

# INSPECTION REPORT

## **GRANTON PRIMARY SCHOOL**

Streatham

LEA area: Lambeth

Unique reference number:100564

Headteacher: Mr P Roderick

Reporting inspector: Mr B Tyrer  
23101

Dates of inspection: 11th – 14th September 2000

Inspection number: 225137

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Granton Road Streatham
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Appropriate authority:	The governing body
Name of chair of governors:	Ms C Littler
Date of previous inspection:	Feb 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr B Tyrer - 23101	Registered inspector	Art Religious education	How high are standards?
Mr A Anderson -11437	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
Mr H Moreton - 10782	Team inspector	Science Information and communication technology Design and technology Special educational needs	How well are pupils taught?
Mr K Hodge - 18466	Team inspector	Equal opportunities Mathematics Geography History Music	How good are the curricular and other opportunities offered to pupils?
Mrs R Arora - 16773	Team inspector	Under fives English as an additional language English Physical education	

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Inspection Quality Division  
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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Granton Primary is situated in the Streatham South ward of Lambeth. There are 269 pupils on roll of whom 139 are boys and 130 are girls. Children's attainment on entry to the nursery is well below that found nationally. The school is larger than average. The school population is a multi ethnic mix with a broad range of race and religion. One hundred and fourteen pupils have English as an additional language (42 per cent) and 23 are at an early stage of acquiring English. These figures are much higher than average. The school serves a Lambeth Traveller's site and also has pupils whose parents are circus workers. Twelve per cent of pupils left, to be replaced by others, in the last year. There are 115 pupils identified as eligible for free school meals (42 per cent) and this figure is well above average. There are 63 pupils (23 per cent) on the school's register of special educational needs of whom seven (2.6 per cent) have statements of special educational needs. These figures are both broadly in line with the national average.

The school is undergoing a rebuilding programme that has run well over schedule and this is causing disruption to teaching, particularly in physical education.

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

This is an effective school because, in the tests for 11 year olds, it does well compared to similar schools in English and as well as similar schools in mathematics and science. This year the school has further improved its results in the national tests. Pupils enter the nursery with levels of attainment that are well below what might be expected and make a good start because of good teaching in the nursery and reception years. Teaching is satisfactory with 40 per cent lessons where the teaching is good. The high proportion of good teaching is of pupils with English as an additional language, in mathematics in the junior classes and the teaching of religious education. The leadership and management of the school are good because senior managers have a clear understanding of what is working well and what needs improving. The headteacher has made a significant contribution by the way in which he has kept the disruptive effects of the rebuilding programme to a minimum. Pupils' behaviour and attitudes are good and the school makes good provision for child protection and pupils' welfare. The expenditure per pupil is very high when compared nationally. When all these factors are taken into consideration it is judged that the school is providing satisfactory value for money.

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

- The teaching is good for children in the nursery and reception classes.
- Teaching is effective for pupils with English as an additional language, in religious education and mathematics in the junior classes.
- Pupils' attitudes and behaviour are good.
- The provision for pupils' spiritual moral, social and cultural development is good.
- Procedures for child protection and pupils' welfare are good.
- Parents' views of the school are good.
- The leadership and management of the school are good and the governing body has a clear idea of the priorities to help the school improve further.

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

- In a small number of lessons teachers do not always plan sufficiently well for pupils of differing levels of attainment.
- The way pupils use books to find out information.
- The contents of pupils' annual progress reports.

*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 1996 and since then has made satisfactory improvement. There is a reported decline in the percentage of very good teaching but this is not considered to be significant as criteria for judging the quality of teaching has changed. The school has successfully addressed the key issues of the last inspection report. The role of the subject managers has increased and there are plans to extend this further. A

review of time allocated to curriculum areas has been successfully carried out and improved guidance on what should be taught now allows teachers to plan more effectively. There are now good assessment procedures in place and the school has good links with the local community, which enhance pupils' social and cultural development

## 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	C	C	D	A
mathematics	C	B	E	C
science	C	B	E	C

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

The standards in the tests in 1999 indicate a decline from previous years. However, the pupils in last year's Year 6 included a high number who joined the school with low attainment and this depressed standards. Results in the tests in 2000 indicate an upward trend and standards in English, mathematics and science are in line with those expected for 11 year olds. Compared to similar schools standards in 1999 were well above average in English and average in mathematics and science. Standards by the age of seven years, in 1999, were in line with the national average for reading, above in writing and well below in mathematics. Compared to schools of a similar background, standards were well above average in reading, in the top five per cent of schools in writing and average in mathematics.

Inspection shows that standards by the age of 11 years are in line with the national average and that standards by the age of seven years are in line with national expectations in reading, writing and mathematics.

Children's attainment on entry to the nursery is well below that expected and by the end of the foundation stage attainment for all but the higher attaining children is below average in communication, language and literacy, mathematical development and knowledge and understanding of the world. In personal, social and emotional, creative and physical development attainment is as expected. The children's achievement is good.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good - pupils concentrate well in most lessons and enjoy coming to school. They are interested and get involved in their learning.
Behaviour, in and out of classrooms	Good - pupils respond positively to teachers and other adults. However, occasionally, where teaching is unsatisfactory pupils' behaviour deteriorates.
Personal development and relationships	Good - pupils co-operate well with one another and with adults. Pupils respect the values and beliefs of others and do not display racist or sexist behaviour. They take good care of their school and of one another. When given responsibility they respond well.
Attendance	Satisfactory - but just below the national average – the number of unauthorised absences is below that found nationally.

## TEACHING AND LEARNING

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

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

Ninety six percent of teaching was satisfactory or better. It was satisfactory in 54 per cent of lessons, good in 40 per cent and very good in a further two per cent. Teaching for pupils with English as an additional language is effective and consequently pupils' learning is good. This enables pupils to achieve well and in turn leads to higher levels of attainment by the age of seven years than are seen at the end of the foundation stage. The teaching of English is satisfactory; it is good in mathematics in the junior classes because teachers' assessments are good and they use time and support staff well. Literacy and numeracy skills are taught well. In religious education teachers make good use of pupils' knowledge of their own faith and encourage them to share it with others. Whilst the teaching for pupils with special education needs when withdrawn from lessons is good, some teachers do not support them as effectively in class lessons. Occasionally, some class teachers do not plan effectively for the full range of attainment in the class, however, most other teachers meet the needs of their pupils satisfactorily. Pupils are usually fully involved in their learning but occasionally management of pupils deteriorates and at these times behaviour becomes unacceptable. Teachers and pupils enjoy good relationships and this enables work to take place in a relaxed, yet purposeful, atmosphere.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory - there is good attention paid to providing equal opportunity for all pupils. The curriculum is relevant to the needs of pupils but is currently restricted in library and physical education provision because of the building programme.
Provision for pupils with special educational needs	Good - particularly from support staff. Whilst provision for pupils with special educational needs is good in small group teaching some teachers' planning does not refer specifically enough to their individual education plans.
Provision for pupils with English as an additional language	Good - these pupils make good progress. There is good emphasis on provision.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good - provision for spiritual development is satisfactory and for the other aspects is good. The school is very effective in creating an ethos that values all pupils and encourages them to respect and care for each other.
How well the school cares for its pupils	Good - with very good provision for monitoring and improving attendance.

The school's links with parents provide a good contribution to pupils' learning and personal development.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good - The headteacher and senior management team combine effectively to maintain standards despite difficult building conditions.
How well the governors fulfil their responsibilities	Very good - They have a clear idea of the school's priorities and are active in supporting the school's work.
The school's evaluation of its performance	Good - There are good procedures in place to evaluate the curriculum and effective action is taken to improve.
The strategic use of resources	Good - the school makes good use of its funding and developments are well planned and budgeted for.

The level of staffing is good, resources are adequate and whilst classroom space is adequate the building programme is causing prolonged and major interruption to normal school life. The senior managers provide the school with clear direction and effectively manage the action needed to raise standards further. The principles of best value are understood and applied effectively.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"><li>• That their children like school.</li><li>• That their children are making good progress.</li><li>• That behaviour is good.</li><li>• That the school is helping their child to mature.</li><li>• That the teaching is good.</li><li>• That the school expects their children to work hard.</li><li>• That the school is well led and managed.</li></ul>	<ul style="list-style-type: none"><li>• The range of outside activities.</li><li>• Information about pupils' progress.</li></ul>

The vast majority of responses from parents are supportive of the school and the team endorses their views. However, inspection found teaching to be good in the foundation stage and otherwise satisfactory. The range of activities, outside lessons, is unfortunately restricted because of the building programme and this is beyond the control of the school. Improving the information about pupils' progress in their annual reports will form a key issue. At the parents' meeting some parents questioned why the teaching staff does not reflect the ethnic diversity seen in the school. The inspection team believes that the school does make all reasonable efforts to provide a staff that reflects the community that the school serves.

## **PART B: COMMENTARY**

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

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

1. Several features complicate an interpretation of the link between teaching and the achievement of pupils, their attainment on entry to the nursery and standards at the age of eleven years. The community that the school serves is changing and the attainment of children entering the nursery is not as high as it was in the past. There is an imbalance in the number of pupils with special needs and significant fluctuation in the pupil roll, which results in variation in standards from one year to the next. The teaching profile is not static, for example, at present there are three newly qualified teachers.
2. Children currently enter the nursery with levels of attainment that are well below those that might be expected. Many children have English as an additional language. During the foundation stage they make good progress so that by the time they are ready to go into Year 1 the majority have attained the early learning goals for personal, social and emotional development and physical and creative development. However, the attainment in communication language and literacy, mathematics and knowledge and understanding of the world remains below expectation for all but the higher attaining children.
3. Throughout the foundation stage children enjoy listening to stories. In the nursery they are beginning to talk about their experiences as seen in their "I can" books. A few can write their names and they are developing the skill of speaking clearly. Activities such as painting help them to gain control of tools like paintbrushes. This practice helps them in their early attempts at holding pencils and writing. In the reception classes, the majority write their name unaided and handle books carefully. Nursery children sort and match objects effectively whilst in the reception some can count up to ten and beyond and recognise basic shapes. Nursery children have a very limited general knowledge and whilst they enjoy a baking session they are not able to name the ingredients they are using. They begin to explore the properties of materials such as sand and water and begin to learn about cutting and joining materials. In the reception class these skills are better established and their developing computer skills enable them to use a mouse to drag objects on the screen. Children make good progress with using and handling small objects and in developing larger movements such as running and riding. By the time they are in the reception year the children can move imaginatively and with care. They use various tools with greater skill than the nursery aged children.
4. Results, by the age of seven years, in the national tests for 1999 show that attainment in reading was in line with the average for schools nationally at the expected level (Level 2 and above) and was below at the higher level (Level 3). In comparison with similar schools standards are well above average. Writing was above the national average at the expected level and was well above at the higher level and was very high (in the top five per cent) when compared with similar schools. Attainment in mathematics was below the national average at the expected level and was also below the national average at the higher level. This attainment was broadly in line with similar schools.
5. As yet, there is no national data with which to compare the results of pupils in the national tests for 2000. However, in reading, attainment dropped to below last year's national average, writing dropped but remained in line with last year's national average and mathematics went up to being above last year's national average. This represents deterioration in English and writing but an improvement in mathematics.
6. When looked at over time, it is difficult to establish a pattern in the way standards are changing in any subject because of differences in the relative ability levels of varying year

groups and the fluctuating nature of the school roll. The inspection finds that attainment in reading is in line with the national average as it is in speaking and listening and writing. Attainment in mathematics and science is also in line with national averages. Standards are higher by the age of seven years than at the end of the foundation year; this is because of the good achievement of pupils with English as an additional language. The good teaching provided by specialist teachers ensures that these pupils make good progress and raises standards.

