

INSPECTION REPORT

MISSION GROVE PRIMARY SCHOOL

Walthamstow, London

LEA area: London Borough of Waltham Forest

Unique reference number: 103077

(Acting) Headteacher: Mr Robert Highsted

Reporting inspector: Michael Raven
(OFSTED No: 3961)

Dates of inspection: 16 - 20 October 2000

Inspection number: 224202

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

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INFORMATION ABOUT THE SCHOOL

| | |
|------------------------------|-----------------------------------------|
| Type of school: | Infant and Junior School (with Nursery) |
| School category: | Community |
| Age range of pupils: | 3 to 11 Years |
| Gender of pupils: | Mixed |
| School address: | Buxton Road Walthamstow London |
| Postcode: | E17 7EJ |
| Telephone number: | 020 8520 3487 |
| Fax number: | 020 8520 3487 |
| Appropriate authority: | Waltham Forest |
| Name of chair of governors: | Mr Matt McKenzie |
| Date of previous inspection: | 9 - 13 September 1996 |

INFORMATION ABOUT THE INSPECTION TEAM

| Team members | | Subject responsibilities | Aspect responsibilities |
|---------------------------------------|----------------------|-----------------------------------|------------------------------------------------------------------------|
| Michael Raven (OFSTED No: 3961) | Registered inspector | Physical education | What sort of school is it? |
| | | | How high are standards? |
| | | | a) The school's results and achievements |
| | | | How well are pupils taught? |
| | | | How well is the school led and managed? |
| | | | What should the school do to improve further? |
| David Ashby (OFSTED No: 9868) | Lay inspector | | How high are standards? |
| | | | b) Pupils' attitudes, values and personal development |
| | | | How well does the school care for its pupils? |
| | | | How well does the school work in partnership with parents? |
| Maria Hanna (OFSTED No: 25342) | Team inspector | Mathematics | How good are the curricular and other opportunities offered to pupils? |
| | | Art | |
| | | Music | |
| | | Special educational needs | |
| Val Ives (OFSTED No: 21103) | Team inspector | English | |
| | | Information technology | |
| | | Foundation Stage | |
| Kuldip Rai (OFSTED No: 3588) | Team inspector | English as an additional language | |
| | | Geography | |
| | | History | |
| Peggy Waterston (OFSTED No: 30677) | Team inspector | Science | |
| | | Design and technology | |
| | | Equal opportunities | |

The inspection contractor was:

Cambridge Education Associates Ltd
Demeter House
Station Road
Cambridge
CB1 2RS

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

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Mission Grove Primary School is much bigger than the average primary school. It has 415 boys and girls on roll and 80 children attend the nursery on a part-time basis. The school includes a nurture class for seven boys at risk of exclusion. At present the school is without a headteacher and the deputy headteacher is acting as headteacher. There is also a deputy headteacher, seconded temporarily from another school. There are many minority ethnic groups represented in the school, including 30 refugees, mainly of Somali origin. The most common minority ethnic group represented is Pakistani, with 38 per cent of pupils of Pakistani heritage. Two hundred and sixteen pupils are learning English as an additional language. Forty-three per cent of pupils are on the school's register of special educational needs and this is about double the percentage found in most schools nationally. Three pupils have statements of special educational needs. Pupils' attainment on entry to the school is well below average and many start school with little or no English.

HOW GOOD THE SCHOOL IS

This is an effective school. Standards are rising well and there have been particularly good improvements in English and mathematics this year, where the school's targets for performance in national tests and assessments have been exceeded. Teaching is good overall, with about 70 per cent of teaching being good or better. Although there is no substantive headteacher, the leadership and management provided by the acting headteacher and senior staff, such as the special educational needs co-ordinator, are good and contributes positively to rising standards. The school offers good value for money.

What the school does well

- The school meets well the needs of all its pupils, including those with special educational needs and those learning English as an additional language, and it promotes well pupils' respect for the diversity of cultures, beliefs and languages found in the school.
- The leadership and management offered by the acting headteacher and senior staff are good and administration is very efficient.
- The teaching is good and ensures that standards are rising.
- Standards are rising.
- The school promotes good attitudes and behaviour in its pupils.
- It works well with parents to support pupils' learning.
- Children at the Foundation Stage are very successfully supported as they start school.

What could be improved

- The use of assessment information to help teachers plan their next steps in teaching.
- The role of the governing body in planning for school improvement.
- The use of marking to give pupils advice and guidance on what to do to improve their work.
- The planning of the time allocation to subjects other than English, mathematics and science, to meet the requirements of the new Curriculum 2000.
- The smooth progression of pupils' learning in science and design and technology as they move through the school.
- Library facilities.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in September 1996. Improvement since then has been good. Standards have risen this year, in national tests and assessments in English, mathematics and science at Key Stage 2 and the school's targets for performance in English and mathematics have been exceeded. There have also been good improvements this year in standards in mathematics at Key Stage 1. There is now a balanced curriculum in place for the children under five at the Foundation Stage. Support for pupils learning English as an additional language has been strengthened. The school has made

satisfactory progress overall in developing schemes of work for all subjects, although the schemes of work for science and design and technology do not ensure the smooth progression in pupils' learning as they move through the school. There is now a good assessment policy, but teachers do not yet use assessment information well enough to help them plan their next steps in teaching. Teaching has improved well and it is now good overall. Statutory requirements to teach information and communications technology are now met.

STANDARDS

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

| Performance in: | compared with | | | |
|-----------------|---------------|------|------|-----------------|
| | all schools | | | similar schools |
| | 1997 | 1998 | 1999 | 1999 |
| English | E | E | E* | E* |
| Mathematics | E | E | E* | E |
| Science | E | E | E* | E |

Key

well above average A

above average B

average C

below average D

well below average E

Compared to all schools nationally and compared to similar schools standards in English, mathematics and science were well below the national average from 1997 to 1999. In 1999 standards were among the lowest five per cent nationally. The fall in standards in 1999 to a very low level was due to staffing problems partly caused when the headteacher was transferred at short notice to a neighbouring school. The trend over time has been downwards from 1996 to 1999, taking all three core subjects together. In 2000 standards improved well in all three subjects and the appropriate targets set by the school for improvement in English and mathematics were exceeded. Inspection evidence shows that pupils enter the school with attainment which is well below average and many have little or no English. Many more than the average proportion of pupils have special educational needs. The good teaching they receive helps them achieve well and so they make good progress. By the time they leave the school standards in the basic subjects are, not surprisingly, below average overall, but they are no longer well below average.

PUPILS' ATTITUDES AND VALUES

| Aspect | Comment |
|----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Attitudes to the school | Good. Pupils enjoy coming to school and value what they learn there. |
| Behaviour, in and out of classrooms | Good. Behaviour is consistently good in lessons and around the school. |
| Personal development and relationships | Good. Pupils learn to become mature and responsible. They have good relationships with each other and with the adults who work with them. |
| Attendance | Attendance is satisfactory. The punctuality of a small number of pupils who live some distance from the school is unsatisfactory, but most attend regularly and on time. |

Pupils behave well and this enables them to pay attention and get on with their work. They show interest in their work and concentrate well. They are very keen to be in school and some pupils are reluctant to leave even when they are unwell. The nurture class is successful in helping pupils with

marked learning and behavioural difficulties to fit in and prevents the need to exclude them from school. There are good opportunities for pupils to take responsibility, for example as prefects and as members of the school council. Attendance is lower than it might otherwise be because many families return to their home country for extended holidays.

TEACHING AND LEARNING

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

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

Sixty-nine per cent of the teaching is good or better. Just six per cent is unsatisfactory. The teaching of English and mathematics is good and this has contributed to recent rises in standards, particularly at Key Stage 2, where the targets the school set for improvement this year have been exceeded. Teachers are skilled in teaching the basic skills of literacy and numeracy, such as phonics for reading. They manage pupils well and management is very good at the Foundation Stage. The school meets the needs of all its pupils very well. The high proportion of pupils learning English as an additional language and those with special educational needs are well taught and helped to make good progress in their learning. The nurture class is especially effective in helping pupils with behavioural and learning difficulties learn and make progress.

OTHER ASPECTS OF THE SCHOOL

| Aspect | Comment |
|---------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The quality and range of the curriculum | Satisfactory. Good provision is made for extra-curricular activities. An appropriate proportion of teaching and learning time is allocated to English, mathematics and science, with English having the lion's share. The time allocated to other subjects needs to be reviewed in light of the revised National Curriculum. |
| Provision for pupils with special educational needs | Good. There are good individual education plans for these pupils and they are well supported in lessons and small groups and helped to make good progress in their learning. |
| Provision for pupils with English as an additional language | Good. Pupils are well supported by class teachers and specialist staff and helped to make good progress in their learning. |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | Good. Moral and social development are well provided for and pupils' spiritual and cultural development is very well promoted. |
| How well the school cares for its pupils | Good. Procedures for monitoring and promoting good attendance and behaviour are very good. Procedures for child protection and for ensuring pupils' welfare are good. Academic assessment information is not used well enough to help teachers identify and meets pupils' learning needs. |

The school has a very effective partnership with parents to support pupils' learning. The school provides a good range of extra-curricular activities. Good use is made of the local community to enhance pupils' learning, for example through visits out of school and through visitors coming into school. There are good links with other institutions, such as the local secondary schools.

HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect | Comment |
|------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Leadership and management by the headteacher and other key staff | Good. The acting headteacher provides good leadership and he is well supported by a seconded deputy headteacher and senior staff such as the special educational needs co-ordinator and key stage co-ordinators. |
| How well the governors fulfil their responsibilities | Satisfactory. All statutory requirements are met, but governors are not involved closely enough in planning for school improvement. |
| The school's evaluation of its performance | Good. In particular, there is good monitoring of the quality of teaching and careful analysis of trends in standards from year to year, based on national test and assessment data. |
| The strategic use of resources | Good. Specific funding is used well to promote learning and social inclusion for all pupils. Grants for the teaching of minority ethnic pupils and travellers, and for pupils with special educational needs, are used well to support their learning. |

Staffing, accommodation and learning resources are good and allow the curriculum to be taught successfully and the needs of all pupils to be met. The acting headteacher has a very good understanding of the school's strengths and weaknesses and of priorities for improvement, especially standards. The school applies the principles of best value satisfactorily in obtaining goods and services.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

| What pleases parents most | What parents would like to see improved |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • Their children like school. • They feel comfortable about approaching the school with problems or complaints. • The teaching is good. • The school helps its pupils to become mature and responsible. • The school expects pupils to work hard and do their best. | <ul style="list-style-type: none"> • The amount of work pupils are given to do at home. • The range of activities provided outside lessons. • The information they are given about how their child is getting on. |

