is no significant difference in standards between girls and boys. Staff work very hard to ensure lessons take place, transferring to one of the halls if the weather is inclement.
160. In an excellent lesson in Key Stage 1 pupils responded positively to the teachers' enthusiastic delivery of a dance lesson and they made especially good progress in their dance skills. Very good planning, knowledge and understanding of the subject gave the teacher the confidence to stimulate the pupils' creative effort. Pupils enjoyed the lesson which was inspired by Firework Night and Diwali. They created interesting shapes and moved imaginatively in their representation of rockets and fireworks.
161. In lessons seen at Key Stage 2 pupils worked hard. In a games lesson for example, pupils made good progress when they learned and practised the throwing and catching skills used in netball and stopping and passing skills used in hockey. They listened carefully to the teachers' precise introductions so that they fully understood what they were supposed to do. The teachers' very good management skills ensured that pupils behave well and concentrate fully on activities. Pupils in Year 6 pupils showed competence when carrying out chest passes and bounce passes and used these well in practising attacking skills. The pupils' development of hockey skills show good progress when the teacher intervenes appropriately to use good examples of pupils' work to promote changing direction while controlling the ball. Pupils collaborate well with a partner and in a small team. In the lessons seen at Key Stage 2 pupils had too few opportunities to appraise and comment on their work and that of others. However there are good examples of this being evident in the teaching at Key Stage 1.
162. Pupils in both key stages benefit from the teachers' good lesson planning which always includes suitable warming-up and cooling-down sessions. Teachers ensure that pupils have a good understanding of why vigorous exercise is good for the body. Swimming is taught to a good standard in Year 5 and Year 6, for two terms each year. Confidence is gradually increased through well-organised activities. Skills are taught systematically so that last year three-quarters of pupils in Year 6 successfully swam at least 25 metres. Some pupils went on to achieve intermediate and advanced awards.
163. Standards are improving through the continuous emphasis on skills development. The school has not yet fully implemented the most recent national guidance for the curriculum. New teachers to the school benefit from the year group planning system and the help that they receive from the co-ordinator and other colleagues. Good use is made of the good outdoor accommodation and playing spaces.

### **Religious Education**

164. Attainment in religious education is in line with the expectations of the locally agreed syllabus at the end of both key stages and as such standards have been maintained since the last inspection in 1998.
165. In Key Stage 2, pupils' knowledge of religion is sound. However, their ability to reflect on and learn from religious teachings is less well developed. In a lesson in Year 6 pupils learn from Genesis about the story of the creation of Adam and Eve. They demonstrate an understanding of Adam and Eve's disobedience to God and about the existence of good and evil in the world as well as the importance of this story for Christians. They recognise that Adam and Eve had a choice; to remain in the Garden of Eden by abiding by the rules or to be thrown out of it. It was interesting also to observe the Muslim pupils in class giving their view of the devil in the story. Pupils in Year 2 know the story of Rama and Sita and the celebration of Diwali. They understand that this is a Hindu story and they make Rangoli patterns which celebrate the festival. They know also the key symbols associated with the Sikh clothing.
166. Pupils make satisfactory progress in relation to their prior learning in both key stages. Pupils in Year 1 for example, learn about Diwali by making divas, and they act out the story. Pupils in Year 3 learn that people in different religions celebrate festivals of light in different ways. They recognise some Hindu Gods such



as Rama and the artefacts used to denote the ceremony and begin to write the story in comic strip, thereby making a good link with their literacy work.

167. Pupils throughout the school know some stories from the Bible and the Old Testament and they can begin to relate aspects of the stories to every day life. For example, following the story of the Destruction of the Jewish Temple by the Assyrian Army and the how the Jewish people managed to rebuild it, pupils in Year 5 empathised with the Jewish people by relating the story to their own situation of having their favourite or special place or thing being vandalised. They understand how important it was for the Jews to rebuild their temple and know the significance of the word Hanukah which means dedication.
  
168. Pupils respond to their work religious education generally with interest. They share with each other their own experiences and learn from each other. The overall quality of teaching is sound and in half of the lessons seen teaching is good. Teachers subject knowledge is secure and in most instances pupils are well managed and lessons proceed at a good pace. A particularly good feature of teaching is the respect which teachers afford the subject. In one lesson at Key Stage 1, however, the teaching is unsatisfactory as the pace is too slow and as a result children become restless. The subject is well led and the co-ordinator has a clear ideas about how the subject can be further developed.