7. The attainment of pupils in national tests in 1999, by the age of 11 years, in English, mathematics and science was well below the national average at the expected level (Level 4 and above) and was also well below the national average at the higher level (Level 5). This performance was well above that of similar schools in English and in line with them in mathematics and science. These results were affected by the particularly high mobility of pupils in that year group and high numbers of pupils with special needs.
8. The results in national tests in 2000, by age of 11 years, for which there is no comparative data show improvement in English, mathematics and science. English exceeded the national average for 1999 at the expected level and at the higher level. Attainment in mathematics improved at the expected level when compared with averages for 1999 but was still below at the higher level. Attainment in science exceeded levels in 1999 at both levels.
9. When looked at over time, the pattern up to 1999 was one of accelerated improvement with attainment rising above and faster than the national position. The figures for 1999 were significantly lower but the position has again improved with the latest results.
10. Inspection shows that attainment by the age of 11 years in English, mathematics and science is in line with the national average. Attainment in religious education and information and communications technology is as expected for both seven and 11 year olds.
11. Where pupils with English an additional language have been in school for some time they make good progress and do as well as their classmates. For pupils who are new arrivals and in the early stages of English acquisition, attainment is well below the national expectation.
12. Pupils in the infant classes are encouraged to express themselves clearly. In the infant classes, pupils begin to use complex, grammatically accurate sentences. They learn letter sounds and blends and learn to recognise words on sight. Standard English is common to their everyday speech in the majority of cases. Most pupils have developed listening skills that are in line with expectations but a significant minority, by the age of seven and 11 years, have not yet reached this level. Pupils benefit from a well-structured approach to teaching letter sounds and blends so that in the infant classes pupils are able to develop a good sight vocabulary and satisfactory phonic skills. By this time, pupils in Year 2 have developed a love of books and are able talk about authors, illustrators and indexes. They talk about character and plot and suggest, in some cases, how they think the book will end. In the junior classes, the more able develop a satisfactory understanding of writing styles. They use dictionaries and thesauri correctly, but because there is no library in school are not generally able to say how such places are arranged and operate. Independent research skills are not fully developed and again, the absence of a library contributes to this. Reading skills contribute satisfactorily to their study in other areas of the curriculum. In the infant classes, pupils acquire a satisfactory competency with spelling patterns and develop joined writing. By the age of 11 years, the majority are able to consider setting, characters and plot when writing a story. They write for a range of purposes – a good example of which is the newspaper produced by some pupils now in Year 6 as part of the school's anti racist work. They use different writing styles and whilst a minority struggle to express themselves the higher attaining say how they feel about poetry and making observations about the effect that different pieces of writing have upon them.
13. In mathematics, Year 1 pupils order numbers accurately up to ten whilst in Year 2 they add in

tens and units, use graphical representation and know the properties of two- and three-dimensional shapes. In science, they know about how their senses help them to find out about unfamiliar things and how food can be categorised. In religious education, they have knowledge of other religions, can relate stories from the Old Testament and talk about issues such as tolerance and family life.

14. In mathematics, pupils in Year 4 double two digit numbers accurately and later develop different strategies for solving problems which require the multiplication of two, two-digit numbers. In Year 6, they work with equivalent fractions, record data in different graphical forms and use and understand the terms “mean”, “median” and “mode”. In science they understand a fair test and are able to make predictions about outcomes when variables are introduced. In religious education, they have a satisfactory knowledge of other religions and are able to talk about festivals and rites. They have examined social and moral issues. In information and communications technology they know how to use the Internet, how to access databases and to save and print their work. These skills support work in other areas of the curriculum. The higher attaining have good desktop publishing skills.
15. Attainment in most of the foundation subjects is broadly as might be expected for pupils aged seven and 11 years but it has not been possible to form a judgement about physical education because of the effect of the building programme and the consequent restrictions to teaching.
16. Children are achieving at a good level in the foundation stage and in the infant and junior classes achieving satisfactorily. This occurs in the face of very difficult teaching and learning conditions brought about by the protracted building programme. Pupils are achieving at a good level in English and this is principally due to the good levels of support pupils with English as an additional language are receiving. Pupils with special educational needs make satisfactory progress. Target setting is used well and on an individual level, pupils are encouraged to set targets for themselves. No differences were observed in the way in which boys or girls at any age make progress. Pupils of differing levels of attainment generally make appropriate progress although it was noted that in some subjects in a small minority of lessons that not enough attention is paid to providing challenging work for all.

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

17. Pupils’ attitudes to school, their behaviour and personal development are good and contribute well to their learning and personal development; their attendance is satisfactory
18. Pupils have positive attitudes to school and this is supported by the response in the parents’ questionnaire and from parents at the meeting held before the inspection. Pupils respect others and their property and know how to behave. Pupils’ attitudes are influenced positively by the links that the school has with the home.
19. Pupils’ behaviour is good and, during the inspection, there were many examples of pupils responding well to teachers. Good behaviour was particularly evident in assemblies. For example, during a junior assembly, pupils were very quiet and attentive throughout. There is some evidence of occasional unacceptable behaviour from a small minority of pupils and there has been one fixed term exclusion in the past year. Pupils have a healthy respect for each other and are usually sensitive to their fellow pupils’ values and beliefs.
20. Relationships between pupils and teachers and amongst pupils themselves are good. Pupils work together well, for instance, working effectively in pairs during a physical education lesson. Pupils with special education needs are very well integrated in the school community. They benefit from working with their classmates because this involves them in most of the activities taking place in class but also from working out of class because they have individual teaching, mainly in reading, writing and numeracy, and this allows time for them to learn at a

pace suitable to their needs.

21. The overall attendance at the school is just below the national average. The incidence of unauthorised absence is low and this is better than the national average. Although there is some evidence of pupils' arriving late, the majority of pupils come to school and lessons on time. School registers are correctly marked for both the morning and afternoon sessions

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

22. The quality of teaching and learning is satisfactory with some good features. Of the 67 lessons or parts of lessons seen, teaching was satisfactory in 54 per cent of lessons, good in a further 40 per cent and very good in one per cent. It was unsatisfactory in three lessons, which made up four per cent of the total.
23. The best teaching was seen in the foundation stage where there was no unsatisfactory teaching and over half the teaching was good. In the infant classes there was some unsatisfactory teaching and approximately 40 per cent of the teaching was good. In the junior classes, 28 per cent of teaching was good and there was one unsatisfactory lesson. The percentage of very good teaching appears to have declined since the last inspection but this should be viewed against the changes that have taken place in the criteria for judging the effectiveness of teaching; teaching has improved satisfactorily.
24. The quality of teaching is good for children in the nursery and reception classes and satisfactory in the infant and junior classes. At the time of the last inspection teaching was very good in about 20 per cent of lessons. In this inspection only one lesson was judged to be very good. The proportion of unsatisfactory lessons is about the same. Last time it was reported that teaching in geography was unsatisfactory. This has improved, with teaching in geography now good. At the time of the last inspection teaching was strongest in the junior classes, with two out of three lessons judged to be good in English, mathematics and science. Teaching in English and science is now sound. In mathematics, standards in teaching have been maintained.
25. Teaching and learning are satisfactory or better in all subjects, and are good in mathematics in the junior classes and religious education and geography throughout the school. No lessons were seen in music and design technology in the junior classes, and in information and communication technology in the infant classes, so it was not possible to make an overall judgement about the quality of teaching in these subjects.
26. The teaching of English and literacy skills is sound overall. Lessons are well structured and follow the format of the literacy hour. The whole-class introduction is effective and the plenary session reinforces appropriately what pupils have learned. Lesson planning is satisfactory but what the teachers expect different groups of pupils to learn is sometimes not sufficiently clear. This results in the tasks set, although usually interesting, not matching pupils' prior attainment and so rates of progress are not as good as they could be. Pupils are able to concentrate on their work and usually work at a good pace because teachers maintain good discipline. However, in some lessons this is not so, with a minority of pupils, usually boys behaving immaturely, and their behaviour not being dealt with sufficiently well.
27. The introduction of the National Numeracy Strategy is having a positive effect on the quality of teaching in mathematics. Teaching is good. The teachers' subject knowledge is good as is their planning and their management of their pupils. They successfully teach the mental mathematics and oral introduction to lessons. All adults, including support staff and volunteers, give pupils effective help.
28. Teachers and support staff are very conscious of pupils' special educational needs and work closely and sympathetically with them. They work well together and provide an appropriate

blend of help and challenge that raises pupils' self-esteem and increases their confidence so that they make satisfactory progress. Teachers' lesson planning, however, does not refer specifically enough to the pupils' individual education plans and expectations of higher attaining pupils' work are not always high enough. The result of this is that pupils do not make the progress that they should. Teachers ensure that boys and girls mix well in lessons. They treat pupils fairly and this develops effectively the principles of tolerance and respect.