The inspection supports parents' positive views about the school. It finds that there is a good range of activities provided outside lessons and that homework is satisfactory. The quality of information for parents is good.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. In the 1999 national tests and assessments in English pupils aged 11 achieved standards which were in the lowest five per cent nationally. They were also very low compared to similar schools, that is to say schools with a similar proportion of pupils eligible for free school meals. The very low standards were due to staffing problems caused by the headteacher being seconded to another school at short notice and the deputy headteacher having to assume the role of acting headteacher. This had a similar effect on standards in mathematics and science. Standards rose well in this year's tests and the school's targets were exceeded. Inspection evidence confirms that standards are better than they were in 1999, although they remain below the national average. This is not surprising, as pupils enter the school with attainment which is well below average and a very high proportion are learning English as an additional language. There is also a much higher than usual proportion of pupils with special educational needs.
2. By the time they are 11 most pupils spell common words in word 'families', such as the 'or' 'family' and they apply these in sentences. They write for a variety of different purposes, for example to give instructions, for example, how to play a game. They write to recount a visit, such as that to the outdoor environmental studies centre. They acquire note-taking skills, for example making notes on the water cycle in science. Much work is done on simple punctuation, and most pupils know about the use of full-stops and capital letters. This is below the standard expected for pupils of this age and is more commonly done by pupils aged about eight. Higher attaining pupils do more challenging work and know about some aspects of grammar, such as nouns and adjectives. The handwriting of average and above average pupils is joined up, but lower attaining pupils often print and this is well below expectations for their age – about what would be typical of a seven year old.
3. In the 1999 national tests and assessments in mathematics the standards reached by 11 year olds were in the lowest five per cent nationally. They were also very low compared to similar schools. Standards were much better in this year's tests and assessments and the school's targets for improvement were exceeded. Inspection evidence shows that standards are better than they were in the 1999 tests, although they remain below the national average. The school's adoption of the National Numeracy Strategy has contributed positively to rising standards.
4. By the time they are 11 higher attaining pupils calculate the answers to problems involving the four rules of number. They add and subtract decimals to two decimal places and order decimals to three places. They can express fractions as equivalent percentages. This work is of the standard usually found in the work of pupils of this age. Average and lower attaining pupils do not reach the standards typical of pupils of this age. They add and subtract two and three digit numbers accurately and solve simple money problems. Lower attaining pupils count in twos, fives and tens. This work is typically done by much younger pupils.
5. In 1999 the standards reached by 11 year olds in the national tests and assessments in science were in the lowest five per cent nationally. They were very low compared with similar schools. This year standards in science rose well. Inspection evidence confirms that standards are better than they were in 1999, although they remain below the national average.
6. By the time they are 11 pupils know what is needed to create a working electrical circuit. They draw circuit diagrams using the correct scientific symbols for components. They know how to set up and carry out a fair test. Pupils know that sound travels through vibrations and that these travel differently through different materials.
7. In the 1999 national tests and assessments for seven year olds standards in reading were well below the national average but they were average compared to similar schools. The same was

true in writing. Standards rose a little in this year's tests and assessments, although they remain below average compared to all schools nationally. Inspection evidence confirms that standards are below the national average, but rising. The below average standards are accounted for by the well below average attainment pupils have on entry to the school and the high proportion of pupils learning English as an additional language and those having special educational needs.

8. By the time they are seven most pupils use a contents page to find a particular rhyme in a 'big book' but they need help from a teacher to do so. They know that the alphabet begins with 'A' and some understand the order in which letters come in the alphabet. They know what capital letters are and that each line in a rhyme begins with a capital letter.
9. The standards achieved by seven year olds in the national tests and assessments in mathematics in 1999 were well below average compared to all schools nationally and below average compared to similar schools. There were good improvements in standards this year, although standards remain below average. Inspection evidence confirms that the standards reached by seven year olds are below the national average, but they are rising largely as a result of the school's adoption of the National Numeracy Strategy.
10. By the age of seven most pupils identify common two and three-dimensional shapes, such as squares, triangles and cubes. They correctly identify the number of faces and edges a shape has. They know that 'more than' means the same as counting on or adding and that this operation can be represented by the 'plus' sign. They are mostly familiar with the number facts to ten, such as, $5+5=10$, $2+8=10$, and so on.
11. In the 1999 teacher assessments in science standards were well below those found nationally at this age. Inspection evidence shows that standards are better this year. They are currently below but not well below average at the age of seven. Pupils know, for example, that human beings have babies which grow into adults. They understand what, typically, a human being can do at each stage, for example, sitting up, crawling and walking. They know that some things become more difficult as we grow older and that mobility can become restricted with age.
12. By the time they are five, at the end of the Foundation Stage, children fail to meet the early learning goals in the six areas of learning: personal, social and emotional development; language, literacy and communication; mathematics; knowledge and understanding of the world; physical development and creative development. This is because they come to school with attainment in these areas which is well below what is expected for their age and many are at an early stage of learning English as an additional language. Although they make good progress as a result of the good teaching which they receive and improve their attainment, they do not reach standards typical of children of this age by the end of the Foundation Stage.
13. Standards in information technology are similar to those typical of pupils aged seven and 11. In religious education standards meet the expectations of the locally Agreed Syllabus. In art, history, geography, physical education and design and technology standards are similar to those found in most primary schools. There is insufficient inspection evidence to make a judgement about standards in music, as the music teacher was absent during the inspection and few lessons took place.
14. The high proportion of pupils with special educational needs are well supported in lessons, and sometimes through withdrawal from class, and this helps them to make good progress in their learning. A very high proportion of pupils are learning English as an additional language and many are at an early stage of the acquisition of English when they join the school, either at the age of five or later in their school career. They are well supported and helped to make good progress in their learning, and achieve well. The school takes care to identify pupils of high ability and set them appropriately challenging tasks to extend their learning. As a result, these pupils achieve and learn well.
15. The trend in standards from 1996 to 1999 has been below the national trend. Staffing difficulties, particularly in 1999, explain this unsatisfactory trend. There have been good improvements in

standards this year, particularly at Key Stage 2 where the school's realistic targets for improvement were exceeded. With greater stability in staffing and with the planned appointment of a consultant headteacher, the school is well placed to maintain the recent upward trend in standards.

Pupils' attitudes, values and personal development

16. Pupils of all ages and abilities have good attitudes to school. They are eager to come to school and participate with great enthusiasm and enjoy their lessons. They respond well to adults and to each other and have positive attitudes to learning. When pupils are well motivated by teachers they work with enthusiasm. They are good at co-operating with each other in twos or in groups and this helps them in valuing each other's work and in making a good contribution to lessons. The majority of pupils sustain good levels of concentration and can work well individually. Pupils listen well to each other when discussing their completed work and encourage one another.
17. Pupils' behaviour in lessons and around the school is good and has a positive impact on their work and concentration. They respond well to the expectations which teachers, support staff and other adults have of their behaviour. School rules and conventions are very clearly understood by pupils and their parents. The result is a positive climate for learning with no evidence of aggressive or racist behaviour. There have been no recent permanent exclusions from school and it is the school's policy not to take such action. There have been some fixed-term exclusions. These are appropriate to deal with consistently unacceptable behaviour.
18. From a very early age pupils establish good relationships with staff, with adults and with one another. This is very effectively established through the excellent home school links from birth to five years. Pupils of all abilities and cultures, including those with special educational needs, are included as part of a well cared for community. Pupils have some good opportunities for personal development through their roles as prefects and when they are elected to represent their class on the school council. They take these responsibilities very seriously and are very conscientious in carrying them out. They engage in their roles with enthusiasm and confidence. Some opportunities for personal development are missed, for example, pupils do not use the library enough for extending their individual study and research skills. Their personal development is extended through a good range of extra-curricular activities. These include sports activities and music. All pupils have opportunities to go on visits to outdoor activity centres and other places of interest. The additional curriculum activities, trips and visits have a good positive impact on pupils' personal development.
19. Attendance is satisfactory. It has improved consistently since the last inspection. Most pupils clearly like coming to school and this provides them with opportunities for achieving success in being awarded attendance certificates. There are a significant number of pupils who do not meet the school's high expectations for punctuality and are not punctual to school. This does not impact on the start of lessons for most pupils. It does mean that those pupils that are late have to catch up quickly with their work and this does not enable them to enjoy the calm start and explanations that teachers provide for their lesson activities. A significant number of parents take their children away from school during term time for long holidays and special occasions and this has a negative impact on levels of attendance. There is a significant improvement in levels of unauthorised absence since the last inspection. This is due to the parents responding much more positively to the school's very active efforts to get parents to provide acceptable reasons for absence.
20. Pupils learning English as an additional language have good attitudes to learning. Their relationships with each other and adults are good. They listen to their teachers with attention and concentrate well in lessons.

HOW WELL ARE PUPILS TAUGHT?

21. Teaching is good overall. The good quality of teaching found at the time of the last inspection has been maintained. In almost 70 per cent of lessons teaching is good or very good and in a small number of lessons it is excellent. The very best teaching is found in the small social inclusion group, or 'nurture class'. Teaching is good at the Foundation Stage, and throughout the main school. Most of the teaching which is not good or better is satisfactory. Six per cent of the teaching is unsatisfactory, and none is poor.
22. Teachers have good knowledge and understanding of the subjects they teach. At the Foundation Stage teachers have a clear understanding of the Early Learning Goals which children should reach by the end of foundation stage. This enables them to plan appropriate activities to help children learn in all the six areas of learning: personal, social and emotional development; language, literacy and communication; mathematics; knowledge and understanding of the world; physical development and creative development. As a result, children learn well and move closer to meeting the learning goals, although their low attainment on entry means that most do not achieve this by the end of foundation stage.
23. Good subject knowledge means that teachers are able to explain things well and demonstrate clearly and this helps pupils to learn well. This was seen, for example, in a mathematics lesson in Year 6, where the more able group was learning to multiply and divide whole numbers by 10, 100 and 1000. Clear explanations based on good subject knowledge enables pupils to make good progress in their learning during the course of the lesson. By the end of the lesson almost all pupils could multiply and divide by 10, 100 and 1000.
24. Teachers teach the basic skills well and this helps pupils make good progress in reading, for example, and number operations. Handwriting is taught well, for example in Year 3, and pupils learn to join their letters as the teacher uses the overhead projector well to demonstrate clearly correct letter formation and positioning. Pupils are given good regular practice in mental calculation and this promotes their mathematical development well. This is seen, for example, in Year 3, where pupils practise mental addition, subtraction, multiplication and division regularly at the start of mathematics lessons.
25. Teachers' planning is good. This enables them to be clear about what they intend pupils to learn and what activities they must do to achieve this. Clarity of planning also helps pupils have good understanding of their own learning, as teachers define and spell out at the start of lessons what pupils will be doing and why. This was seen, for example, in a good mathematics lesson in Year 4 where pupils were learning about the properties of three-dimensional shapes. It was also seen in a Year 5 physical education lesson, where the teacher's good planning, based on good subject knowledge and understanding, helped ensure that the tasks set were well matched to pupils' needs and capabilities, so that they made good progress in their physical skill and body control. In a Year 1 history lesson good planning enabled the teacher to spell out for pupils in advance the purposes of the lesson and what they would be learning.
26. Teachers have high expectations of what pupils can achieve and this spurs pupils on to do better. This was seen, for example, in an information and communications technology lesson in Year 5, as pupils worked on controlling the 'turtle' on the screen by entering commands into the computer. The task set was challenging for pupils and so enabled them to make clear gains in their learning in the course of the lesson, learning to write and try out their own simple computer programs.
27. Teachers use a wide range of appropriate teaching methods. Whole-class teaching and discussion are used well to impart and clarify information, seen for example in a Year 5 English lesson where pupils learned as a whole class about the effective use of captivating story beginnings through reading and comparing together a variety of different texts. Good use is made of small group work and this helps promote pupils' social development as they learn to share, co-operate and take turns. Teachers get pupils to demonstrate what they have achieved and this encourages the others to try harder and improve what they do. This was seen, for example, in physical education lessons at both Key Stage 1 and Key Stage 2.

