

## **INSPECTION REPORT**

**ST RICHARD'S WITH ST ANDREW'S CHURCH  
OF ENGLAND PRIMARY SCHOOL**

Ham, Richmond upon Thames.

LEA area: Richmond

Unique reference number: 102907

Headteacher: Mr. N. Brooker

Reporting inspector: Mr. M. Thompson  
25372

Dates of inspection: 16<sup>th</sup> –20<sup>th</sup> November 2000

Inspection number: 225330

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school:	Infant and Junior
School category:	Voluntary Aided
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
School address:	Ashburnham Road, Ham, Richmond, Surrey.
Postcode:	TW10 7NL
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Appropriate authority:	The Governing Body
Name of chair of governors:	Rev. Dr. P. Dunn
Date of previous inspection:	November 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mike Thompson 25372	<i>Registered inspector</i>	Science; Information and communication technology; Art and design; Design and technology.	What sort of school is it? The school's results and achievements; How well is the school led and managed? What should the school do to improve further?
Diane Willson 12387	<i>Lay inspector</i>		Pupils' attitudes, values and personal development; How well does the school care for its pupils? How well does the school work in partnership with parents?
Nina Bee 18709	<i>Team inspector</i>	Under fives; Special educational needs; English as an additional language; English; Geography; History.	
John Woodcock 1624	<i>Team inspector</i>	Equal opportunities; Mathematics; Music; Physical education.	How well are pupils taught? How good are the curricular and other opportunities offered to pupils?

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

### **INFORMATION ABOUT THE SCHOOL**

St. Richard's with St. Andrew's C.E. Primary School is situated in Ham, within the London Borough of Richmond upon Thames. The school was built in 1966, and serves an area of owner-occupied, local authority and housing association property. The school is of average size. At the beginning of the autumn term, there were 155 pupils in single-age classes from Years 1 to 6. There were a further 12 children under five years of age in the reception class. Children join this class on a part-time basis during the autumn term and become full-time pupils from the beginning of the spring term. The number on roll in the main school increases each January as spring and summer born four year-olds are admitted into the reception class on a part-time basis. In addition, there is a 26-place nursery unit within the main building. At the time of inspection, there were a total of 35 children aged under five on roll.

Almost one third of pupils are identified by the school as having special educational needs. While this proportion is above the national average, evidence from national test results shows that most of these pupils are likely to achieve nationally expected levels by the time they are 11 years old. Three of these pupils have statements of special educational needs. Almost a quarter of pupils are eligible for free school meals. This proportion is broadly in line with the national average, but is twice the average for the borough. Almost one tenth of pupils are from homes in which English is not the principal language spoken, and about half of these pupils are in the early stages of acquiring skills in English. Owing to the highly mobile nature of the population, there is a high turnover of pupils. On average, about one third of pupils in each class from Year 2 to Year 6 did not begin their education at the school.

The attainment of children on entry to the reception class fluctuates considerably from year to year. Overall, it is about average.

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

Tests results show that, in previous years, 11 year-olds have achieved above or well above average standards in English, mathematics and science. However, when standards in all subjects are considered, attainment overall is average. Pupils currently in Year 6 are in line to achieve average standards in English, while pupils' achievements are likely to be above average in mathematics and science. The attainment of 11 year-olds is below average in information and communication technology and geography. The curriculum offered to pupils is sound, but not enough time is allowed for some of the foundation subjects<sup>1</sup>. The quality of teaching is satisfactory overall and the school is well led and managed. The school's income is well above that received by most schools, and is also above that received by schools in the London area. It provides satisfactory value for money.

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<sup>1</sup> Foundation subjects are those other than the 'core' subjects of English, mathematics and science.

## **WHAT THE SCHOOL DOES WELL**

- Attainment in science at the end of both key stages and in mathematics at the end of Key Stage 2 is above what is expected nationally.
- Pupils' attitudes to school are positive; they respect others' feelings and values, and relate well to one another and to their teachers.
- The school is very good at improving pupils' social skills and is good at developing their cultural awareness.
- Provision for children under five is good.
- The school is good at caring for its pupils.
- There are very effective links between the school and its parents.
- The school is well led and managed, and its governors play an important part in its development.