29. The quality of teaching for children in the nursery and reception is good. The teachers have a lively approach and a very good understanding of the needs of young children. Praise is used frequently, but not indiscriminately, which helps each child feel successful and valued. Teachers exploit all opportunities, including planned play, to promote children's progress and make effective links between subjects to help them build on what they already know. Expectations of children's concentration, work and behaviour are high because children are encouraged to express their thoughts and make choices to develop their self-esteem and independence. The classrooms are well organised and children are able to find what they need and clear things away efficiently. The resources stimulate children's interest.
30. Throughout the school there are a number of significant strengths in the quality of teaching. Most, though not all, teachers manage pupils well and this helps to create a purposeful classroom atmosphere that encourages most pupils to take their learning seriously and do their best. Teachers make very good relationships that are based on mutual respect and their usually consistent approach to discipline ensures that most pupils behave well. Teachers provide opportunities for pupils to develop their skills in speaking and listening and along with valuing pupils' ideas this encourages pupils to have confidence to contribute in discussions. Little teaching time is wasted because activities are carefully planned and resources well prepared. Teachers use good methods for motivating pupils and sustaining their interest by reading aloud expressively and giving lively introductions. Basic skills, such as phonics and strategies for mental calculations are given proper emphasis and are taught well. Pupils usually know what is expected of them because teachers set tasks and explain what is expected clearly. Teachers ask questions that require the pupils to think about how they will respond rather than ask them questions that require a simple "yes / no" response. They also ask pupils to explain the thinking behind their answers.
31. Teaching is particularly effective when it is well supported by detailed weekly plans because this provides a clear view of how the skills and knowledge, for different groups of pupils, are to be extended. This is evident in religious education because the teachers use the agreed syllabus effectively to plan and teach their lessons ensuring they involve all the pupils. However, within the context of generally satisfactory teaching, planning is an area that could be improved. Some teachers do not check how well pupils are doing and so the work they plan next is not always suitable to extend pupils' learning further. For example, the language in materials such as worksheets is sometimes too hard for many, including the higher attaining pupils. In addition, in some lessons, teachers' management of pupils' behaviour is too tolerant and leads to time being wasted.
32. The quality of teaching of staff funded through the Ethnic Minorities and Traveller Achievement Grant (EMTAG) is good. It is characterised by teachers' regard to the pupils' stage of learning English. Both teachers take out groups of pupils from the infant classes during literacy and numeracy lessons and provide them with tasks suited to their abilities. The teachers are aware of the full range of the language needs of the pupils and plan effectively, with clear and well-matched tasks, making good use of interesting and stimulating resources for young learners. Because of this good level of support these pupils make good progress and are achieving well. It is this provision that enables pupils to show improved levels of attainment by the age of seven years. Literacy and numeracy lessons are planned jointly with the class teacher, particularly with close regard to the words used, for example, in mathematics or science. The EMTAG teachers are efficiently used during literacy and numeracy hours to make best use of time for pupils who need extra help. Teachers are aware of the continuing needs and pupils' responses are sufficiently supported and extended. There is an effective

partnership between the class teacher and EMTAG teachers, in planning, target setting and sharing expertise. EMTAG teachers make good use of pupils' first language to support their acquisition of English. Sufficient attention is given to supporting pupils' home languages. The quality of learning is good and most pupils make good progress over their time in school, due to well-organised in-class group and individual support.

33. Opportunities are provided for pupils to participate in all curriculum tasks. The planned activities, the quality of support and teacher interventions ensures equality of access to the curriculum. Both EMTAG and class teachers work closely for assessing and reviewing pupils' progress. Pupils are generally provided with effective models of written language.

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

34. The curriculum is broad, balanced and ensures that pupils have appropriate access to a satisfactory range of opportunities. Its strengths lie in the non-class based provision for individual pupils and small groups of pupils with special educational needs. There are also good arrangements to ensure that pupils have equal opportunities within the curriculum. The school also provides good moral, social and cultural experiences overall. There are no significant shortcomings in the effectiveness of the school's curriculum, although the current building developments are making it difficult to provide the full range of physical education teaching and the lack of a library inhibits, to some extent, pupils' development of research and reading skills.
35. The school provides a broad curriculum, and has a suitable emphasis upon developing key skills in literacy and numeracy. All areas of the curriculum have policies, which help plan activities and give clear guidance. The new National Curriculum has been incorporated appropriately in the planning and activities for the coming year. The provision of a sound foundation curriculum is an improvement since the last inspection. The teaching of numeracy follows national guidance and is appropriately planned. The implementation of the National Literacy Strategy has contributed significantly to an improvement in pupil's basic skills. Overall planning of the curriculum is carried out in sufficient detail, and long term plans are based upon a timetable of activities for the coming year. These plans give a good overview of what is to be taught in what subjects, and published guidance is used to plan in more detail for individual lessons.
36. Overall the curriculum is successful in promoting sound standards and the introduction of a computer based learning system in the junior classes is helping to raise standards in mathematics and English. The provision for children in the new 'foundation' stage is satisfactory with an appropriate number of activities planned and taught. It meets the current guidance on early learning goals. The induction procedures for new children are covered appropriately and pre-visits make a first important link with school.
37. The language needs of pupils are analysed and supported for example, by the use of their first language or through careful development of vocabulary. EMTAG staff make effective use of visual resources, artefacts, and story props to enhance learning.
38. Individual needs including special needs are adequately met. A clear distinction is made between pupils with English as an additional language and those with special educational needs. The EMTAG teachers work closely with special educational needs staff and the work is well matched to targeted pupils who are in both categories.
39. The provision of extra-curricular clubs is satisfactory, but has been affected by the building work, which has reduced hall space significantly. There is currently a football and French club. There are additional activities such as music festivals, visits to local places of interest,

and a range of community activities that are planned to resume when the new hall is available. Useful links are also made with the local secondary schools and the centre for the homeless. The school makes sound arrangements for pupils' sex education which address a range of issues effectively, and statutory requirements are met. There is appropriate provision for health and social education, including attention to substance abuse. The school makes good provision for religious education and follows the locally agreed syllabus carefully.

40. The school makes good provision overall for pupils' moral, social and cultural development and pupils' spiritual development is promoted effectively. A particular strength is pupils' multicultural development.
41. Pupils' spiritual development is developed appropriately. Brief times during assemblies and within day-to-day activities give pupils quiet times to reflect and think. Good teaching of religious education also supports spiritual development. Pupils develop their spiritual awareness, and opportunities to reflect upon the faiths and beliefs of others are developed well. In lessons, some activities are used to extend this. In Year 4, for example, pupils reflected and discussed the meaning of dreams prior to starting some abstract artwork. This gave pupils the chance to express their thoughts and ideas well. Pupils received a very good insight into pilgrimages when a Year 6 pupil described how she went to Mecca on the Haj.
42. Pupils' moral development is promoted successfully. Each class has a code of conduct for pupils to follow and teachers remind pupils about the behaviour expected. Opportunities are provided both within assemblies and personal health and social education activities to remind pupils how to behave and the values of right and wrong. Assemblies, which focus upon pupils' achievements, contribute well to the positive ethos of the school. A clear and helpful statement on anti-racism has been formulated with the active involvement of pupils and staff. Pupils care for their environment and respect each other's property. The headteacher has a positive influence and is a good role model for dealing with difficulties and conflicts.
43. The social development of pupils is promoted well. Staff encourage younger pupils to take care of one another and play together well in the playground. Older pupils have informal responsibilities for looking after younger pupils and organise games for them. Pupils relate well to each other and the provision of after school clubs and activities are positive additions to class activities. Links with the local community are also developed well, with fund raising and visits being a regular feature of the school year. Visitors to the school are treated politely and pupils are confident in discussing what they like about their school.
44. Cultural development is good overall, and multicultural education is particularly well developed. Pupils benefit from visits to different places such as the British Museum; the pupils' work shows that from this they gained a variety of useful insights and knowledge about the past. Pupils' different faiths and beliefs are explored within religious education lessons and assemblies. Their multicultural experiences are well developed and the rich variety of displays such as work on India and a striking display on anti-racism is a focal point in the school. The school makes strenuous and successful efforts to value the different backgrounds of its pupils so that they feel valued, secure, and knowledgeable about their own cultures.

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

45. The procedures for child protection and welfare are good and they are also good for the monitoring of academic performance and for pupils' support and guidance in raising achievement.
46. Child protection procedures are in place and effective. Teachers know their pupils well and, in the classroom, they are quick to observe any personal difficulties and to take appropriate action. The school carries out regular health and safety checks of the site and although a few minor difficulties were observed during the inspection, the school has taken prompt action to overcome any potential problems.

47. The school monitors the individual levels of pupils' absence very effectively and has set targets for improvement over the next two years. Good attendance is actively promoted through newsletters. A direct approach to individual parents is sometimes adopted if this is felt to be more appropriate. A small minority of pupils have poor levels of attendance and, where necessary, staff seek early assistance from the local support services. There are effective ways of ensuring good behaviour in and around the school because teaching staff, classroom support assistants and lunchtime supervisory staff work together well. They are consistent in their dealings with pupils and this helps to maintain discipline.
48. There is a well organised and very effective system of recording how well pupils are learning, which includes setting targets for improvement. Staff keep a collection of pupils' work and this shows the standards pupils are reaching and records the progress they are making. This guides the support, for example, for pupils with special educational needs and those who have English as an additional language. Pupils also use a computer program that produces an individual record of the work they have done and the progress they make. Teachers also include this information in pupils' progress records.
49. Pupils' academic performance and personal development are also monitored informally and because of this staff take effective action to deal with individual problems. Where a pupil has special educational needs the records of their progress is used to help draw up an individual learning plan for that pupil. However, some teachers do not always use this information when planning work and so some of their potential impact is lost.
50. There are clear and useful procedures for monitoring attainment and progress for pupils who are learning English as an additional language and there are effective guidelines in place for the assessment of their language needs.
51. Staff acknowledge pupil's individual achievement through the praise and, more formally, in the achievement assembly which is shared with the whole school. Classroom support assistants, nursery nurses and specialist language support staff work very much in harmony with the teaching staff to ensure a consistent and balanced input of support for pupils.

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

52. Parents' views of the school are good - as are the school's links with parents. The impact of parental involvement with the school is good but the information provided for parents in the annual written reports is unsatisfactory. The school's links with parents provide a good contribution to pupils' learning and personal development
53. Parents are very supportive of the school. Their children like school and parents are pleased with the progress their children make. They quite rightly acknowledge that teaching has good features and that the school is well led and managed. Parents raised concern over being kept informed about how well their children are doing. Their concerns were justified as the pupils' annual reports lack written information about, for example, pupils' progress in Literacy and Numeracy. This is unsatisfactory. There was also a lack detail in other subjects and little to help parents know what needed improving in their children's learning. The information provided by the school through the prospectus, open evenings and via regular newsletters is, however, of a good standard. The range of activities outside lessons is satisfactory but the school is restricted in offering any additional clubs because of the work being carried out on the building.
54. Some parents are frequent visitors to the school both in terms of providing very welcome classroom support and in helping to organise and run fundraising events. All parents have been invited to enter into a home/school agreement, which is designed to promote improved relationships between the school, parents and children. The home/school reading scheme is an example of the very effective partnership. Parents are very impressed with the way in which absenteeism is dealt with and how this encourages children to attend school.
55. Good links with the home are made because the staff provide a warm welcome to parents of new children and offer home visits for children due to start nursery. There is a good level of additional support given to the parents of pupils with special educational needs and where English is not the first language spoken within the home. Home visits are made where necessary to the travellers' site and parents are kept involved and well informed of pupils' progress.
56. Parental support is effectively sought for pupils who are learning English as an additional language. The borough arranges translators and translations if needed. The on-going interaction between school and home in supporting pupils' learning is well developed.
57. The parent and teachers association is usually very supportive but its activities have been curtailed by the building of the school extension.