28. Pupils are managed very well in their first years in school, at the Foundation Stage and management throughout the rest of the school is good. In particular, the very challenging behaviour displayed by pupils in the nurture class is managed very well, with much insistence on correct behaviour and very good use of rewards and sanctions. The good management of behaviour throughout the school means that most pupils put most of their energy into learning. They concentrate well and stay on task, co-operating with one another and with adults as appropriate. This enables them to make good progress in their learning.
29. Teachers make good use of the time available for lessons. For example, in a Year 6 information and communications technology lesson time limits were set for the completion of tasks and this helped keep pupils focused on the activity and working hard. Some good use is made of information and communications technology to support pupils' learning, for example in the nursery, where the children extend their early number skills by using a computer program with animated numbers. Support teachers and assistant staff are deployed well to help pupils learn. Support staff make a good contribution to pupils' learning, especially pupils who have special educational needs or are learning English as an additional language. Support staff work very closely and effectively with class teachers and enhance the quality of pupils' learning. This was seen, for example, in a Year 2 English and science lessons, where good collaborative teaching ensured that all pupils learned well, especially those for whom English is an additional language.
30. At the Foundation Stage teachers use assessment information well to help them plan activities which match children's needs and capabilities. The use of assessment to plan the next steps in teaching is less well developed in Key Stages 1 and 2. There is now a good assessment policy and effective systems have been set up for assessing pupils' attainment and progress. This is an improvement since the last inspection, but the implementation and use of the assessment systems is in its infancy, and needs more work.
31. Homework is used satisfactorily to support the work pupils do in school. Parents are given very helpful information about what pupils will be studying and they are encouraged to help them at home, for example by taking them to relevant places of interest. Pupils take home books to read and parents are encouraged to listen to them.
32. The teaching of the high proportion of pupils with special educational needs is well managed by the special educational needs co-ordinator. Good support is given for these pupils by teaching and assistant staff and they are helped to have full access to the curriculum and make good progress in their learning. The teaching staff for special educational needs and the support staff show good knowledge and understanding of pupils' needs and address them well. Individual education plans set appropriate targets which pupils respond to well. In lessons, pupils are given positive encouragement to participate fully in all activities. They are set achievable tasks and benefit from the support provided. The specialist teacher for the social inclusion group provides good, effective support for a group of boys with learning and behavioural difficulties who would otherwise risk exclusion. The school is conscious of the needs of higher attaining pupils.
33. Good teaching ensures that all pupils have full access to the curriculum. Pupils in the social inclusion group have the opportunity to follow the programmes of study in all subjects of the National Curriculum. Some pupils are supported individually, or in groups, within the classroom so that they may take a full part in lessons. Classroom assistants are well briefed and help pupils to complete appropriate tasks. Teaching strategies take into account the needs of all pupils and, particularly in literacy and numeracy lessons, tasks are set which are appropriately differentiated to take account of pupils' levels of attainment.
34. The specialist teaching provided through the ethnic minority and travellers' achievement grant is consistently of good quality. The project staff are effectively deployed, and teaching is well integrated into the mainstream provision. Opportunities for joint planning between specialist staff and class teachers are good. In collaborative teaching, the project teachers take on both lead and support roles, and make a significant contribution to the good progress made by pupils learning English as an additional language as well as other pupils. The newly appointed specialist classroom assistant also provides good quality support. Staff ensure that pupils learning English

as an additional language receive enhanced opportunities for speaking and listening through good quality questions and explanations. Support for pupils learning English as an additional language in subjects other than English has been improved since the last inspection and is now good. In lessons where specialist language support is not available, class teachers provide good support to pupils learning English as an additional language. They explain new ideas in a way that makes sense to all pupils.

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

35. The curriculum for pupils up to the age of seven is sound with a balance of provision that gives due weight to the importance of literacy and numeracy. The time allocated to subjects other than English, mathematics and science has not yet been reviewed in light of the revised National Curriculum. The curriculum for pupils aged between seven and 11 is satisfactory. The natural links between subjects are recognised and developed, for example a display of houses made of sticks by Year 2 pupils illustrated the links between literacy and art, as pupils made models to depict part of a story they had been reading. In a Year 3 art lesson, pupils explored ways of making and creating patterns following a visit with a local history focus to the William Morris Gallery. There is considerable flexibility in the way that the science curriculum is covered.
36. All subjects at both key stages meet the requirements of the National Curriculum and religious education. Both the National Literacy and National Numeracy Strategies have been implemented well in both key stages. Good medium-term plans and weekly teaching plans in both literacy and numeracy are developed from the national guidance and show clearly how pupils' knowledge, skills and understanding will build progressively on what they have done before.
37. There are helpful policies and schemes of work for the majority of subjects of the National Curriculum. The exception is in science, where the scheme of work needs further development. The new information technology suite provides pupils with the opportunity to develop and enhance their computer skills. This represents an improvement since the last inspection, when the provision for information technology did not meet statutory requirements.
38. The provision for pupils' personal education is good. Pupils of all ages are well informed on issues relating to their health, safety and well-being. Good opportunities are provided for pupils to discuss their concerns or simply share their thoughts and observations through lessons aimed at increasing pupils' awareness on moral and social topics. The school has a clear policy on sex education and drugs awareness; this represents an improvement since the last inspection when arrangements for sex education were not in place. In religious education lessons and assemblies pupils reflect on themselves and how they should be part of the school community and help one another.
39. The provision for pupils with special educational needs to meet the targets in the individual education plans is good. The plans, which are regularly reviewed, are appropriate and achievable and include targets for literacy and numeracy as well as for behaviour. Pupils are identified at an early stage of need and there is a good monitoring procedure. The special educational needs co-ordinator is enthusiastic and knowledgeable and the well trained special needs assistants give good support to pupils and this enables them to benefit from the full curriculum.
40. The nurture class provides short-term teaching and support programmes tailored to the needs of a small group of pupils at risk of exclusion. The specialist teacher works hard to provide a safe and positive learning environment so that pupils can improve their learning and behaviour. They develop social skills and focus on literacy and numeracy, so that ultimately they will be integrated back into class.
41. All pupils have equal access both in curriculum subjects and extra-curricular activities, events and visits, regardless of gender, ethnicity, language, background or special educational needs.

42. The school provides a very good range of extra-curricular activities. This represents a significant improvement since the last inspection. There are lunchtime lessons in conversational French for Year 1 pupils. All pupils make good use of the local community with visits made to Vestry House, The Pump House and the William Morris Gallery as part of topics on history and art. Trips to 'Suntrap', a local outdoor education centre, provide effective links with geography and science. Visitors to the school include sporting coaches, illustrators, musicians and storytellers.
43. There are well established links with partner institutions. A Foundation Stage Outreach Teacher provides support and guidance for families whose children attend the nursery. A system is in place to ensure the smooth transition to secondary school for pupils at the end of Year 6.
44. The school has maintained its provision for the spiritual, moral, social and cultural development of pupils since the last inspection and this continues to be a strength of the school.
45. The provision for pupils' spiritual development is good. It is promoted successfully through daily acts of collective worship and religious education lessons. During the week of the inspection, music for assemblies was well chosen and good work and behaviour were shared and celebrated. Pupils were given the opportunity to reflect on their achievements and the pleasure work well done gives themselves and others. Similar experiences are provided during religious education lessons when pupils learn about various world religions and festivals. Pupils in Year 6 showed respect for Hindu beliefs when they compared the Hindu story of creation with creation stories from other cultures.
46. The school places considerable emphasis on high moral standards and promoting good behaviour. Guidance for pupils is promoted from an early age through stories and discussion. The school's motto 'Respect Yourself, Respect Others' is constantly being reinforced. The moral code of the school underlines the importance of all members of the school community being equal. During the week of the inspection pupils were polite, friendly and helpful.
47. The provision for pupils' social development is good. The co-operative way pupils work together, share resources and play in harmony illustrate this. Teachers encourage a calm working atmosphere in lessons and ensure orderly movement around the school. Teachers expect and enable pupils to sustain good standards of behaviour, develop good learning attitudes and build effective relationships. Reward systems are used consistently and rules that are clearly displayed in every classroom are the foundation of the school's ethos. The school strives to develop pupils' own self-esteem as well as a strong school identity and a pride in the school.
48. The school values and promotes very well the diversity of cultures represented within the school and beyond. The religious education programme gives pupils an insight into various world faiths and their understanding is supported by the school's very good use of the wide cultural diversity within its community. Pupils have experience of festivals such as Divali and there are stimulating displays around the school celebrating a range of cultures.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

49. The school cares well for all its pupils, regardless of ethnicity, language, background or special educational needs. Staff and other adults in the school are vigilant, sensitive and supportive of the pupils in their care. Safety and security arrangements are good and responsibilities for monitoring these are appropriately shared by the headteacher and staff. Monitoring, reviews and guidance by staff are very well established for pupils with special educational needs.
50. Child protection is a very good established practice in the school. Staff are aware of the need to keep the co-ordinator informed of any concerns. Formal training for all staff has been provided and they have helpful guidelines. Appropriate local agencies are effectively consulted when necessary. This includes the school nurse and education welfare officer.
51. Staff are aware of health and safety practice and there are clear guidelines and procedures established. Health and safety is reviewed on a regular basis. Checks are made to the buildings and grounds to ensure the learning environment is safe. Staff are aware of the need to inform the headteacher about any health and safety concerns. There are good regular arrangements for safety checking fire-fighting equipment, physical education apparatus and electrical equipment. The standard of care of the premises and grounds is very good. A small team of cleaning staff works hard to maintain a clean and attractive environment across a split site. This adds very positively to the atmosphere of the whole school.
52. Promotion and monitoring of behaviour have become very well established with very good arrangement. Staff, pupils and parents are very clear about the school's expectations. There are appropriate rules and expectations of conduct and these are very effectively supported by the school prefects and school council. Staff make good regular reference to the rules to maintain compliance. For example, a pupil who is not concentrating will be asked to say what the rule is about learning. Appropriate awards are given in classrooms, the playground and around school for achievement in meeting the high expectations of hard work and good behaviour and attitudes. This underpins the caring atmosphere the school community enjoys and ensures aggressive or racist outbursts are unlikely to occur. The school has very good strategies for dealing with any issues should they occur.
53. There are very good systems to monitor and promote good attendance and these are effective in practice. Pupils and parents are quite clear about what the school expects in terms of attendance, punctuality and the authorisation of absence. Very effective monitoring arrangements ensure the school can react to any attendance problems very quickly. There are very good links with the education welfare officer, who provides good support to the school.
54. The school is beginning to establish helpful 'pupil profiles', which track aspects of pupils' personal development. Assessment procedures for pupils with special educational needs and with English as an additional language are very good. Pupils' progress is monitored, regular reviews take place and information gathered is used to set targets for improvement.
55. At the time of the last inspection the school did not have a whole-school policy for the assessment of pupils' attainment and progress. Procedures have recently been agreed which, if implemented fully, would provide an effective means of assessing and tracking pupils' attainment and progress. A more precise timetable for when tests and assessments are to be carried out is required, so that the policy is followed consistently throughout the school. The arrangements that have been put in place should be monitored in order to ensure their implementation and to evaluate their effectiveness.
56. The school makes use of its analysis of statutory test results to inform curriculum planning; areas in which a significant proportion of pupils are weak are identified and addressed in the following academic year. It is also developing cohort profiles to inform the target setting process. Assessment information is also used to set pupils for mathematics at the end of Key Stage 2 and to inform decisions about the deployment of classroom assistants. However, except when pupils

have individual learning plans, assessment is not yet used effectively to plan the next steps in teaching. As a result, pupils' individual needs are not always met. The marking policy which is an integral part of the school's assessment procedures is rarely followed so that pupils are not receiving written guidance to help them improve, nor are they able to evaluate their own learning.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