## **WHAT COULD BE IMPROVED**

- Standards in information and communication technology and geography.
- Teachers' skills in managing the behaviour of pupils in some classes at Key Stage 2.
- Links between subjects, to make more efficient use of time and increase the time allocated for the foundation subjects.
- The assessment of pupils identified as having special educational needs.
- The school development plan.

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

## **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

Overall, the school has made satisfactory progress since its previous inspection in 1996. Good improvements have been made in addressing some of the key issues for improvement identified in the previous inspection report. The quality of teaching has improved, and the curriculum provided for children under five is now good. At Key Stages 1 and 2, the school has recently adopted nationally recommended guidance for teaching many subjects, but it has not yet had the opportunity to evaluate its progress. It recognises that it has yet to achieve a good balance between them, and better use will be made of available time when possible links between subjects are fully developed. The quality of teaching and learning is being effectively monitored in literacy and numeracy, but plans to observe teaching in other subjects have not yet been implemented. The need for regular fire practices to be held has been fully addressed. There have been improvements in attainment in mathematics, science and art, but standards in information and communication technology and geography are not as good as those reported at the time of the previous inspection. The good standards achieved in the care for pupils and in the overall development of their spiritual, moral, social and cultural awareness have been sustained, and there have been improvements in the school's partnership with its parents and in the quality of leadership.

## 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	B	A	B	A
mathematics	A	A	B	A
science	A	A	A	A

**Key**

*well above average*    **A**

*above average*        **B**

*average*                    **C**

*below average*         **D**

*well below average*    **E**

The table shows, for example, that standards achieved in English in 1999 were above average when compared to those of all schools nationally, and well above average when compared to those of schools with a similar proportion of pupils eligible for free school meals. When results over time are considered, standards achieved in mathematics and science have been above or well above average since 1996. In English, standards steadily improved from 1996 to 1998, but declined slightly in 1999. Results achieved in the tests for all three subjects in the year 2000 were lower than those achieved in 1999. However, national results for 2000 were not made available in time to incorporate them into this report and therefore the school's results for the year 2000 are not compared with those of other schools.

Inspection findings show that, in mathematics and science, the proportion of pupils in line to achieve the nationally expected target of Level 4 by the age of 11 is about average. However, because a higher than average proportion of pupils is likely to achieve the higher level (Level 5) in both of these subjects, attainment overall is judged to be above average. Attainment in English, art and design, design and technology, history, music and physical education is about average, but in information and communication technology and geography, standards are below those expected nationally because pupils' skills have not been systematically developed in previous years.

Owing to the year-on-year variations in attainment between year groups and the high turnover of pupils during the course of each school year, setting targets for performance is very difficult. Nevertheless, the targets set in the past have proved to be appropriately challenging, and the school came close to achieving those set for 1999.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are interested in their work and concentrate well.
Behaviour, in and out of classrooms	Overall, behaviour is sound.
Personal development and relationships	Pupils relate well to one another and to adults. They enjoy taking on responsibilities around the school, and carry out these duties conscientiously.
Attendance	Attendance is satisfactory and broadly in line with the national average. However, a number of parents take their children out of school for their annual holiday.

## 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.*

The quality of teaching is satisfactory overall. Ninety two per cent of lessons observed were satisfactory or better, including 55 per cent that were good or better and 20 per cent that were very good or excellent. This is a significant improvement on the findings of the previous inspection, during which 31 per cent of lessons were judged to be unsatisfactory. In most lessons, teachers successfully met the needs of their pupils by matching work carefully to their different abilities and providing achievable challenges for all. Teaching was unsatisfactory or poor in 8 per cent of lessons, mostly in English, mathematics and science. All of this unsatisfactory teaching occurred in Years 3 and 4, and some was due to the replacement of a teacher by temporary staff. There is good teaching in most year groups. Consistently very good quality teaching was observed in the reception class, and a significant proportion of very good lessons in Years 1 and 6. Overall, skills in literacy and numeracy are satisfactorily taught.