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

58. The leadership and management are good because the headteacher effectively involves the senior management team in raising standards. The impact of this work can be seen in the improved results in national tests by the age of 11 years for this year and how well standards compared to schools of a similar background in the tests in 1999. This has been against a backdrop not normally found in most schools. Granton Primary has faced the trauma of a building programme, which has been plagued with setbacks and misfortunes because a projected programme of six months has slipped to beyond twelve months, and is still not complete.
59. The headteacher, all staff and the governors have responded very well to the disturbance caused by the building work. The headteacher has devoted time to dealing with problems both real and potential which threaten the ability of the school to function effectively, for example, facilities such as the library have become unavailable and the teaching of physical education has been seriously restricted. This he has done well and whilst teaching conditions during the

inspection were less than satisfactory it was evident that without the headteacher's good management of the situation, conditions would have been much worse. Teachers and staff have been placed in a stressful situation and are to be commended for their dedication and determination in overcoming such conditions. The governing body has responded very well to the ever-changing problems that they have faced, spending large amounts of time in school in dealing with these issues.

60. These problems have not prevented those with responsibilities from fulfilling their work so that there is much work in train, which is good. The headteacher has ensured that the school keeps sight of its aims, which are clearly and simply stated in the brochure. They are central to the school's ethos and this is evident in the way in which staff and pupils conduct themselves. Particularly evident and effective is the school's attention to community and within that, its determination to combat racism.
61. Monitoring of teaching and the curriculum is undertaken effectively by senior managers and the plans to extend the monitoring role to subject managers with curriculum responsibilities other than literacy and numeracy is positive. As a result of monitoring and evaluating test results the school introduced small group teaching in Year 6. This has been successful because the test results in 2000 were better than those in 1999. Teachers with subject manager responsibility have suitable job descriptions. Whilst there is currently no formal system of appraisal in place the process of reviewing the role of the subject managers and their contribution to school development planning is effective. This identifies training needs for the staff and for subject managers and also provides an opportunity to identify training for teachers other than areas covered by their subject responsibility. The management of special educational needs is sound. Teachers and support staff maintain helpful records. Individual education plans set realistic targets for improvement. The organisation and recording systems of these plans are sound.
62. There are three newly qualified teachers who have been given good support. The school, notwithstanding the current state of the building and its impact on teaching, has the potential to be an effective provider of initial teacher training.
63. The school development plan is produced through a process of consultation; it clearly identifies major areas for development. The budget is drawn up to meet the aims of the plan and this is effectively managed and controlled by the school's administrative officer. A recent audit highlighted areas for improvement in procedures, some of which had temporarily been beyond the school's control but which have now been acted upon and rectified. The school follows the procedures for best value correctly and always gives careful consideration when renewing or awarding contracts. Specific funding, such as that for raising the achievement of minority groups and travellers is used well to support teaching and as a consequence these pupils are making good progress. The school is effectively using new technologies such as the Internet and the use of optical mark systems for registering attendance.
64. The governing body makes a very good contribution to shaping the direction of the school and was instrumental in the decision to enlarge the school so as to meet the increasing demands for places in the area. They look at and take part in the school's evaluation of its standards and approve action and developments such as the introduction of changes to the way in which pupils are taught. Within this they consider the implication for staffing and attendant costs. The governing body is well aware of the priorities for the school. They meet their statutory obligations fully and energetically pursue major issues such as the building development.
65. The senior management team effectively evaluates the pupils' performance in the standards attained by the age of seven and 11 years and in other year groups. Targets are set for attainment by the age of 11 and these are reviewed. That the school far exceeded its targets for 11 year olds in the 2000 national tests is attributable to the very effective strategy of small group teaching and the introduction of a computer based independent learning program

following the analysis of the 1999 test results.

66. Even though the school is facing difficulties with recruitment there is a good match of teachers and other staff to teach the subjects of the curriculum and the age groups in school. Teachers and support staff work well together. Support staff contribute effectively, through their individual roles, to the efficiency and effectiveness of the school.
67. EMTAG staff support class teachers with resources and other necessary guidance in classrooms in order to provide for the needs of travellers and pupils with English as an additional language. The EMTAG teachers play an active role in teaching jointly with the class teacher.
68. The EMTAG travellers' support assistant has made useful observations to clearly assess traveller pupils' needs and to prepare a programme of work for them in collaboration with class teachers and the EMTAG team.
69. The building programme when completed will provide very fine facilities, which will also be of benefit to the community at large. The nursery is a lovely space and is ideally suited to the needs of the children. Classrooms are generally adequate. The new hall and library will mean that library skills can be taught more effectively and a full programme of physical education taught to all pupils. The new school office will make life far easier for visitors, parents and pupils because of the welcome it provides when first arriving at the school and ease of access.
70. Resources are generally adequate and accessible with the exception of those rendered inaccessible by the building programme, for example the hall and library.

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

In order to raise standards further the school should

- (1) improve teachers' planning to ensure that there is a consistent approach to catering for the differing needs of pupils;  
(Paragraphs 26, 28, 31, 73, 93, 109, 122, 128)
- (2) improve pupils' skills in using books to gather information;  
(Paragraphs 12, 34, 88)
- (3) improve the quality of pupils' progress reports to ensure that they contain sufficient detail about how well pupils are doing in all subjects.  
(Paragraphs 52, 53)

As a minor issue

On completion of the building programme ensure that prompt action is taken to improve the provision for physical education.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	67
Number of discussions with staff, governors, other adults and pupils	36

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	1.5	40	53	4	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)	24	245
Number of full-time pupils eligible for free school meals		115

FTE means full-time equivalent.

Special educational needs	Nursery	YR– Y6
Number of pupils with statements of special educational needs	1	6
Number of pupils on the school's special educational needs register	3	60

English as an additional language	No of pupils
Number of pupils with English as an additional language	115

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	28
Pupils who left the school other than at the usual time of leaving	35

### Attendance

#### Authorised absence

	%
School data	8
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	12	18	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	9	10	10
	Girls	16	17	16
	Total	25	27	26
Percentage of pupils at NC level 2 or above	School	83 (64)	90 ( 87)	87 (87)
	National	82 (80)	83(81)	87(84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	10	10	11
	Girls	16	16	16
	Total	26	26	27
Percentage of pupils at NC level 2 or above	School	87 (97)	87 (83)	90 (67)
	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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	25	20	45

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	13	17
	Girls	14	12	12
	Total	26	25	29
Percentage of pupils at NC level 4 or above	School	58 (64)	56 (58)	64 (60)
	National	70 (65)	69 (59)	78 (86)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	13	15
	Girls	15	14	14
	Total	27	27	29
Percentage of pupils at NC level 4 or above	School	60 (56)	60 (62)	64 (60)
	National	68 (65)	69 (65)	75 (72)

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

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	39
Black – African heritage	33
Black – other	24
Indian	10
Pakistani	6
Bangladeshi	1
Chinese	0
White	71
Any other minority ethnic group	6

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

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

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

*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)	13.5
Number of pupils per qualified teacher	24.5
Average class size	27.2

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

Total number of education support staff	12
Total aggregate hours worked per week	214

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

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	24

Total number of education support staff	1.5
Total aggregate hours worked per week	64

Number of pupils per FTE adult	9.6
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*FTE means full-time equivalent.*

### ***Financial information***

Financial year	99/2000
	£
Total income	795591.00
Total expenditure	748432.00
Expenditure per pupil	2804.00
Balance brought forward from previous year	nil
Balance carried forward to next year	47159.00

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	269
Number of questionnaires returned	27

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	85	15	0	0	0
My child is making good progress in school.	70	30	0	0	0
Behaviour in the school is good.	59	37	0	0	4
My child gets the right amount of work to do at home.	44	44	12	0	0
The teaching is good.	67	26	0	0	7
I am kept well informed about how my child is getting on.	52	33	15	0	0
I would feel comfortable about approaching the school with questions or a problem.	59	37	0	0	4
The school expects my child to work hard and achieve his or her best.	65	35	0	0	0
The school works closely with parents.	41	48	4	7	0
The school is well led and managed.	56	30	0	0	15
The school is helping my child become mature and responsible.	52	48	0	0	0
The school provides an interesting range of activities outside lessons.	35	27	12	19	8

### Other issues raised by parents

Some parents questioned whether the school could do more to recruit teachers from a broader range of minority ethnic backgrounds

## **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**

71. The school has 15 full-time and 20 part time nursery places for 3-4 year-olds. Children are admitted to the nursery class each term and transferred to the main school at the start of the autumn and spring terms each year. At the time of inspection, nearly all the 24 children in two reception classes were under five and following a broad range of learning experiences within the nationally recommended early learning goals for the foundation stage. Since the last inspection, the accommodation for the nursery both indoors and outdoors has greatly improved. The standards reported in the last inspection have been broadly maintained.
72. On entry to the nursery, the majority of children have a low starting point, particularly in relation to their personal, communication and mathematical development. Many children have English as an additional language and most are at an early stage of learning English. They settle down quickly and enjoy handling equipment and finding out how things work and because of this their experience of life broadens. Most children make good progress over their time in the nursery. Whilst they begin to talk, recognise colours, listen to music and move with growing confidence their low starting point means that on entry to the reception classes attainment is below average in communication and mathematical development. Nevertheless, the children make good progress over the year and by the time they are ready to start in Year 1 most children achieve well and attain the early learning goals in personal, social and emotional development, physical and creative development. However, in communication, language and literacy, mathematical development and knowledge and understanding of the world, most children do not reach the expected standards by the end of the foundation stage except for the higher attaining. The children with English as an additional language are well supported by the staff with appropriate expertise and they make good progress. Children with special educational needs receive equally good support.
73. The early years' curriculum is satisfactory because it provides experiences that are relevant, imaginative and enjoyable both indoors and outdoors. Teachers' planning in both the nursery and reception classes link appropriately to the next stage of learning, for example, it is extended in the reception classes to embrace the literacy and numeracy strategies. Teachers check on what the children know, can do and understand when they start in the reception class and check regularly how well the children are doing to help plan what the children need to learn next. There are effective links between the nursery and reception classes because staff analyse what is working well and share what they have found out in regular meetings. This contributes well to the joint planning and this provides a well-balanced programme of learning. However, short term planning in the nursery does not effectively match activities to the needs and abilities of the full time four year olds in the group and this inhibits the rate at which they learn.
74. The overall quality of teaching in the foundation stage is good. The staff know how young children learn and extend their responses sensitively. In the reception classes, teachers give children work that extends what they already know or provide activities that give children time to practise and consolidate what they have learned. Homework in the form of reading books in both the nursery and reception classes are used particularly well to enhance children's progress. The staff work effectively as a team and support one another successfully.
75. A decline in the standards since the previous report is generally due to the rapidly changing demographics of the area and the high mobility factor of some families. There has been satisfactory improvement in provision for children in the foundation stage.