57. The school has very good links with parents. They are provided with plenty of good quality information about school on a regular basis. Parents feel able to approach staff at any time. Parents who respond to the school's initiatives make a good contribution to their children's learning and are very supportive of the school. There are good levels of parental interest in school and parents and carers are very satisfied with most aspects of their children's education.
58. Parents feel that this is a very good school. There is a regular small core of parents who help in classrooms and particularly on trips and visits. Most parents feel they are welcome to help at any time if they are available. They have a good commitment to the school through the support they provide. For example, parents attended and supported the Divali celebrations during the inspection. Parents are mostly very keen to attend school activities such as performances and open evenings. They are also supportive of curriculum and other information evenings. Home School Association activities provide parents, pupils, staff and governors with a good opportunity to socialise and contribute effectively to school funds, which are used to provide extra learning resources.
59. The school works very hard to establish good communications with parents from before children start at the nursery. Links with the parents of pre-school children are developed well through the very good toy library which many parents and toddlers attend weekly. Another good example of links between the school and parents is the after school club, which looks after pupils in school until parents can pick them up. Parents respond positively to appeals to work with the school to maintain high standards of behaviour and in support of the home school agreement, which clearly sets out the respective responsibilities of the school, the family and the pupils. Parents show through their involvement in attending school to review their children's work they have a good level of interest in the work of the school and they know their children are happy in school. Parents of pupils with special educational needs and those learning English as an additional language are very clearly involved in the review process.
60. The quality of information provided by the school is good overall. Parents report that they are well informed in plenty of time about what activities the school is planning. The prospectus is very informative but the governor's annual report to parents needs further development. There is good quality and quantity of information that informs parents and pupils about all aspects of the school's work and the achievements of the pupils, such as at the beginning of the year curriculum guidelines contained in the newsletter. Pupils' annual school reports are good and informative and tell parents about the achievements of their children. The school has started to include useful information about targets for improvement.
61. The school works well in partnership with all parents. To communicate with parents whose home language is not English, key documents are translated into Urdu, the most common language other than English used in the school. The school also uses the linguistic skills of its bilingual staff to good effect in communicating with parents.
62. During the inspection week, the school organised a very successful Divali Activity Day, with very good support from parents. This provided the youngest pupils with a very good opportunity to participate in the making of Divali cards, divas and lassi (a sweet drink), and to deepen their understanding and appreciation of the festival.

HOW WELL IS THE SCHOOL LED AND MANAGED?

63. The acting headteacher provides good leadership and management. He has a clear understanding of the school's strengths and weaknesses and of the main priorities for improvement. He is ably supported by an acting deputy headteacher who has appropriate and clearly-defined management responsibilities. Other key staff, such as subject and key stage co-ordinators and the special educational needs co-ordinator fulfil their roles well. Each member of the senior management team has responsibility for the management of a team of staff. This represents an improvement since the last inspection, when staff with management responsibilities were insufficiently involved in managing their subjects and aspects. The good leadership and management is contributing positively to raising standards in English, mathematics and science, particularly by the time pupils leave the school at the age of 11, through the systematic monitoring and development of teaching which is carried out by the acting headteacher and other staff with management responsibilities. For example, the upper school mathematics co-ordinator was carrying out monitoring of teaching and learning during the inspection. Staff find that feedback when they have been monitored is useful in helping them improve the quality of their teaching.
64. The school has an appropriate set of aims, summed up in the overall philosophy, 'Respect yourself, respect others.' The school's commitment to equality of opportunity for all and good relationships is reflected through all its work. This is seen especially in the way in which the high proportion of pupils with special educational needs and those learning English as an additional language are fully integrated into all aspects of school life and their social and learning needs are met.
65. The school development plan clearly identifies a realistic number of appropriate issues for school improvement. The costs associated with these improvements are clearly spelled out, as are the intended outcomes. The headteacher has drafted the development plan following consultation with staff and it has been approved by the governing body. However, the governors' role in planning for school improvement is less well developed than it might be, although they have a clear understanding of the issues facing the school. They are particularly anxious to appoint a permanent headteacher.
66. The governing body, headteacher and staff share a clear and realistic commitment to improving standards and this is bearing fruit this year. Their clear understanding of the school's strengths and weaknesses means that they are well placed to make further improvements in the quality of education provided and the standards achieved. A draft performance management policy has been drawn up in consultation with the governing body, based on national guidelines, and the school is well placed to meet performance management requirements by the end of this year.
67. The governing body has an appropriately constituted finance committee. This committee oversees efficient financial planning and administration and is very well supported by the school's administrative staff. Care is taken to plan the budget in light of school improvement priorities. The headteacher and finance committee are kept up to date with the workings of the budget and staff managing subjects are also updated as necessary on how much money they have spent and what is left. The governing body takes good care to apply the principles of best value when obtaining goods and services, and competitive quotes and tenders are sought. There are secure and effective systems for day-to-day financial administration and the handling of monies such as dinner money and the school fund. The recommendations of the latest auditor's report have been fully implemented.
68. The school makes effective use of information and communications technology in its administration, for example to provide budget updates to the headteacher, governing body and staff and in its preparation of regular, attractively presented newsletters for parents. The administrative staff write their own computer programs for use in administration and, although the Internet is not yet available at the school, good use is made of electronic mail off-site to assist in administration.
69. The funds provided to support the education of pupils with special educational needs are well used to help them to be fully integrated into the school and make good progress in their learning.

Social inclusion funding is used very well to provide a special class for a small number of pupils at risk of exclusion from school. Grants for the education of travellers and pupils from minority ethnic groups are well used to provide good teaching and ancillary support and this helps these pupils to have full access to the curriculum and make good progress in their learning.

70. There are sufficient numbers of qualified teaching staff to meet the needs of pupils and teach the full range of the National Curriculum and religious education. At the Foundation Stage there are appropriately qualified and experienced teachers and support staff, including a member of staff who works with families in the community, to meet the needs of children and promote their progress towards the Early Learning Goals. The school is very well supplied with skilled support staff, who make a positive contribution to pupils' learning, especially those who have special educational needs and those for whom English is an additional language.
71. The accommodation is well cared for and attractively presented, clean and tidy with many striking displays of pupils' work. It allows teachers to meet the demands of the curriculum and the needs of pupils. Learning resources are good overall and support teaching and learning well. However, library facilities are inadequate and this is reflected in pupils' unsatisfactory library skills at the age of 11.
72. New staff are satisfactorily inducted into the practices of the school and there is a range of helpful documentation to guide them. They report that they are well supported by senior staff acting as mentors, although understandably there was less support for new staff in the run up to the inspection than is usual. The school would effectively provide initial teacher training.
73. The school fulfils its aim of providing a curriculum which is accessible and inclusive for all pupils. The large number of support staff is used effectively to ensure the needs of pupils with special educational needs, or with English as an additional language, are met and they are enabled to take a full part in the life of the school.

74. **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

- Make sure that the assessment information gathered is used by teachers to help them plan their next steps in teaching, through implementing fully the school's new assessment policy
- Improve the role of the governing body in strategic planning by seeing that they are fully involved in the process of identifying needs and planning for school improvement
- Review the time allocation to subjects other than English, mathematics and science in order to implement fully the requirements of the new National Curriculum 2000
- Improve progression in pupils' learning in science by;
 - specifying the knowledge, understanding and skills to be taught in each year group
 - allocating an appropriate amount of time to each area of study
- Enrich the library facilities available to pupils through fully implementing the plans which the school has for improvement in this area

Other issues which should be considered by the school

- Set consistently higher expectations in order to improve the presentation of pupils' work
- See that the marking policy is used more consistently by teachers to ensure that they give pupils advice on what to do to improve their work
- Liaise with parents and carers to encourage better punctuality of pupils arriving at school in the morning.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

| | |
|----------------------------------------------------------------------|----|
| Number of lessons observed | 89 |
| Number of discussions with staff, governors, other adults and pupils | 28 |

Summary of teaching observed during the inspection

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|-----------|-----------|------|--------------|----------------|------|-----------|
| 1 | 11 | 56 | 26 | 6 | 0 | 0 |

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

Information about the school's pupils

| Pupils on the school's roll | Nursery | YR – Y6 |
|------------------------------------------------------------------|---------|---------|
| Number of pupils on the school's roll (FTE for part-time pupils) | 40 | 451 |
| Number of full-time pupils eligible for free school meals | | 166 |

FTE means full-time equivalent.

| Special educational needs | Nursery | YR – Y6 |
|---------------------------------------------------------------------|---------|---------|
| Number of pupils with statements of special educational needs | 0 | 3 |
| Number of pupils on the school's special educational needs register | 15 | 163 |

| English as an additional language | No of pupils |
|---------------------------------------------------------|--------------|
| Number of pupils with English as an additional language | 216 |

| Pupil mobility in the last school year | No of pupils |
|------------------------------------------------------------------------------|--------------|
| Pupils who joined the school other than at the usual time of first admission | 46 |
| Pupils who left the school other than at the usual time of leaving | 79 |

Attendance

| Authorised absence | | Unauthorised absence | |
|---------------------------|-----|---------------------------|-----|
| | % | | % |
| School data | 6.8 | School data | 0.1 |
| National comparative data | 5.4 | National comparative data | 0.5 |

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

Attainment at the end of Key Stage 1

| | Year | Boys | Girls | Total |
|----------------------------------------------------------------------------------------|------|------|-------|-------|
| Number of registered pupils in final year of Key Stage 1 for the latest reporting year | 1999 | 33 | 27 | 60 |

| National Curriculum Test/Task Results | | Reading | Writing | Mathematics |
|---------------------------------------------|----------|---------|---------|-------------|
| Numbers of pupils at NC level 2 and above | Boys | 22 | 23 | 24 |
| | Girls | 18 | 18 | 18 |
| | Total | 40 | 41 | 42 |
| Percentage of pupils at NC level 2 or above | School | 67 (69) | 68 (64) | 70 (80) |
| | National | 82 (80) | 83 (81) | 87 (89) |

| Teachers' Assessments | | English | Mathematics | Science |
|---------------------------------------------|----------|---------|-------------|---------|
| Numbers of pupils at NC level 2 and above | Boys | 21 | 23 | 25 |
| | Girls | 17 | 19 | 23 |
| | Total | 38 | 42 | 48 |
| Percentage of pupils at NC level 2 or above | School | 63 (62) | 70 (68) | 80 (56) |
| | National | 82 (81) | 86 (85) | 87 (86) |