### **Personal Social and Emotional Development**

76. Nearly all the children enter the nursery class with immature skills in personal, social and emotional development. By the time they leave the reception classes they attain the early learning goals in this area. This shows good achievement and reflects the skilful teaching in both the nursery and reception classes where children are constantly encouraged to feel confident about what they can do. Children quickly settle down in the nursery, they feel both happy and secure and make good progress as they learn to co-operate and share and take turns. They work well as part of a group or on their own. Most children develop confidence, knowledge and independence through constant encouragement. They begin to form positive and respectful relationships, and to make known what they want or think. The staff are good role models for children and explain clearly to children what is expected of them. Some simple classroom rules are shared with all. Children generally listen well and understand set routines. They are taught the difference between right and wrong and are guided to behave sensibly at all times. Children show consideration and respect for property and each other. They are attentive and eager to learn, and enjoy sharing their work with any available adult. Most children join in enthusiastically in teacher-led and self-initiated activities. The learning areas are always well prepared and organised with a good range of interesting activities. The children are managed very skilfully and kept purposefully occupied. Their play and responses are supported and extended sensitively.

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

77. In both the nursery and reception classes the children enjoy listening to stories and readily share books with adults and with each other. Most older children, other than those with speech difficulties and some at the early stages of English acquisition, speak clearly in short sentences and respond well to stories and songs. Children with English as an additional language are skilfully supported, through constant encouragement, to talk and share experiences. Most staff show that they value the children's efforts. Children in the nursery begin to talk about their experiences confidently and develop new vocabulary, for example, when making and talking about their 'I can' books. While some willingly talk about their work, many find speaking clearly and in full sentences quite difficult. Some older children are developing early writing skills satisfactorily and they can draw and paint with greater care and some produce strings of letter type shapes. Most children in the reception classes write their own name unaided and a few put together short simple sentences. Children make good progress when adults work in small groups or on a one-to-one basis because this gives children individual attention, helps them to consolidate learning and gives them the confidence to try for themselves. The introduction of the literacy strategy is making a significant impact because the children enjoy using the big books and this fosters a love of reading. The opportunities, for example, in daily discussion times to talk about their work and develop new vocabulary helps them to talk more clearly. All of the staff use talk to good effect and are good active listeners. Children enjoy imaginative play in the nursery and reception classes, for example, in the very well set out 'fruit and vegetable shop'. A few nursery children write their own names unaided. Children in reception classes regularly take part in activities to develop early writing skills such as using the home corner to practise their early attempts at writing. Good progress is made when adults work in small groups to provide opportunities for direct eye contact and individual attention to keep children involved. Children handle books carefully but many children in the reception classes do not yet associate sounds with words and letters. All children are encouraged to take books home and share with adults. Teachers encourage children effectively to learn new words by providing a range of stimulating and interesting activities, which encourage talk. The literacy lessons, which are modified to suit the very young, effectively promote the development of early reading, writing and spelling skills.

## **Mathematical Development**

78. Children's progress is sound overall, but most do not reach the early learning goals in mathematical development by the end of foundation stage. Children in the nursery are taught to match, sort and count using every day objects, for example, older children match vehicle numbers when using bikes outdoors or matching pairs of socks. A few children in the reception classes are beginning to count and order accurately up to ten. Most others, although able to count to ten, do not yet recognise the number symbols. Chances to count, handle or talk about numbers and shapes are generally well planned, but for the oldest in the group there is not enough emphasis on learning to write the number symbols correctly. A few children recognise basic shapes and gain some knowledge of capacity and weight from experiences with sand and water. Some older children describe objects by position, shape, size, colour and quantity. They enjoy working with large and small construction equipment and jigsaws. Most children have limited knowledge and understanding of how to solve simple problems involving addition and subtraction. They do not always understand vocabulary such as, 'add one more' or 'take one away', 'how many altogether?' and 'how many left?' There is effective adult involvement in children's activities and useful timely assessments made of the individual children's progress. The reception teachers successfully use data from tests at age five to help plan suitable activities, for example, 'Kipper's Toybox' to support counting. Teachers in all classes work well with their support assistants. Children are constantly challenged and helped to move forward, through talk. Teachers plan successfully a variety of activities to consolidate the correct use of mathematical language through the effective use of number rhymes and songs.

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

79. Most children enter the nursery class with limited general knowledge. Children are given the opportunity to see and realise how they have grown since they were babies. In a cooking session a group of children were observed enjoying the activity of making gingerbread faces. However the majority could not name all the ingredients or explain clearly what they were doing. In role-play they learn how the candles on a birthday cake show how old the person is. They learn about the weather and about how cars can be hired for journeys and returned. They use their mathematical knowledge to put the cars they use in outdoor play back in the garage in the numbered space that matches the number of their vehicle. Some of the older children in the nursery are able to name some parts of the computer. In the reception classes, children build on their knowledge about where they live and support their understanding of self and the family through activities such as, role-play in the 'home corner'. They use paint to mix different colours, but most do not yet name basic colours correctly. They become aware of their own skin colour but have some difficulty matching it with a good selection of skin tone pencils when they draw portraits. There are opportunities to develop skills, such as cutting, joining, folding and building in much of what they do. The children have not developed their skills sufficiently well to ask questions to find out how things work. Most children in the reception classes have developing computer skills at a level expected for their age. They show increasing control in the use of the mouse, to move items on the screen. Teaching is good because staff know when to intervene in what a child is doing in such a way as to extend the learning that is going on.

## **Physical development**

80. Children meet their expectations of early learning goals in this area. Whilst somewhat restricted by the building work the outside play area is effectively used to give children opportunities to practise skills such as running, riding, throwing and catching, balancing, climbing and jumping. Children are confident and well co-ordinated in the use of large play equipment such as bikes. The outside area had been attractively set up as a car hire lot and after successfully hiring a car and pedalling it around the "customer" returns the car to its own parking space. The reception children move imaginatively, with satisfactory control of their

movements and awareness of others. They use construction toys and modelling materials with appropriate tools, and have reasonable hand and eye co-ordination. Children are making models out of constructional equipment and reclaimed materials and this develops confidence in the use of different joining materials and tools such as, scissors, glue, and tape. Reception children have regular opportunities for singing games, physical education, and movement with music in the main school hall. Teachers plan effectively to provide calm and sensitive support and show a good understanding of how young children learn. The outdoor provision to enhance children's skills in larger body movements such as climbing and running is also shared by reception children. Teaching is good because of the confidence and innovation that staff bring to planning interesting activities and they have a very sensitive awareness of children's safety, because of this children respond with enthusiasm to the work that is planned

## **Creative learning**

81. Most children achieve satisfactory levels in all areas of creative learning and are on course to meet the expectations of the early learning goals. In the nursery, they start from a fairly low level of skill but make good progress throughout the foundation stage. Children experiment with paint and use their observations and imagination to create pleasing results. They are given opportunities to explore colour, texture, shape and form, through working with a wide range of materials to create collage or paint symmetrical patterns on a butterfly. There are good displays of children's artwork in both the nursery and reception areas. Children also use materials such as play dough in making birthday cakes and construction toys to make models. They sing and play percussion instruments and develop good habits in the way in which they are encouraged to listen to others and to share with them. They clap rhythms and express enjoyment because of the chances teachers provide for children to explore sound and depict ideas and feelings through the use of instruments. Support staff work closely with teachers and make positive contributions to children's learning, as when participating in the role-play for shopping and helping children to select the most appropriate materials for their models. Teachers are good at talking to the children and asking relevant questions, which extend the children's vocabulary. They also have the ability to make what they teach interesting by providing children with, for example, a repertoire of songs with which the children can derive pleasure and a sense of accomplishment when they sing them.
82. Resources for the under-fives are sufficient and accessible. These are well organised and used effectively for all areas of learning. The teaching areas are spacious and organised imaginatively, they are attractive areas, which stimulate the children's interest and help to develop a thirst for learning.

## **ENGLISH**

83. Attainment in English is in line with national standards by the age of seven years, and by the time the pupils leave the school. The inspection findings broadly reflect standards outlined in the previous report. At ages seven and eleven, more pupils than in similar schools reached above the expected level in 1999. Inspection evidence shows that pupils make satisfactory progress over their time in school. Pupils with English as an additional language attain similar standards to their classmates and they make good progress because of the well-organised extra provision.
84. The attainment of pupils has improved since 1996. However, standards by the age of 11 years in the 1999 tests were lower than in previous years. This was due to the year group having a high proportion of pupils with special educational needs and having a higher number of pupils that joined the year group with below average attainment than left.
85. This year pupils did better in the national tests due, in the main, to the successful implementation of the literacy strategy and the careful setting of targets for improvement.

Attention is being given to developing pupils' extended writing skills and the strong emphasis this year on narrative writing is raising standards in writing.