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

Attainment at the end of Key Stage 2

| | Year | Boys | Girls | Total |
|----------------------------------------------------------------------------------------|------|------|-------|-------|
| Number of registered pupils in final year of Key Stage 2 for the latest reporting year | 1999 | 31 | 30 | 61 |

| National Curriculum Test/Task Results | | English | Mathematics | Science |
|---------------------------------------------|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above | Boys | 21 | 23 | 25 |
| | Girls | 17 | 19 | 23 |
| | Total | 38 | 42 | 48 |
| Percentage of pupils at NC level 4 or above | School | 63 (47) | 70 (38) | 80 (55) |
| | National | 82 (81) | 86 (85) | 87 (86) |

| Teachers' Assessments | | English | Mathematics | Science |
|---------------------------------------------|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above | Boys | 17 | 18 | 18 |
| | Girls | 17 | 15 | 13 |
| | Total | 34 | 33 | 31 |
| Percentage of pupils at NC level 4 or above | School | 56 (55) | 55 (53) | 51 (64) |
| | National | 68 (65) | 69 (65) | 75 (75) |

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

Ethnic background of pupils

| | No of pupils |
|---------------------------------|--------------|
| Black – Caribbean heritage | 35 |
| Black – African heritage | 31 |
| Black – other | 45 |
| Indian | 18 |
| Pakistani | 156 |
| Bangladeshi | 1 |
| Chinese | 1 |
| White | 82 |
| Any other minority ethnic group | 38 |

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

| | Fixed period | Permanent |
|------------------------------|--------------|-----------|
| Black – Caribbean heritage | 6 | 0 |
| Black – African heritage | 4 | 0 |
| Black – other | 0 | 0 |
| Indian | 0 | 0 |
| Pakistani | 3 | 0 |
| Bangladeshi | 0 | 0 |
| Chinese | 0 | 0 |
| White | 0 | 0 |
| Other minority ethnic groups | 0 | 0 |

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

Teachers and classes

Qualified teachers and classes: YR – Y6

| | |
|------------------------------------------|------|
| Total number of qualified teachers (FTE) | 18 |
| Number of pupils per qualified teacher | 30 |
| Average class size | 27.2 |

Education support staff: YR – Y6

| | |
|-----------------------------------------|-----|
| Total number of education support staff | 17 |
| Total aggregate hours worked per week | 261 |

Qualified teachers and support staff: nursery

| | |
|------------------------------------------|----|
| Total number of qualified teachers (FTE) | 2 |
| Number of pupils per qualified teacher | 20 |

| | |
|-----------------------------------------|----|
| Total number of education support staff | 3 |
| Total aggregate hours worked per week | 75 |

| | |
|--------------------------------|----|
| Number of pupils per FTE adult | 10 |
|--------------------------------|----|

FTE means full-time equivalent.

Financial information

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

| | £ |
|--------------------------------------------|---------|
| Total income | 980004 |
| Total expenditure | 1002364 |
| Expenditure per pupil | 2203 |
| Balance brought forward from previous year | 37768 |
| Balance carried forward to next year | 15408 |

Results of the survey of parents and carers

Questionnaire return rate

| | |
|-----------------------------------|-----|
| Number of questionnaires sent out | 491 |
| Number of questionnaires returned | 117 |

Percentage of responses in each category

| | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|------------------------------------------------------------------------------------|----------------|---------------|------------------|-------------------|------------|
| My child likes school. | 65 | 28 | 2 | 3 | 3 |
| My child is making good progress in school. | 42 | 45 | 4 | 2 | 7 |
| Behaviour in the school is good. | 41 | 41 | 9 | 3 | 7 |
| My child gets the right amount of work to do at home. | 23 | 31 | 26 | 14 | 7 |
| The teaching is good. | 50 | 41 | 3 | 0 | 7 |
| I am kept well informed about how my child is getting on. | 43 | 34 | 17 | 1 | 5 |
| I would feel comfortable about approaching the school with questions or a problem. | 58 | 34 | 2 | 0 | 6 |
| The school expects my child to work hard and achieve his or her best. | 52 | 37 | 2 | 0 | 9 |
| The school works closely with parents. | 41 | 34 | 10 | 3 | 12 |
| The school is well led and managed. | 45 | 38 | 7 | 1 | 9 |
| The school is helping my child become mature and responsible. | 41 | 49 | 3 | 2 | 6 |
| The school provides an interesting range of activities outside lessons. | 27 | 37 | 13 | 5 | 18 |

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

75. At the time of the last inspection, the provision for children under five was judged to be satisfactory with appropriate practice to meet children's needs. Since then the quality of teaching, the curriculum and provision for learning for the Foundation Stage have been further developed and enhanced. For example, expectations are clearly identified from the recently introduced Early Learning Goals and targets for learning are focused to cater for the varying experiences of the children. Clear and thorough planning and organisation, including a comprehensive system to record the children's attainment, are in place and assessment opportunities are identified as an integral part of the planning for each area of learning.
76. There are three intakes of children into the nursery and the school every year. The majority of pupils enter the nursery with well below average attainment, although there are a few children with average attainment. By the end of the Foundation Stage, they have made good progress, but have not reached the expected standards in the nationally-recognised curriculum. There is a very high proportion of children for whom English is an additional language and the number of children with special educational needs is well above the national average. They are identified quickly and fully integrated into the class and make progress at the same rate as the other children. Good use is made of assessment. The information gained by the Foundation Stage Outreach Teacher when the children first join the nursery is used effectively to plan activities for them. Regular observations and assessments are made of each child's progress to ensure that work continues to match their needs and build on their previous learning. Early years staff work extremely well together and collaborate very effectively to plan activities and assess children's needs.

Personal, social and emotional development

77. By the end of the Foundation Stage, the majority of children do not meet the expected standards in their personal, social and emotional development. Many of them are very reluctant to speak when they enter the nursery. With helpful encouragement they are beginning to form positive relationships and to communicate suitably with one another and with adults. For example, children are encouraged to hold hands and sing a welcome to each other at the beginning of the morning and afternoon sessions. Relationships are very good and staff are effective in creating a warm, caring and stimulating learning environment in which the children develop good attitudes to learning and become self-confident. They are taught the difference between right and wrong. Clear routines have been established in which the children thrive. For example, they are expected to help clear away after finishing their activities by returning equipment to the correct places, putting chairs under tables and generally tidying areas for the next session. The older children in the reception class remain interested in tasks until completed, particularly when working with an adult. They are beginning to share equipment and collaborate appropriately during group work, for example, when using small construction kits to make habitats for different animals.
78. The overall good teaching in this area has a positive impact on children's learning. Where classrooms are well managed children are secure and confident. This is a strength in the Foundation Stage where the children are settled thoughtfully and sensitively into the classes. Teachers plan good opportunities for the children to learn and to concentrate on a given task. No opportunity is missed to help them learn how to live amongst a large group. Staff have high expectations that children will learn how to give and take, share and begin to understand what they may expect of others and others of them. By working very well together, the staff give the children very good role models.

Communication, language and literacy

79. By the time they are five, the majority of children are well below the required standard in communication, language and literacy. They make good progress from entry and are developing their skills satisfactorily in receptive English. They listen well to stories read. For example, the children in the reception class listened attentively to the story of 'Rama and Sita' to celebrate Divali. However, the children lack the necessary language skills to share their experiences. For example, many of the children for whom English is an additional language lack the essential vocabulary to identify objects in pictures. Nevertheless, the adults use skilful questioning to encourage them to try to express their ideas and increase their vocabulary. Children are developing skills in writing which are appropriate to their ability. For example, the children in the reception class are beginning to identify the initial sound of words in their attempts at independent writing. Most children handle books carefully. They understand how books are written and know that pictures tell a story and words have meanings. A few higher attaining children use a number of methods to read stories. For example, they use the sounds of the letters to help them read words or the pictures to give them an idea of what the writing is about. However, the majority of children do not have the necessary vocabulary and confidence to talk about the stories. Teachers encourage all children to take home their books to share with their family and most do this regularly. Information technology is used effectively to support this subject, for example, through using 'Animated Alphabet' or using word-matching programs. The introduction of regular literacy sessions is having a beneficial impact on their learning.
80. No direct teaching was observed in this area in the nursery and only group teaching was observed in the reception class. Adults interact suitably with the children, particularly in discussion, to exploit any opportunities to increase children's vocabulary. The teachers, nursery nurses and learning support assistants use praise well to build up the children's confidence and self-esteem. Challenging work is successfully planned which makes children think and keeps them focused with interest on the activities provided particularly when they are supported.

Mathematical development

81. The majority of children enter school with well below average number skills. They make good progress but are still well below the expected standard by the end of the Foundation Stage. In the nursery, the children are beginning to recognise numerals one to five and are developing their understanding of mathematical language, such as heavier and lighter and can sort by colour and shape. The reception children count and sort numbers to ten orally and are beginning to compare, sort and match every day objects. All the children have experience in ordering size when comparing the chairs, bowls and beds of the three bears. They are appropriately introduced to mathematical language such as big, little, more, less, in front of and behind. Teachers use every opportunity to reinforce the children's knowledge and understanding of number through consistent repetition, for example, in the singing of various number rhymes. Information technology is used effectively to support mathematics through carefully selected number programs and in listening to counting rhymes on tapes.
82. Taking account of the nursery and the reception class, the quality of teaching is good overall and has a strong impact on children's learning and the good progress they make. The good teaching is characterised by clear and precise exposition and instructions so that the children know what is expected of them. Skilful questions are used to stimulate thought and number games, such as 'dog and bone', are planned to provoke discussion from which children learn much. Work is effectively planned to meet the needs of all the children and clear objectives ensure that the children progress well. Teachers have secure understanding of how young children learn and provide a rich learning environment in which the children can develop.

Knowledge and understanding of the world

83. By the end of the Foundation Stage, the majority of children do not meet the national expectations in their knowledge and understanding of the world. Children are beginning to show an awareness of the changes in the natural world through looking at the weather and signs of Autumn and are developing an understanding of the passing of time through keeping a record of the day, month and date. They appropriately talk about the established school routines and personal events in their lives. For example, birthdays are happily celebrated with a birthday cake. The children gain an understanding of the wider community through pleasant visits, for example, to the seaside. Effective opportunities are provided for the children to develop their understanding of different religious beliefs and cultures through well planned activities. For example, they taste special foods and fruits to celebrate Divali in the nursery, while in the reception class the children successfully cut up fruit to make a spicy fruit salad as part of the Divali festival. They have many opportunities to cut, stick and join materials together. For example, when making an object, a nursery child quite thoughtfully used a hammer and nail to join two pieces of wood together. The children enjoy using dough and handling a variety of tools to experiment in making, for example, different fruit-shapes. Their computer skills are satisfactory. They are developing eye and hand co-ordination through controlling the mouse when following programs.
84. Overall, the quality of teaching in this area is good. Very good relationships have been established between the staff. The support assistants are very able and make a valuable contribution to the children's learning by skilfully reinforcing their understanding and effectively supporting them. The stimulating displays support this area effectively. Teachers plan activities that develop and increase the children's skills, particularly of observation. Plans clearly set out appropriate learning intentions for lessons. The activities are well matched to the needs of the children and they are precisely explained and demonstrated. Resources are very well prepared prior to the lesson.

Creative development

85. By the end of the Foundation Stage, the children have made good progress in their creative development but do not meet the Early Learning Goals. They have daily opportunities to express themselves by drawing, painting, marbling, engaging in imaginative play, sand and water play and using malleable materials, such as play-dough and clay to make, for example, divas. They produce pictures using a wide range of techniques and materials to print with fruits and vegetables, to create collage pictures of owls and patterns using a selection of buttons, bottle-tops and sponges. They design colourful pictures using a variety of cloth, plastic, wool and foam to represent, for example, the colour purple. They paint pictures, for example, of fireworks, animals, owls and self-portraits with varying degrees of success. In music, the children join in the action songs with enthusiasm. They are beginning to memorise the words of a number of nursery rhymes and songs. They can keep a steady beat while singing a song. The role play area of a 'home corner' provides stimulating opportunities for the children to play co-operatively and develop their imaginative and speaking skills by enabling them to take on the various roles and jobs. For example, one child told another that she was making banana coffee, as two others were holding a telephone conversation with each other, while another child was carefully filling the washing machine with play clothes.
86. Overall, the quality of teaching is good in this area of learning. Creative development is well fostered through a wide variety of activities. Teachers and support staff are well organised and use stimulating resources which are well prepared. They constantly talk to the children and ask relevant questions to enlarge their vocabulary and support their efforts. Staff work closely together and make positive contributions to the children's learning. For example, they participate in role-play situations and they help the children to select the most appropriate materials for their models.

Physical development

87. By the end of the Foundation Stage, the majority of children make good progress, but do not reach the Early Learning Goals in their physical development. In the nursery, the children experience difficulty in controlling small tools such as pencils and glue spreaders and paint brushes. However, there are many effective opportunities planned for the children to successfully develop these skills. By the time they are five, the majority of children are beginning to control and manipulate small objects such as pencils, construction apparatus, modelling tools, scissors and paint brushes, which they handle safely. In the nursery, the outdoor play area provides a good range of equipment to develop the children's ability to control and co-ordinate their bodies and gives them an awareness of space. Currently, this area is shared with the reception class as there is no outdoor area available to the reception class. When the reception class is doubled after Christmas the will become too small to accommodate all the children.
88. Overall, the quality of teaching is good in this area. Teachers, make good provision for the children's physical development. Good teaching is characterised by clear and precise exposition and instructions so that the children know what is expected of them. Lessons are well planned and structured, including a clear development of skills to take account of the newly introduced 'Stepping Stones' for the Foundation Years. Teaching assistants are well deployed, fully active role models and understand what is expected of them. The teachers have a secure understanding of how young children learn and provide a rich learning environment in which the children develop well physically. All staff have a very sensitive awareness of the children's safety.

ENGLISH

89. In the 1999 national tests and assessments for seven year olds, standards were well below the national average in reading and writing, but average when compared with similar schools. By the age of 11, standards were well below the national average both nationally and when compared with similar schools. Unpublished results for this year indicate that standards have risen for 11 year olds and the school has surpassed the targets that it set. Attainment on entry to the school is very low in comparison with what is typical of children starting school. This is attributable to the very high percentage of pupils who have English as an additional language. The proportion of pupils having special educational needs is about double the national average. A high proportion of pupils who speak English as an additional language start the Foundation Stage and the National Curriculum with limited English and often very low standards in language and literacy. Inspection evidence confirms that standards at the ages of seven and 11 are below the national average. Since the last inspection there has been a vast improvement in standards by the age of 11, particularly since 1999 when standards dipped dramatically. There is evidence that aspects of the National Literacy Strategy are having a significant impact on attainment and good progress is made across the school.
90. Standards in speaking and listening are below what is typical of both seven and 11 year olds. Although by the time pupils are 11 most begin to show increasing confidence when speaking to adults, many find it difficult to explain their ideas in any depth and they do not have the breadth of vocabulary or the knowledge of grammar to sustain a discussion in standard English. Higher attaining pupils are fluent and articulate speakers of English, for example when talking about their reading books. Few pupils listen well when they enter the nursery, but with the good provision of a wide range of listening opportunities, this skill is appropriately developed in many. By the time they leave the school most pupils listen attentively.
91. Overall, progress in speaking and listening across the school is good. Many opportunities are planned to encourage pupils to increase their vocabulary and use of spoken English. For example, in Year 1, although many of the pupils have very limited speaking skills and find it hard to communicate their ideas and explain what they are doing, they attempt to join together in saying the text of "Going on a Bear Hunt", while pupils in Year 2 enjoy talking about their favourite rhymes. In Year 3, pupils say what are the main events in a play about the Pied Piper and pupils

in Year 4 consider how to make a set of instructions clearer. Pupils in Year 5, offer answers about the adjectives they can find in a story of "James and the Giant Peach" while pupils in Year 6 are beginning to distinguish between biographical and auto-biographical writing. Teachers are very good role-models for pupils to follow in valuing and respecting the ideas and opinions of both pupils and adults. No answer or comment made by a pupil is ever dismissed as useless by any teacher and this effectively builds up an atmosphere of trust in which self-esteem and self-confidence are enriched. All staff, including nursery nurses and classroom support assistants make an effective contribution to the progress of all pupils. They clarify questions, explain new vocabulary and encourage pupils to offer answers.

92. Overall, standards in reading are below average, although a small minority attain average standards at the end of Year 2 and Year 6. Younger pupils are beginning to build on a number of skills in order to be able to read the text. For example, pupils in Year 1 memorise phrases and 'read' a story by using the pictures to help and often identify words by their initial sounds. In Year 2, pupils begin to self-correct and have a good understanding of alphabetical order, while higher attaining pupils in Year 2 use phonic skills successfully and have a good sight vocabulary. Lower attaining pupils know that print carries meaning and that text is read from left to right. By the end of Key Stage 1, the majority of the pupils are increasing their understanding of library skills through the positive impact of literacy hour. For example, they appropriately explain the meaning of an author, title, illustrator, index and the contents in a book. By the age of 11 the majority of pupils are beginning to show that they understand the notable ideas from the story, but do not refer to the text to talk about their thoughts. Their inference and deduction skills are weak. Overall, pupils who have special educational needs and those for whom English is an additional language make good progress as group activities are well organised and supported.
93. Skills in writing are well below average at the age of seven and 11. The majority of pupils experience difficulty in expressing ideas in extended writing of stories and have poor spelling ability. This means that they have more confidence when following formal written exercises than in story writing. By the end of Key Stage 2, pupils write for a range of different purposes. The combination of a well-structured literacy hour together with good and sometimes very good teaching has a very positive effect on pupils' attainment in writing. As pupils move through the school they write more imaginative stories but often make careless spelling and punctuation errors and much of their written work lacks depth. Some higher attaining pupils in Year 6 are beginning to show appreciation for poetry when writing on the subject of cats. For example, *"Look at the furniture! Look at the stairs! Look at the carpets! Look at the chairs! There are visitors coming, A fat lot she cares..."* In Year 5, pupils are developing an interesting and lively descriptive style when writing about a witch. For example, *"...despicable feet that smell vile like dead fish rotting."* The pupils are appropriately taught to follow simple story frames to plan their writing, working either with the teacher as a class, in a group or individually. By the age of 11, nearly all the pupils except those of lower ability join letters correctly and their handwriting is legible.
94. Learning skills are generally good. Pupils are nearly always ready to apply intellectual and creative effort in class, as a result of their own positive attitudes, the clear learning ethos of the school and the good relationships that teachers foster in class. They show interest and sustain concentration well, except for a small minority who have difficulty listening for sustained periods. The majority of pupils understand what they are doing and know how to improve their work, because of the clear instructions their teachers give them. Most are keen to participate and as a result they are not afraid of making mistakes, particularly in oral work. Pupils' attitudes and behaviour are good and most enjoy their lessons. There are good relationships in all classes and personal development is fostered well. In all lessons, the majority of pupils co-operate and collaborate well in small group work. They listen to the views and opinions of others and usually treat them with respect. There are no instances of intimidation or aggressive behaviour.
95. Overall, the quality of teaching is good with some very good aspects. There are a few instances of unsatisfactory teaching. The overall good quality teaching has a significant impact on pupils' learning. The scrutiny of pupils' work indicates that there is much good teaching, but its impact on pupils' level of attainment is sometimes disappointing. In marking the pupils' work, teachers

make regular comments to encourage but give few points for improvement to ensure that pupils understand what to do next, particularly in the upper school. Individual and group targets are set termly for writing. For example, in a Year 4 class, pupils refer daily to group targets that are stuck on the table top. This practice is contributing to the good progress pupils are making in the subject. Lessons are interesting and motivate pupils to learn. All teachers speak clearly, providing very good role models of spoken English. Teachers have good subject knowledge, most explain concepts clearly and introduce pupils to relevant technical vocabulary. Group activities are usually well matched to pupils' needs. Relationships are good and teachers manage behaviour well. Teachers' questioning skills are good, effectively checking understanding and reinforcing learning. In the few unsatisfactory lessons organisation is inadequate and pupils are given no time limits and left too long before their work is checked to see how much they have done. This means that the pace of the lesson slows down because a significant number of pupils 'coast' until they are noticed, which results in unsatisfactory progress.

96. A scrutiny of pupils' work and of displays shows examples of pupils' written work in all relevant subjects. There are appropriate examples of written work in science, art, geography, history, music and religious education. Information technology successfully supports pupils' learning in this subject. For example, pupils in Year 6 use "Textease" to write about the creation of the world.
97. The subject is well managed by two co-ordinators. A broad and balanced programme of work has been produced that provides a good range of structured tasks. The co-ordinators monitor the subject effectively and have a good understanding of the strengths and weaknesses in English across the school. There are good assessment procedures and pupils' progress is monitored regularly. Test results are analysed carefully to identify targets for improvement. The support for teachers is good and the literacy project training has been carried out thoroughly. Further training is well planned to take account of under-achievement among specific ethnic minority groups in order to raise their attainment through effective use of target setting.
98. The school library is unsatisfactory but it is in the process of being re-developed. Currently, it is used for a number of other purposes and has too few books to cover all the areas of the curriculum. This limits opportunities for pupils' independent research and the development of library skills. Apart from the shortcomings in the library, resources are well organised, accessible and in good condition. The teaching of English and the quality of provision have improved since the last inspection.

MATHEMATICS

99. In the 1999 national tests and assessments for seven year olds standards were below the national average. Standards reached by 11 year olds were well below national averages. Compared to similar schools, that is to say schools with a similar proportion of pupils eligible for free school meals, the standards reached by seven year olds were below average and those reached by 11 years olds were well below average.
100. The standards achieved by both seven and 11 year olds have risen well this year. Eleven year olds have exceeded the targets set for them and seven year olds also have made good gains in standards. Because they start from a very low base, it is not surprising that, despite good improvements this year, standards remain below the national average. Inspection evidence confirms that this is the case. Pupils are making good progress in their mathematical skills.
101. By the time they are seven most pupils know how to add, subtract, multiply and divide simple number operations using numbers up to one hundred. Most pupils can work out the answers to simple calculations and give an explanation of how they arrived at their solution. They are able to count forward and back in twos, fives and tens. In work on shape and space, pupils know the names of many common two-dimensional and three-dimensional shapes. They know the language of time and sequence days of the week, months of the year and seasons correctly.