86. Standards in speaking and listening are satisfactory by the age of seven and 11 years. In Year 1, small group work provides opportunities for adults to act as good language models and to encourage children to express themselves clearly. Teaching is done in such a way as to enable pupils to learn in small steps. In later years, the level of language used develops rapidly and there are many confident and articulate children by the age of seven years. A few pupils at early stages of English acquisition receive effective support to communicate confidently and clearly. In the junior classes, pupils' vocabulary is extended further and pupils begin to use complex, grammatically accurate sentences. Their reading, the topics they discuss in the classroom, and teachers' good use of vocabulary, plays an important part in this development. Standards in listening are in line with expectations, but a number of pupils throughout the school do not have satisfactory listening skills. Pupils with known speech difficulties receive appropriate support from the school's special needs co-ordinator and the speech therapist who visits the school weekly.
87. Standards in reading are sound by the age of seven and 11 years. In the infant classes, there is a strong emphasis on the teaching and learning of letter sounds and blends. Reception class activities establish a sound foundation for pupils to recognise the sounds that printed words represent. The planning of work in the infant classes includes all the main elements from the National Literacy Strategy to give a broad range of experience. Most pupils make satisfactory progress as a result of an effective combination of direct teaching of phonics and other support aimed at developing their sight vocabulary. Pupils with special educational needs are identified early and have well-structured literacy programmes, with realistic short-term areas for improvement to aid their learning. These work towards appropriate long-term targets, such as knowledge of the National Literacy Strategy's entire list of key words for pupils by the age of seven years.
88. Pupils were generally seen to be reading books that matched their needs and levels of attainment. The range of reading material is extended appropriately as the children move through the school, and more able readers are able to choose books freely. While lower attaining pupils still interpret their reading literally, average and higher attaining pupils have a rapidly growing understanding of what the writer is trying to say. For example, they begin to work out what is happening, and why, even if the writer has not shown this in the text. They begin to appreciate the subtleties of humour in good quality children's fiction. Most pupils regularly use a dictionary and thesaurus but their reference and information skills are limited. They do not understand how books are arranged in libraries and how 'contents' and 'indices' can point the way to specific information. A few pupils are able to use non-fiction books to locate and retrieve information within the classroom, but the independent research and study skills of the majority are not fully developed. These skills can be developed in the classroom but the absence of a library due to the rebuilding programme inhibits their practical application. Most pupils make satisfactory use of their reading skills in other areas of the curriculum.
89. Pupils make frequent references to reading at home. The process of home school reading is well established and has a positive effect on pupils' interest and attainment. The guided reading sessions, where skilfully structured, enhance pupils' progress in reading. Teachers keep satisfactory reading records to identify weaknesses and target pupils' learning.
90. Standards in writing are broadly average by the age of seven and 11 years. In Year 1, all pupils are taught the skills of letter formation well because they begin to understand the sounds of particular letters. Throughout the infant stage, teachers stress letter combinations and common spelling patterns and because of this pupils attempt to spell words themselves. Pupils practise letter formation, joined writing and intelligible spelling. By the age of seven years, the majority have mastered these skills and are beginning to think about the overall structure of their writing, such as the setting, characters and plot when writing stories.

91. In the junior classes, the scope of writing is extended well. Pupils write for a range of purposes including narrative, description, letters, instructions, play-scripts, newsletters and information pages for a CD-ROM. Competence in spelling and punctuation is now well established. In the older classes, teachers introduce pupils to the main features of specific styles of writing, for example, report writing, which they choose to capture the reader's interest. Although a minority of pupils are still striving to express themselves clearly in writing, most pupils, and the higher attaining in particular, are able to say what they think poetry is about. They comment on the content of what they are reading and say what it is that they like about it or what they feel the writer might have been indirectly trying to say or suggest.
92. The teaching of English is sound overall with some good features. The National Literacy Strategy has been incorporated into the guidance for teaching and it is implemented effectively. Lessons are well planned and organised with a good mix of whole-class, group and individual work. In the infant classes, teachers successfully promote the skills of speaking because they talk with pupils in an adult style, encouraging them to extend their vocabulary and to use sentences that contain increasing amounts of information. The management of pupils' behaviour is good, and because of this the pace in most sessions is generally brisk. Occasionally, when sitting for too long, some pupils become restless and lose concentration because they do not have well developed listening skills. Most teachers in both key stages use suitable methods and strategies to develop good listening and improve concentration. In the junior classes, teachers set appropriate standards for the majority and maintain a good level of support for pupils with special educational needs. Teachers know their pupils well because they have good relationships with them and encourage good manners and social skills. Literacy skills are promoted satisfactorily in English lessons and across the curriculum, such as when reading and writing about events of the past in history and explaining and recording conclusions of scientific experiments.
93. The wide range of abilities within classes presents difficulties for some teachers in matching work to pupils' needs during whole class discussions and group-work sessions and at these times pupils do not make as much progress as they could. In most lessons however, while average pupils work on the main targets of the lesson, higher attaining pupils are set extra challenges. Lower attaining pupils are well supported because some classes benefit from extra support for pupils. Pupils with special educational needs and those with English as an additional language, receive effective support from teachers and adult helpers either in their own classrooms or they leave the room for short intensive lessons with the special needs co-ordinator or specialists from the Travellers' Education Service. Pupils with English as an additional language make good progress and achieve well and as a result there is an improvement in standards for this group by the age of seven years.
94. Pupils have good attitudes towards the subject, contributing well to their learning. Most pupils are attentive; eager to answer questions and join in class discussion, where they express themselves clearly. They behave well and concentrate on their work. Older pupils enjoy their lessons, particularly where there is a strong stimulus for thinking, for example discussing the literary features of chapter in a novel or looking for language clues in 'shape' poems.
95. The subject is well led and managed. In addition to the school's own effective monitoring and evaluation procedures, the school has taken advantage of a review by the local education authority's literacy co-ordinator. The subject manager and the literacy governor are well aware of the strengths and weaknesses in teaching and learning. After the concentration on word-level work during the introduction of the literacy strategy, the focus has now changed. The need for improving the weaker narrative writing skills by the age of seven years has been recognised and, in the junior classes, a wider range of writing skills is supported with a view to raising standards further. At the same time, there is an appropriate emphasis on ensuring pupils maintains standards in reading.
96. The marking of pupils' work is generally helpful. In the best examples, teachers make

constructive comments, set individual targets and give guidance. Resources are adequate for the effective delivery of the curriculum and there have been some useful additions to support the literacy strategy. The school currently has no library due to the building work.

## **MATHEMATICS**

97. By the age of 11 years, pupils' attainment in national tests for 1999 was below that expected nationally, but was average when compared to similar schools. National test results for 2000, for which there is currently no comparative data indicate that attainment has improved from last year, and inspection judgements confirm that pupils' attainment is in line with the national expectation by the age of 11. This is broadly similar to the national test results reported in the last inspection. Throughout the school pupils with special educational needs make sound progress and attain standards in line with their prior attainment. Pupils with English as an additional language make sound progress.
98. In the 1999 statutory tests for pupils by the age of seven years, attainment was well below the national average when compared to pupils' results in all schools. When compared to pupils' results in similar schools however they achieved standards, which were broadly the same. Results in national tests for the year 2000 indicate improvements. Pupils' progress is sound and pupils enter Year 1 with the developing knowledge and skills needed to be confident with early number work. Inspection judgements support the view that pupils' attainment has risen this year and by the end of Year 2 pupils attain standards in line with national expectations. This is broadly similar to the judgements found at the time of the last inspection.
99. In the infant classes, Year 1 pupils order numbers accurately from one to ten and match numbers on dominoes with others of the same value. Lower attaining pupils count accurately, but are less confident with putting random numbers in order. Year 2 pupils enjoy the brisk 'mental maths' sessions. In one class, pupils recognise number words quickly and spot that 'two thirty' should be 'thirty two'. Pupils of average attainment work with partners and record their answers appropriately, sometimes aided by accurate mental calculation. Higher attaining pupils tend to be quicker in their calculations and in discussion of number problems. Past work indicates, for example, that these pupils are confident in calculations up to 50, and know the properties of different shapes. Work on recording favourite ice cream flavours and money calculations are largely accurate and well presented. The volume of work covered sustains satisfactory progress and learning for pupils of all abilities. The mental sessions are particularly good at challenging pupils' thinking, although when questioned, pupils are less certain about how to apply their knowledge or skills.
100. In the junior classes, pupils continue to make sound progress and attain satisfactory standards in number work, shape and space activities and in understanding information from graphs. Past work and lessons indicate that pupils use mathematical skills accurately to answer their questions and to solve numerical problems, although this was not a strong feature of the work seen. In Year 3, pupils multiply accurately, recalling times tables up to ten and in Year 4 doubling two digit numbers is handled confidently by the majority of pupils. Older pupils extend this knowledge appropriately by investigating the different ways of multiplying two digit numbers together. For instance in Year 5, they partition  $49 \times 99$  into  $40 \times 99$  and  $9 \times 99$ . Pupils also change pence into pounds and vice-versa using the correct terms. By the time pupils reach Year 6, they work quickly and accurately in dividing, doubling and finding differences between set of numbers. Past work indicates that work is covered and tackled effectively in the other attainment targets of shape and data handling, although evidence of pupils using their knowledge in 'real' situations is less evident. Past work on equivalent fractions, time and recording information on pie charts is largely accurate. Work on data handling such as knowing what are the 'mode', 'median', 'mean' and the 'range' of a set of numbers is accurately identified.
101. Pupils' progress is generally sound in the junior classes, although the rate of learning increases through the use of some 'set groups' and the use of computer software to support

independent learning in the older classes. Indications are that the combination of smaller teaching groups and individualised computer activities are promoting higher standards. In both the infant and junior classes, pupils listen well during the introductory sessions and are keen to answer. In group work, pupils record their work neatly and work together well, but do not consistently show the same level of enthusiasm for the activities. Pupils with special educational needs and English as an additional language make sound progress and attain appropriately in relation to their abilities.

102. Teaching is good. It is satisfactory in the infant classes and good in the junior classes. No unsatisfactory lessons were observed. Teachers ask appropriate questions and set tasks, which are well matched to pupils' different levels of attainment. This is more noticeable in the junior classes where some pupils are set into smaller groups. During the inspection, teachers concentrated mainly upon number work, but past work indicates that sufficient time is spent on other areas of work such as data handling. Pupils' work is marked regularly, and teachers consistently indicate what has been done well and give clues about how it can be improved. Teachers' subject knowledge is good, particularly in the older classes. This was noticeable when a teacher dealt with the breaking down of a long multiplication sum into easier steps for pupils in Year 5. Teachers generally plan well in both key stages, although some activities did not fully motivate pupils into wanting to know more. The introduction to lessons in both the infant and junior classes helps to improve pupils' learning, usually because they are conducted at a quicker pace and because of this pupils learn more and suggest alternatives to activities. Conclusions to lessons are generally used well, although in the junior classes these are sometimes cut short through timetable arrangements and this reduces their effectiveness.
103. During the inspection, lessons concentrated on number work, suitably following guidelines from the National Numeracy Strategy. This is being implemented satisfactorily. Numeracy is used appropriately across the curriculum in science for instance, but is not a strong feature of past work.
104. The co-ordination of the subject is good. The subject manager has a good knowledge and understanding of strengths and weaknesses in the subject through the variety of monitoring undertaken. Teaching and work in books is monitored and the information gained is used effectively to help raise standards. The introduction of computer based learning for small groups has had a positive effect upon raising standards and the results of the latest national tests appear to confirm this rise. The implementation of the National Numeracy Strategy has strengthened whole-school approaches to teaching and learning.