102. By the age of 11 pupils are able to collect data and record their findings in a frequency table. They investigate favourite colours and interpret their findings in the form of a database. Pupils use the language associated with probability to discuss the theory of outcomes and the actual experimental result. They investigate the properties of a cuboid, and know that each face is called a polygon. Pupils use and understand mathematical language, such as face, corner and edge. They are able to estimate lengths up to one metre and use measuring instruments accurately to the nearest unit. Pupils are able to measure and record a variety of lengths using standard units. They are confident in counting in multiples of decimal fractions. They can use decimal notation for tenths, hundredths and thousandths and they know what each digit represents.
103. Teaching and learning are good. Teaching was good or very good in the majority of the lessons observed. This good teaching results in pupils making good progress in their learning and has resulted in the rise in standards this year and the targets for achievement being exceeded. There is a strong emphasis on numeracy throughout the school and the National Numeracy Strategy is used effectively by all teachers. This has helped raise standards this year. Curriculum planning is rigorous, based on the Numeracy Strategy guidelines and focuses on skills to be taught in each lesson. Teachers have high expectations of what pupils can achieve and this helps pupils aim high and improve their performance. Regular practising of mental mathematics skills and the development of mathematical language are strong features of lessons.
104. Teachers have a good knowledge of the National Numeracy Strategy. They plan their lessons well with clear objectives, which they share with pupils. This helps pupils have good understanding of their own learning. The good relationships between teachers and pupils make a positive contribution to pupils' attainment and progress. Skilful questioning is a feature of the very good lessons. Pupils are encouraged to raise and answer questions. Pupils with special educational needs and English as an additional language are well supported and make good progress. Support staff are deployed effectively and they clearly understand the needs of the pupils with whom they work.
105. Since the last inspection greater opportunities are provided for pupils to extend their mathematical knowledge and understanding through the use of information and communications technology. There are satisfactory opportunities for pupils to use and apply their mathematical skills across the curriculum, for example as they weigh and measure in science investigations. The recently appointed subject co-ordinator is enthusiastic and knowledgeable. He has a clear overview of the strengths and areas for development. Resources are centrally stored and accessible to teachers.

SCIENCE

106. Standards are below average by the time pupils are aged seven and also when they are 11. In the 1999 National Curriculum teacher assessments at Key Stage 1, pupils attained standards that were well below the national average. The school's results are broadly in line with those achieved in schools where pupils are considered to have similar backgrounds. In the standardised tests at the end of Key Stage 2, overall results were very low in comparison with the national average and well below average in comparison with schools in a similar area. The school's results in the Year 2000 show a good improvement since the previous year at both stages and the school's own targets for attainment by the 11 year olds have been exceeded.
107. Throughout the school standards seen and pupils' achievements in lessons during the inspection were inconsistent. In a Year 1 lesson the teacher set challenging tasks for the pupils, enabling them to test the properties of materials using the investigation skills of observing, predicting what will happen, and recording results. They were trying to find a waterproof material to make a rain hat for a teddy and also stretched materials to find something suitable for making tights. Some pupils were beginning to recognise the need for a test to be fair. During lessons in Year 2 teachers' expectations of what pupils should know and understand were not high enough with the result that very little progress was made in understanding developments in humans from babyhood to adult life. In past work in Key Stage 1, pupils have had experience of classifying

objects in a variety of ways, for example into living and not living, rough or smooth. They have studied the life cycles of frogs, heated materials to bring about change, used simple electrical circuits and experimented with forces using pushing and pulling to move objects. Sometimes curriculum coverage varies from one class to another.

108. The standards of work seen among the oldest pupils were below average. In a Year 6 class most pupils' understanding of how the pitch and loudness of sounds produced by musical instruments can be changed was insecure. Pupils in a parallel class were able to draw and construct simple electrical circuits. Year 4 pupils were also working with electrical circuits, constructing mathematical games and models which functioned on completion of the circuit. In a Year 5 lesson pupils' knowledge and understanding of the evaporation of liquids to make a gas was sound; they remembered previous work well and could apply their knowledge in order to predict the results of investigations into the evaporation of water and perfume. Year 3 pupils had used a fair test to investigate the absorbency of different materials, predicting what would happen before finding out and explaining their results. Past work by the oldest pupils is of variable quality and in the main is poorly presented.
109. The quality of teaching is satisfactory overall and occasionally it is good. Teachers are very well organised and they form good relationships with their pupils. In the good lessons teachers have high expectations and they challenge pupils' thinking. Ongoing assessments of pupils' achievement are not used to inform lesson planning, contributing to the lack of progression in pupils' learning which is prevalent in some areas of study. There are times, particularly during scientific investigations, when pupils become excited and are not concentrating sufficiently on their work. As a result, progress in the development of investigative skills is not as satisfactory as it might be. Samples of past work show that all areas of study in the science curriculum have been visited but the depth of study does not always increase as pupils move up the school. There are examples of work by older pupils which are very similar to work done by pupils who are two years younger; insufficient progress is sometimes being made. The detailed scheme of work itemises curriculum content, which is currently being modified; the weakness of the present scheme is that it does not make clear the knowledge, understanding and skills to be taught in each year, nor does it specify the amount of time to be spent on each area of study.
110. The newly appointed co-ordinator was unavailable during the inspection. Her role in monitoring and evaluating teaching and learning to spread good practice and raise standards is under-developed. Resources for the subject are adequate provided that too many science lessons are not taking place at the same time. An analysis of pupils' Key Stage 2 test papers has enabled the school to identify and discuss weaknesses so that some points receive more focused teaching; this factor has contributed to the improvement in results this year compared with last.

ART AND DESIGN

111. Three lessons were observed in the juniors during the week of the inspection. On the basis of the lessons observed, the evidence gathered from examination of teachers' planning and scrutiny of pupils' work, it is judged that by the time they are aged seven and by the time they leave the school at the age of 11 pupils achieve standards that are typical of pupils of this age. Standards are similar to those found at the time of the last inspection.
112. The many and varied displays of pupils' work show the sound progress pupils make as they develop their skills. It is evident that pupils experience a wide range of materials in their art lessons including drawing, painting and collage work with much of the work being linked to other subjects. Year 1 pupils use a variety of materials to create houses made of sticks as part of a literacy topic on well known stories. Year 3 design hats for a 'Best Hat Competition', featuring fictional characters. This represents an improvement since the last inspection when three-dimensional work was judged to be underdeveloped. A display on major artists by Year 1 and 2 show that pupils have gained an appreciation of the work of artists such as Monet, Picasso and Van Gogh and apply the artists' ideas to their own work. Pupils in Year 2 use crayons and

pastels to recreate aboriginal patterns on bark cut from trees. As part of a literacy focus on developing journalistic writing styles, Year 6 designed propaganda posters on the theme of 'persuasion'.

113. The quality of teaching and learning in the lessons observed was good overall. This represents an improvement since the last inspection when teaching was judged to be satisfactory. In a very good lesson in Year 5, pupils evaluated close observational studies of a shoe done in a previous lesson, paying particular attention to shape, line, reflection and light in order to apply their observations to the drawing of a cola can. Through thoughtful and sensitive questions and suggestions from the teacher pupils were able to suggest ways of improving their own work. Pupils with special educational needs and English as an additional language are well supported and helped to make good progress in their learning.
114. The subject is well led by an experienced and enthusiastic coordinator. She has developed a policy and scheme of work which offers helpful guidance to teachers and shows the skills and progression needed across the key stages. The co-ordinator monitors the curriculum well to ensure the development of pupils' skills over time. There is a satisfactory range of resources to support teaching and these are well organised and readily accessible. The school has maintained the sound provision for art and design identified in the last inspection.

DESIGN AND TECHNOLOGY

115. There was insufficient evidence for a secure judgement to be made about either standards in the subject or teaching. No lessons were seen and there were few examples of pupils' work to look at.
116. The previous inspection considered standards in design and technology to be below expectations in both key stages. The limited evidence available suggests this remains the case. The school has addressed the issue, raised at the time of the last inspection, of a lack of a detailed scheme of work for the subject. The scheme that has been put in place provides a clear basis for teaching as it contains an overview of coverage from the reception year to Year 6, indicates appropriate skills development, progression in the use of tools, and the concepts and knowledge to be developed year by year. However, the increased time allocation for teaching literacy, which the school has adopted in common with many other schools, has meant that the new scheme has not been fully implemented. Some design and make tasks are incorporated into other subject areas, such as science, when pupils in Year 4 make models or games using an electric circuit, or musical instruments when studying how sound is made. Skills progression is not incorporated in these tasks. Sometimes design technology is taught as a blocked unit but this was not happening very much at the time of the inspection.
117. There are examples of good practice such as when pupils in Year 3 investigate what makes a structure stable, evaluating and improving their designs for photograph frames. A few pupils in Year 6 made musical instruments at home, most of which were of a standard well below what is typical of pupils of this age but their approach to evaluation was appropriate.
118. The co-ordinator is only just beginning to have an influence on the subject. However, since resources are adequate and the scheme of work provides a sound basis for future teaching, the school has the capacity to improve provision once an appropriate amount of time has been allocated to the subject.

GEOGRAPHY

119. Owing to the school's cycle of topics, it was possible to see only two lessons in geography, one in Year 5 and the other one in Year 6. Further evidence was gathered from an analysis of a limited amount of pupils' previous work and discussions with a sample of Year 2 and 6 pupils. The

available evidence indicates that standards have been maintained since the previous inspection, and they are in line with those typical of pupils in Years 2 and 6 nationally.

120. Seven year olds talk about some of the physical and human features of the locality of the school. They express views on their locality as they discuss what they like or do not like about it. They use geographical terms for directions confidently when they talk about getting from one place to another. Pupils' map skills are satisfactory, with most of them being able to draw and interpret simple plans. They know the name of the town and the country they live in, but their knowledge about the countries in the United Kingdom is limited.
121. Year 5 pupils' map skills are satisfactory. They are able to use the eight-point compass, and are currently learning successfully how to interpret Ordnance Survey maps. In Year 6, pupils demonstrate a sound knowledge and understanding of the major features of their locality and their effect on the lifestyles of its residents. They express views on their locality, and can suggest improvements to it which would benefit its residents. Pupils are able to compare some of the features of their locality with those of the Suntrap environmental study centre, which they have studied as a contrasting locality. Pupils show a sound knowledge and understanding of their topic on 'rain forests' which they have recently studied. They make good use of the technical vocabulary related to 'rain forests', for example canopy, equator, and the tropics of Capricorn and Cancer.
122. Pupils have good attitudes to geography. With only two lessons seen, there is insufficient evidence to make a judgement on the quality of teaching and learning across the school. However, the quality of teaching in the two lessons seen was good.
123. The geography curriculum is satisfactory and includes all the elements required by the National Curriculum. Currently the arrangements for assessment are underdeveloped. The school recognises this weakness and has plans to address it. The newly appointed curriculum co-ordinator has a good understanding of her role in relation to the development and monitoring of geography. She has identified areas of development in geography in light of the revised National Curriculum and has prepared an appropriate action plan to address them. She recognises that the current arrangements of following two schemes of work, the school's own scheme of work and the scheme of work prepared by the Qualifications and Curriculum Authority, can create difficulties in relation to maintaining the smooth progression of pupils' learning and plans to address this issue. The provision for resources in geography, including the use of Suntrap, the local education authority's outdoor education centre, is satisfactory.