## **SCIENCE**

105. Standards by the age of seven and 11 years have fluctuated over recent years. This reflects the changing school population. Broadly speaking, over the past four years standards have been close to the national averages. Standards by the age of 11 years have declined since the time of the last inspection report when they were above average.
106. Standards in science are now broadly in line with national expectations for seven-year-olds. Results in the 1999 teacher standardised assessment tasks were above those in similar schools at both Levels 2 and 3, and were in line with the national results. Inspection findings confirm standards are as expected for seven year olds, and are in line with the 1999 results. Standards are higher than this year's yet to be validated results indicate.
107. Standards in science are also broadly average by the time pupils leave the school. In the 1999 standardised assessment tests, standards were well below the national average at both level 4 and above and level 5, though they were in line with similar schools. This year's, yet to be validated, results show that standards are in line with the national figures for 1999. There is no significant difference between standards achieved by girls and boys.
108. The progress that pupils make in their learning is satisfactory overall, including pupils with

special educational needs. By Year 2, pupils use their scientific knowledge to group food into different categories showing a satisfactory understanding of how things can be sorted by, for example, how they taste or the way they help the body to develop. By Year 6, pupils develop their skills of observation further and have a satisfactory understanding that when testing out their ideas they must make sure they are fair. They make sensible predictions about what they might find as a result of their knowledge of previous investigations.

109. The quality of science teaching is satisfactory. This is the same judgement as reported in the last inspection report, although then very good teaching was seen, indeed in half the lessons in the junior classes. Teachers have a secure basic knowledge of the subject. They make use of the correct scientific language and as a result pupils' knowledge and understanding of the technical aspects of science is enhanced, for example, pupils in Year 5, understand the main properties of solids, liquids and gases and use the correct terms to describe them. Teachers do not always make clear to pupils what they expect them to learn by the end of lessons and this inhibits progress. Teachers usually expect high standards of behaviour in lessons but in the one unsatisfactory lesson seen the teacher's management of a small number of boys was not appropriate. The quality of teacher's planning is sound overall but there are weaknesses in understanding how to plan successfully for pupils of different abilities. It is often too broad and applies to all pupils regardless of their attainment. Sometimes, this results in work that is lacking in challenge for the more able or being too challenging for the less able pupils, for example, in the written guidance for pupils in worksheets. Most teachers use an effective range of teaching methods to ensure that pupils maintain interest and concentration in their learning, and generally introductory sessions are effective. Teachers use experimental and investigative science to motivate pupils and because of this most pupils respond satisfactorily and find being involved interesting. Teachers make good use of questions to stimulate pupils' interest further because it makes the pupils consider what they see happening and describe their answers carefully. Teachers value pupils' questions and respond appropriately and this helps to teach pupils to make careful observations. Teachers use time well and because of this pupils learn at a suitable rate and have time to consolidate their learning. Whilst teachers make appropriate use of assessment to inform their knowledge of the level of pupils' progress and mark pupils' work regularly, they pay insufficient attention to ensuring that all work is finished or that the same mistakes and errors are not continually repeated. Good attention is given by teachers to the standards of presentation of pupils' work, but often pupils spend too much time fussing over non-scientific issues, such as making sure their line guides are in place or that their headings are underlined. Writing skills are used satisfactorily as are drawing skills, which help to enhance the pupils' written work. Information and communication technology is used in the subject appropriately, especially CD-ROM for research. Homework is used well to build on the work covered in class.
110. The subject manager is currently absent but the responsibility is being satisfactorily assumed by another member of staff who has good subject knowledge. There is a good system of monitoring the performance of teachers to identify areas for improvement and the subject is adequately resourced.

## **ART AND DESIGN**

111. Standards in art are in line with what might be expected for pupils aged seven and 11 years. This represents a position similar to that found at the time of the last inspection. Three lessons were observed during the inspection. Judgements are based on these and evidence gathered from analysing pupils' work, and from discussions with pupils and the subject manager.
112. Pupils by the age of 11 years have a broad range of experiences and talk knowledgeably about the work of major artists such as Monet, Leonardo da Vinci and Van Gogh. They use a good range of materials for drawing and painting and have experience of printing and

modelling. Because of the school's commitment to anti-racism and community harmony pupils are encouraged to study and value many forms of art from outside Europe including textiles, sculpture, painting, decoration of artefacts and drawing; this supports pupils' cultural development effectively. Sketchbooks are in use but their value, as a record of pupils' progress, is not effective. They do not continue from one year to the next thus not giving a picture of how skills are developing over time.

113. The quality of teaching is satisfactory. Teachers have good relationships with their pupils and because of this they manage the pupils well and maintain discipline. Pupils respond well and apply themselves sensibly to their tasks and because of this they get involved in what they are doing and almost without exception express an enjoyment of art. They listen attentively to the teacher and are happy to answer questions and have their work shown to the class. All lessons are well planned and pupils are given a clear idea of what they were expected to achieve. Teachers use pictures and photographs suitably to provide guides for pupils and techniques are taught effectively, as in a Year 2 lesson where pupils were making observational drawings using charcoal and chalk. Pupils in all classes make satisfactory progress in their learning. Tasks in art are differentiated in the support that individual pupils receive and there are no differences in the way in which pupils with different needs or levels of attainment make progress
114. The subject manager has only just taken responsibility for co-ordinating the subject but she has a clear plan for taking the subject forward and the priorities are appropriate. Art and design has a major impact on the appearance of the school through well presented displays. It very effectively supports the ethos of a caring community, for example, in a display of collages by the youngest pupils to allow a blind person to feel and get a flavour of the artwork. The subject benefits from and supports work done in fostering racial harmony and also at the same time makes a good contribution to the provision for the spiritual, moral, social and cultural development of all the pupils.

## **DESIGN AND TECHNOLOGY**

115. Only one lesson was observed in the infant classes during the inspection. It was not possible to observe the teaching of design and technology in the junior classes. However, from examination of teachers' plans, photographic evidence and the evidence of pupils' work around the school, standards in design and technology are as expected for pupils of seven and 11 years. Pupils of all prior attainments make satisfactory progress as they move through the school. There is no difference in the attainment between boys and girls.
116. Pupils in the infant classes experience an appropriate range of materials, tools and techniques. They satisfactorily develop simple planning strategies. In Year 1, they design and make model crocodiles, using levers and slides. In Year 2, they plan and design satisfactorily a range of vehicles, identifying and labelling key features such as wheels and windows. In the junior classes, pupils extend their designing skills and increase accuracy in making. They work with card, paper and wood, as well as reclaimed materials; and use a variety of techniques to join them. They study food technology, for example, in Year 3 they plan and make packed lunches. Teachers make useful links with other subjects giving purpose to the task, for example, in Year 4 making model Viking longships using details from history lessons. In Year 5, they design and make costumes, helping to develop their knowledge and understanding of different cultures. In Year 6, they design and make shelters, again in connection with their work in history.
117. No judgement is made about the quality of teaching. At the last inspection teaching was generally satisfactory but needed to be more sharply focused in order to gain maximum effect in learning. Since then the school has adopted an appropriate long-term plan, which ensures that teachers' plans cover all the necessary skills which need to be taught in design and technology.

## **GEOGRAPHY**

118. Only one lesson was observed in the infant classes, but evidence from discussions with pupils, and the analysis of past work show that standards attained are what are expected for pupils of seven years old. By the age of 11 years, pupils also attain standards expected for their age. This represents an improvement since the previous inspection where standards by the age of seven years, were judged to be below the national expectation.
119. Pupils in a Year 2 lesson are able to describe the characteristics of an island and some know that the United Kingdom is surrounded by water. Past work indicates that pupils generally attain satisfactory standards in gaining knowledge about localities such as a journey to school and types of transport that can be use. There is good work related to changes made to the playground, which shows a good understanding of how and why such change takes place.
120. In the junior classes, pupils in Year 3 know the difference between maps and photographs and how they can show different features. Pupils complete partly drawn plans of the classroom accurately to improve their knowledge of plans and direction. In Year 4, pupils enjoy investigating the different levels of noise around the school and analysing the results. Older pupils in Year 6, locate places around the United Kingdom and use suitable conventions to record them on a map. Past work, particularly activities carried out on a residential visit reflect satisfactory standards of investigation into the effects of erosion on coastlines and the use of maps. Sound use is made by pupils of their literacy skills when writing up their accounts of visits and in class work.
121. Learning is generally promoted satisfactorily with activities that motivate pupils. The additional use of resources and the residential week for older pupils also promote pupils' learning well. In past work, and in the lesson observed in the infants, pupils present their work suitably, and enjoy discussion about the use of maps. In the junior classes, pupils' work is generally neat and well presented. In groups, pupils work together well, and share their resources willingly and try to do their best work. There is no difference in how boys and girls learn, and they generally behave well. Some use of computers was noted in past work using a word processor. Homework is set appropriately for older pupils and this supports class work. Pupils with special educational needs and those who have English as an additional language make sound progress in their learning, often helped by additional teaching staff who contribute well.
122. Teaching is satisfactory at both key stages. Planning is generally effective in giving opportunities to find out about local places and to develop knowledge about countries further away. Questions are used effectively and extend pupils' thinking appropriately. The expectation set by teachers is satisfactory in terms of skills to be taught, but less effective in giving pupils opportunities to extend their skills. Work locating places in the junior classes, for example, did not extend the higher attaining pupils fully. Pupils' achievements are noted appropriately.
123. The co-ordination of the subject is sound overall. The subject manager is comparatively new in managing the subject, but has completed new guidance for teaching. This has been modified effectively to reflect changes in the National Curriculum requirements. Resources are suitable and sufficient and are stored accessibly.

## **HISTORY**

124. Standards in history are as expected for seven and 11 year olds. Few lessons were observed during the inspection and evidence from past work and displays was taken into account when reaching a judgement.
125. By the age of seven years, pupils develop a sound sense of past and present by comparing

toys from the past with those of the present and noting their similarities and differences. Through studying the lives of famous characters such as Florence Nightingale, pupils develop knowledge about their significance. Famous events such as the Great Fire of London also give pupils an appropriate knowledge about past events. This is shown well in past work involving putting different pictures in chronological order. In a lesson, pupils were able to make an accurate observation about similarities and differences seen at the seaside today and in the past.