HISTORY

124. During the inspection, most of the lessons were seen in the infants, and only one lesson could be observed in the juniors. Further evidence was gathered from a limited amount of pupils' previous work, and discussions with a sample of Year 6 pupils. The available evidence indicates that standards have been maintained since the previous inspection, and they are in typical of standards found nationally by the time pupils are aged seven and by the time they leave the school at the age of 11. Pupils make satisfactory progress in their learning over time, although progress in lessons was overall good.
125. In Year 1, pupils make a sound start in history. They are able to identify differences between old and new objects, and can talk about how old objects have changed over time. They give sources of information such as museums, books, pictures and television which can be used to study the past. Pupils make appropriate use of words and phrases about the passing of time. Pupils in Year 2 demonstrate satisfactory knowledge and understanding of aspects of the past beyond living memory as, for example, they study the lives of Harriet Tubman, Rosa Parks and Mary Seacole. They begin to give some reasons why people in the past acted the way they did. They show an emerging sense of chronology and order events in the lives of historical figures. The higher and

average attainers begin to present their work in simple writing and pictures whereas the lower attaining pupils do so mainly in pictures.

126. By the time they are 11 pupils demonstrate sound knowledge and understanding of the topics they have studied in the past, for example the Celts, the Romans, the Tudors, and the Victorians. They know that history can be divided into periods of time and can identify similarities and differences between them. Pupils use technical terms in history and they have a sound sense of chronology. They make use of dates in their work, and are able to remember some of them, particularly in relation to their current work on the Second World War. Pupils are also able to give some reasons for, and the results of, the Second World War
127. The quality of teaching and learning is overall good, with a small amount of it being very good and satisfactory. Teachers have a good knowledge of the subject, and their lessons are always well planned. Their exposition and explanations are nearly always lively, informative and well structured. This helps pupils to understand what they are learning, and to acquire new knowledge and increase their understanding. Teachers make good use of questions to elicit responses from pupils and to build on them. Expectations are high, and the pace of work in lessons is good. Pupils are very well managed which impacts positively on their participation in lessons. Teachers make good use of artefacts, video films and pictures which arouse pupils' interest in the past.
128. The history curriculum is satisfactory and includes all the required elements of the National Curriculum. As at the time of the previous inspection, assessment is an area for development. The school recognises this weakness and has plans to address it. The newly appointed curriculum co-ordinator has a good understanding of her role in relation to the development and monitoring of history. She has identified areas of development in history in the light of the revised National Curriculum and has prepared an appropriate action plan to address them. She recognises that the current arrangements of following two schemes of work, the school's own scheme of work and the scheme of work prepared by the Qualifications and Curriculum Authority, can create difficulties in relation to providing for the smooth progression of pupils' learning and plans to address this issue. There is an adequate range of history resources in the school and they are well used. The provision for visits to museums and other places of interest to enrich the history curriculum is satisfactory.

INFORMATION TECHNOLOGY

129. By the time pupils are aged seven and by the time they leave the school at the age of 11, standards are typical of those found in most schools nationally. This represents a significant improvement since the last inspection, when standards were judged to be too low and progress was unsatisfactory. The subject now meets statutory requirements outlined in the National Curriculum, in contrast to the situation found at the last inspection. Until recently pupils had limited opportunities to develop their skills, knowledge and understanding in using information technology because of deficiencies in equipment and an underdeveloped curriculum.
130. Regular lessons in the newly opened computer suite are having a very positive impact on the standards pupils achieve and upon their progress. Pupils at both key stages, including those who have special educational needs and those for whom English is an additional language, make good progress in all aspects of the information technology curriculum. They quickly develop skills in the youngest classes, learning to use the mouse to move and control pictures. For example, pupils in Year 1 use the direction keys and handle the mouse correctly, while pupils in Year 2 begin to understand some of the different functions of the keyboard. By the end of Key Stage 1, most pupils make patterns on screen. Pupils in Year 3 confidently create a number of repeating patterns by using different colours and a range of facilities from the tool bar. In Year 5, pupils are beginning to create, test and modify commands to control shapes, while in Year 6, pupils effectively use a program to create a picture and transfer it into another program and add text.

131. The number of lessons observed was too few to give an overall judgement on the quality of teaching. In the small number of lessons seen, the quality of teaching was good or very good with some unsatisfactory aspects. Good support is given in some lessons by the subject co-ordinator. Teachers give clear explanations of skills to be learned and tasks to be accomplished. Expectations are high, subject knowledge is good and help is given quickly to pupils. They become keen and enthusiastic and enjoy using information and communications technology. Pupils listen well to teachers' instructions and this has a positive impact on their learning. Pupils are thoughtfully managed and relationships are good; teachers are patient and encouraging and pupils respond well to questions and are keen to find out more. Lessons are suitably planned from the scheme of work that is based on national guidelines. Where teaching is unsatisfactory, subject knowledge is insecure and lack of confidence is evident. This means that time is often wasted while the teacher thinks through the skills that are planned to be taught and pupils become unsettled.
132. The curriculum is now well planned. A clear subject policy has recently been reviewed. The co-ordinator is developing a scheme of work using national exemplars as guidelines. This successfully provides teachers with good guidance, which is well matched to their own levels of expertise. There is sufficient time allocated to the subject. Information technology supports other subjects well. Throughout the school, programs are used to extend pupils' learning in a wide range of subjects, including English, mathematics, science, history and geography. For example, in mathematics, Year 5 pupils make good use of a control program to devise two-dimensional shapes.
133. The subject co-ordinator is efficient and enthusiastic and has raised staff confidence and competence in teaching the subject. She effectively supports teachers, providing a valuable resource for the school. Due to good leadership of the co-ordinator, the subject has continued to develop well since the last inspection. Sufficient time is allocated to the subject.
134. Currently, provision for Internet access is set up and awaiting connection. Resources are good to support the curriculum. A portfolio is planned to include a termly collection of pupils' assessed work. Useful plans are in place to use grants under the National Grid for Learning to support and continue to train staff to become more competent and confident in their teaching of information technology.

MUSIC

135. Due to staff illness during the inspection it was not possible make an effective judgement about standards in the subject.
136. In the one lesson observed in Year 5 teaching was good. Pupils were taught to sing in unison with a sense of phrase and clear diction. By the end of the lesson pupils were able to sing with confidence and expression. The teacher had a good knowledge of the subject and gave clear instructions. Consequently, pupils made good progress. Pupils listened with interest and concentration and were able to sing and perform together with confidence. They worked together in small groups and were appreciative of each other's efforts.
137. During an assembly, pupils in Year 5 and 6 demonstrated what they had learned in music by demonstrating accomplished playing of tablas. Progress in pupils' learning over time was evident, as the Year 6 pupils had mastered a more intricate beat and rhythm.
138. The school offers a wide range of extra-curricular musical experiences. Visitors to the school include African and Asian musicians and staff from The Globe Theatre who introduced Tudor dance and musical instruments.

PHYSICAL EDUCATION

139. By the time they are aged seven and 11 pupils' standards in physical education are similar to those found in most schools nationally. Although it was not possible to see any swimming or outdoor and adventurous activities during the inspection, it is clear from teachers' planning that the full physical education curriculum is planned for. The scheme of work is appropriately based on national guidance. Swimming takes place in Year 5 and records show that most pupils are able to swim 25 metres by the end of that year.
140. In dance pupils aged seven work on improving contrasting movements and their skills in interpreting music through movement. They practise and refine a number of different ways of travelling in response to music. For example, they move like a firework and build well on movements they developed in a previous lesson. Pupils work with good regard to safety, for example they know that they must not make large movements close to other people. Their own performance is improved after they watch others perform their movements, and they show their appreciation through applause.
141. In games lessons pupils at Key Stage 2 learn and practice netball skills and this prepares them to play the traditional game. They practise a number of different ball passes used in netball, for example the bounce pass, the chest pass, the shoulder pass and the overhead pass. They co-operate well in pairs and threes and this prepares them well to play as a member of a team.
142. The oldest pupils build, refine and perform a sequence of gymnastics movements, using the floor and apparatus. For example, they develop a sequence of balances on two, three and four parts of the body. Following good opportunities to watch others performing, they try harder and improve their own movement sequences.
143. The teaching of physical education is satisfactory overall. It is best when teachers maintain a good brisk pace so that pupils' interest is maintained and they do not get bored and start to wander off task. Some good use is made of pupils to demonstrate good examples of performance and this encourages the others to try harder and do better.
144. The acting headteacher is also the acting physical education co-ordinator. There has been no monitoring of teaching and learning, as the school rightly concentrates its energies on monitoring the teaching and learning of subjects such as literacy and numeracy. Resources have been recently enriched and they are good.

RELIGIOUS EDUCATION

145. Owing to the school's timetabling arrangements, only three lessons could be seen, one in Key Stage 1 and two in Key Stage 2. Further evidence was gathered from an analysis of a very limited amount of pupils' previous work and discussions with a sample of pupils in Year 2. The available evidence indicates that pupils in Years 2 and 6 are on course to meet the expectations of the locally Agreed Syllabus by the end of Key Stages 1 and 2. These standards are similar to those found at the time of the previous inspection. Pupils' progress in both key stages is satisfactory.
146. In Year 2, pupils have some knowledge of the religions followed in the locality of the school. For example, they know the names of the places of worship of Christians, Muslims and Hindus. They also know the names of a number of religious festivals such as Christmas, Easter, the Harvest Festival, Eid and Divali, and to some extent how they are celebrated. Currently, pupils are extending their understanding of Divali, and its importance to Hindus. During the inspection week, a member of the EMTAG (Ethnic Minority and Travellers' Achievement Grant) Project staff organised very successfully the Divali activity day, with very good support from parents. This provided Key Stage 1 pupils a very good opportunity to participate in the making Divali cards, divas and lassi (a sweet drink), and to deepen their understanding and appreciation of the festival.

147. In Key Stage 2, pupils have a sound knowledge and understanding of key ideas in religious education. For example, Year 5 pupils demonstrate an understanding of the festival of Purim and its importance to Jews. Year 6 pupils study Christianity and Islam, and to some extent Judaism, Sikhism and Hinduism, and gain knowledge and understanding of these religions to varying degrees. They discuss with confidence the symbols of Christianity, Islam and Judaism and what they mean to the believers of these faiths. Pupils know the names of the holy books of Christians, Jews and Muslims, and are able to identify the main parts of the Bible. Currently, they are learning about the creation stories of different religions. Pupils' knowledge of technical vocabulary is developing well. They are able to empathise with religions other than their own, and they talk about them and their believers with respect.
148. The quality of teaching is satisfactory overall, with a small amount of teaching being good. Teachers have a secure knowledge of the subject, and they plan lessons well. They revise previous work at the beginning of lessons. Teachers' explanations and instructions are clear and this helps pupils to understand their own learning. Pupils are managed well. Teachers make good use of questions to challenge and clarify pupils' understanding. However, sometimes too much new information in a lesson can make learning too overwhelming for pupils, as was seen in a Year 6 lesson on the Hindu story of creation. In a lesson where the quality of teaching was good, the class and EMTAG teachers shared their expertise, and planned and taught the lesson collaboratively. This had a positive effect on pupils' motivation and learning.
149. The curriculum meets the statutory requirements of the locally Agreed Syllabus. The quality and range of resources in religious education is satisfactory. The co-ordinator manages the subject well, and supports teachers through providing appropriate resources for the topics they are following. She has recently started to monitor provision of religious education. The co-ordinator recognises that currently the arrangements for assessment are underdeveloped. The religious education programme alongside assemblies makes a good contribution to pupils' spiritual development.