126. In Year 5, pupils are beginning to find out about Victorian life appropriately and pupils in Year 3 have started their work on ancient Egyptians by successfully finding out about different key facts and classifying them. Past work on ancient Greek legends and myths is covered well and indicates pupils have a sound knowledge of this time period. 'Time lines' are also used well within activities to give pupils an added sense of change and progress.
127. Learning is sound at both key stages. In the lessons observed, pupils generally listen well, answer questions willingly and both boys and girls apply themselves appropriately in the group work they do. They take care in their presentation and set out their work sensibly. Pupils make sound use of their literacy skills in writing up accounts and recording their findings. Pupils generally behave well. Boys and girls make similar progress. Pupils with special educational needs and those who have English as an additional language make sound progress.
128. The quality of teaching is sound. Activities are introduced well and motivate pupils to be interested in the topics. Teachers have a sound grasp of their subject and inject their own knowledge and enthusiasm for the activities set. At this stage of the term, projects are at early stages of study, but there are sound plans for development as the term progresses. Teachers manage pupils well during group work and this fosters good behaviour. Teachers set activities, which are usually well matched to most pupils' needs, although some do not always stretch the most able pupils. Past work indicates that teachers mark work well and this gives the pupils' ideas about how to improve their work.
129. The subject manager has taken over the subject relatively recently, but has a sound grasp of the different aspects of the subject. She is enthusiastic to develop activities and monitor the development of the subject during the next year. The guidance for teaching is suitable and has been revised effectively according to the revised National Curriculum from September.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

130. Pupils of all abilities make satisfactory progress in information and communication technology (ICT). By the time they leave the school, the quality of their use, knowledge and understanding is at a level expected for 11 year olds. This reflects the findings of the last inspection report. The availability of computers to support teachers in their work is good, and its use to provide for individual learning is a significant development, contributing effectively to pupils' reading, writing and numeracy skills.
131. By the time pupils leave the school they are aware of the use of ICT in everyday life. They are aware of the Internet and have practical experience of its use. They use word-processing to draft and publish their work. They use a variety of fonts, size and colours. They know how to locate letters on the keyboard, and how to print their files. Pupils are familiar with the menu on the screen, and most are able to work independently. They use CD-ROM to retrieve information and use databases to support their learning. All pupils, including those with special educational needs, make regular use of the computers to develop reading, writing and mathematical skills, and enjoy doing so.
132. Teachers use ICT to support other subjects, and take opportunities to set pupils to work in pairs during lessons. Information and communications technology makes a useful contribution to other subjects of the curriculum, including English, mathematics and science, with pupils using word-processing, charts and spreadsheets. Older pupils are becoming familiar with the use of multimedia to support their studies.
133. Pupils' response to ICT is good. They like working with computers. They work sensibly together. Often higher attaining pupils help and support the lower attaining. Pupils treat equipment with care and they are keen to take their turn on the computers.
134. Too few lessons in ICT were seen to make a judgement on the overall quality of teaching in the infant classes. In the junior classes, two lessons were seen and both were judged to be satisfactory. Discussions with teachers and observation of their documentation, as well as the analysis of pupils' work show that information and communication technology is appropriately taught throughout the school. Teachers often spend a short session during the week explaining and demonstrating a new skill. Pupils are then given opportunities to practise new skills and because of this pupils acquire new knowledge and understanding appropriately. Teachers are careful to explain what the pupils need to do and they make good use of the time available.
135. The school has identified the skills that need to be taught and this is an improvement since the last inspection. The school is now well equipped, with staff expertise developing well. The strategies adopted to give all pupils dedicated time in the computer suite is proving effective.

## **MUSIC**

136. Few lessons were seen during the inspection and none were observed in the junior classes. Pupils attain expected standards by the time they are seven. No judgement is possible about the standards pupils attain when they reach eleven.
137. Younger pupils in the infant classes are developing their skills in singing and listening well. Pupils can sing simple songs well both in lessons and assemblies. In Year 1, pupils pick up the tune and words to a new song quickly and make appropriate use of simple percussion instruments to accompany it. Junior aged pupils sing well in assemblies and evidence from a video tape of past productions gives an indication that standards of performing, particularly in singing, are as expected. This is broadly the same finding as the last inspection where standards of attainment were in line with national expectations by the age of 11 years.

138. Progress and learning for pupils of all abilities are satisfactory in the infant classes. Pupils have suitably planned activities and are given sound opportunities to explore their vocal abilities. Evidence from assemblies, discussions with pupils and past evidence suggests that pupils enjoy their musical activities in the junior classes and listen well, particularly during assemblies. They behave well during lessons in the infant classes and are enthusiastic to take part. Both boys and girls make similar progress. Additional music tuition in the violin supports standards in the school. Pupils with special educational needs and those who have English as an additional language make sound progress.
139. Teaching is satisfactory in the infant classes because teachers plan appropriately for pupils to enjoy their music making and give suitable direction and guidance. Although only a small amount of instrumental work was seen, this was handled well so that as many pupils could be involved as possible. Activities involving listening and performing are appropriate and develop pupils' confidence well.

## **PHYSICAL EDUCATION**

140. Only dance lessons were observed during the inspection. Not all aspects of physical education are being taught due to the extensive building works and because of this the overall satisfactory standards outlined in the previous inspection report have not been maintained.
141. After school clubs extend the provision particularly in the junior classes with opportunities to experience football and netball. One such activity observed during the inspection noted that despite being offered the opportunity there was a lack of girls' participation in playing football. There were difficulties beyond the control of the school, which meant that pupils were not able to have swimming lessons in the last school year. This matter has now been rectified and although the baths cancelled the lesson during the week of the inspection, arrangements are now in place for swimming lessons for Year 3. Conversations with children and staff indicate that the majority of pupils acquire proficiency in swimming in their own time and that by the time they leave the school at eleven, a significant number of pupils swim at least 25 metres and practise water safety. The new subject manager has plans for pupils to also experience friendly matches and competitive sport with local schools in order to encourage pupils' enthusiasm and interest in physical education, and help raise standards and the subject's profile within the school curriculum.
142. In dance activities, all pupils, including those with special educational needs and English as an additional language show satisfactory levels of achievement. In the dance lessons, pupils in the infant classes make satisfactory gains in the acquisition of skills, knowledge and understanding of movement and improve co-ordination and control. They balance and travel in different ways linking simple movements together. In a lesson, younger infants explored different ways of moving like clowns, kangaroos and a puppet doll, based on their theme of toys. Year 2 pupils move with greater control and pass a ball in three different ways to a partner. In the junior classes, pupils continue to make sound gains in the development of dance skills. Pupils in Year 5 devise their own rhythmic dance of a moving image, 'Rhythm in the Street' to music. They link a range of movement in a sequence, which they practise and improve. During this lesson pupils learn effectively from each other by watching and discussing their performance. Most Year 6 pupils extend their understanding and use of control and space in dance. They use stretch and curl movements in paired work, explore, improvise and combine movements, but do not have sufficient opportunities to assess each other's performances. Pupils are not sufficiently supported to develop their knowledge of exercise in a healthy lifestyle. They do not regularly talk about effect of exercise on the body.
143. The quality of teaching and learning of dance is satisfactory with some good teaching seen in the junior classes. Teachers explain activities clearly and give appropriate reminders of safety and because of this most pupils listen carefully, follow instructions correctly and work safely. Almost all teachers use pupils' demonstrations to enable others to make sound progress and

to help them improve their performance. However, not all teachers give pupils opportunities to evaluate their own and other pupils' work. This remains a weakness since the previous inspection. Teachers create an effective pace in lessons and have appropriate expectations of behaviour. Through this, pupils develop their skills and extend their range of performance. Good explanations to individuals as well as groups create an effective learning environment.

144. The school has adopted the nationally recommended guidance for teaching. The new subject manager is not sufficiently aware of the future direction in the subject and needs to identify areas for development and raise standards in other aspects of physical development to equal those in, for example, dance. The subject manager's role is not developed yet with a view to monitoring and evaluating teaching and learning. The resources are currently not well organised due to the new building developments.

## **RELIGIOUS EDUCATION**

145. The attainment of pupils, by the age of seven and 11 years, is satisfactory in relation to the requirements of the locally agreed syllabus. The previous inspection report, whilst not making a judgement about pupils' levels of attainment, suggested that the school needed to review its approach to the teaching of the subject so that it was taught more systematically. There is strong evidence to show, from the analysis of pupils' work and in talking to pupils and the subject manager that this matter has now been adequately addressed.

146. Pupils at the beginning of Year 2 have good recall of Old Testament stories such as Noah's Ark. They talk about the Nativity and know that there are other religions besides Christianity – indeed the school benefits greatly from having pupils of many different races and religions. Whilst the first strand of the syllabus is about learning about religions it is evident that pupils also have a satisfactory grasp of the second strand which is concerned with learning from religions. Pupils in Year 2 are able to talk about being kind, about how babies feature in family life and how they have changed since they were babies themselves. They also know that they must not be racist. Pupils by the age of 11 years are able to talk effectively about the festivals of the major world religions and of the important people and practices unique to each. One pupil was also confident enough to talk about her religious experiences as part of a lesson for younger pupils and in so doing added an exciting dimension to it. Pupils examine a whole range of moral and personal issues examining, for example, the issue of friendship. Because of the good quality of the curriculum and the good levels of teaching pupils are provided with interesting and challenging work and they respond well to this. Their learning is good. They are interested and are actively involved in either listening or speaking, particularly in the very good lesson about the Haj.

147. The quality of teaching is good. The most effective features are when teaching uses pupils to talk about their experiences, for example, when an older pupil explains what happens when a Muslim makes The Haj. Teachers make good use of the scheme laid out in the agreed syllabus and their lessons are further enhanced by their relationships with their pupils and the overarching ethos of the school which openly pursues and advocates tolerance. Consequently, pupils quite easily talk about and relate well to the faiths of others. Where learning support assistants are present they make a valuable contribution to pupils' progress and show that they are able to act effectively on their own initiative when necessary. In all the lessons, pupils are fully involved and so they listen carefully and comment or answer questions sensibly. Some show a good understanding of religious terms such as occurred

when a Year 5 pupil used the word reincarnation in a discussion about Buddhism. Because of their involvement and the quality of teaching, pupils make good progress.

148. The subject manager is experienced and provides a good lead for the staff. The school is currently trialling the new agreed syllabus prior to its introduction in 2001 and this is being done effectively. There are good links with local religious centres and charities. Assemblies are interesting and the fortnightly input from a charity provides interest and supports pupils'

learning well. The subject manager's role does not extend to monitoring and evaluating teaching but she is able to act effectively in giving help and advice to staff whenever necessary. The subject is satisfactorily resourced at the moment and part of the trialling process for the new syllabus is to evaluate the implication for new resources. Religious education makes a strong contribution to the spiritual, moral, social and cultural development of the pupils.