Where teaching is best, lessons are conducted at a brisk pace, and teachers' good knowledge of the subjects that they teach, together with high expectations of what their pupils can achieve, result in pupils working with interest and enjoyment. Where teaching is unsatisfactory or poor, teachers' expectations are too low and their shortcomings in managing pupils' behaviour are exposed when the pace of lessons is too slow or when sessions are too long. As a result, pupils lose interest, do not listen to what the teacher has to say, and do not complete the work set for them.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and relevant, but the correct balance has not yet been achieved because time allocations are too short for some foundation subjects.
Provision for pupils with special educational needs	Satisfactory overall and good for pupils with very specific difficulties. However, pupils' individual education plans often lack precision, which makes it difficult for teachers to measure precisely how much progress these pupils have made.
Provision for pupils with English as an additional language	Satisfactory. These pupils are well integrated. The school receives good quality support from the local education authority.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' spiritual and moral development is satisfactory. The school is very successful in improving pupils' social skills, and is good at developing their cultural awareness.
How well the school cares for its pupils	Procedures for child protection and for ensuring pupils' welfare are good. The school carefully monitors pupils' academic performance and their personal development.

The school works in very close partnership with parents and keeps them very well informed.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher leads the school well and manages it effectively. Teachers responsible for the core subjects of English, mathematics and science provide good leadership. However, improvements need to be made to the school development plan.
How well the governors fulfil their responsibilities	Governors are effective in fulfilling their responsibilities. The governing body is well organised and provides good support for the school.
The school's evaluation of its performance	Teachers are good at critically evaluating their work and in seeking ways to improve. Governors are beginning to make use of data to compare the school against others in terms of its performance and its income
The strategic use of resources	Satisfactory overall. The school makes good use of its staff and accommodation and most of its resources, but computers are not regularly used in most classes.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their children like school.</li> <li>• Their children are well taught and are making good progress.</li> <li>• Teachers are approachable.</li> <li>• Teachers have high expectations of their pupils.</li> <li>• The school is well led and managed.</li> <li>• The school helps their children to become mature and responsible.</li> <li>• The school provides an interesting range of activities outside lessons.</li> </ul>	<ul style="list-style-type: none"> <li>• No strongly negative views were expressed by parents in the pre-inspection meeting with the Registered Inspector or in the questionnaires returned.</li> </ul>

Inspectors' judgements support most of the parents' positive views. However, in some lessons pupils were not taught well and expectations of what they could achieve were not high enough. Parents' views expressed through the questionnaire and in the pre-inspection meeting with the Registered Inspector were overwhelmingly positive.

## **PART B: COMMENTARY**

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

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

1. The school's results in the 1999 National Curriculum tests for 11 year-olds show that the proportion of pupils achieving the national target of Level 4 or above was close to the national average in English and science, and above average in mathematics. The results for higher attaining pupils were better. The proportion of pupils achieving Level 5 was well above average in English and science, and about average in mathematics.
2. When these results are considered in terms of the average points scored for each subject, to give an overall picture, the good performance at Level 5 in English and science resulted in the average points for these subjects being increased. This method of calculation shows that the school's performance in 1999 was above the national average in English and mathematics, and well above in science. In comparison with similar schools, that is those with a similar proportion of pupils eligible for free school meals, an even better picture emerges, with the school's performance being well above average in all three subjects.
3. When the average points scored in each subject over the previous three years are compared, the trend is of performance consistently above or well above the national average in science and mathematics. However, in both of these subjects the points score dipped slightly in 1999. In English, the school's performance improved sharply from 1996 to 1998, but dipped equally sharply in 1999. Taken overall, the school's trend of steadily improving results is broadly in line with the national trend.
4. Results of the national tests for seven year-olds in 1999 show that the proportion of pupils achieving the national target of Level 2 or higher was well above the national average in reading and writing, and above average in mathematics. The results for higher attaining pupils were inconsistent. The proportion of pupils achieving Level 3 was below average in reading and mathematics, but well above average in writing. In terms of the average points scored, the school's performance was average in reading and mathematics, and well above average in writing.
5. A scrutiny of Key Stage 1 results since 1996 shows considerable fluctuations in performance in reading. Results were average in 1996, above average in 1997, well below average in 1998 and average again in 1999. In writing, results have steadily improved from an average starting point in 1996. However, results in mathematics steadily declined from above average in 1996 to below average in 1998, with an improvement in 1999.

6. The year-on-year comparison of test results given for both seven and 11 year-olds needs to be treated with considerable caution because of the unusual circumstances of St. Richard's school. There are significant variations between different year groups in terms of the proportion of pupils with special educational needs and in the proportion from homes in which English is not the principal language spoken. There is also a high turnover of pupils, because of the large number of families who move in and out of the area. Over 30 per cent of the current Year 2 and Year 6 pupils did not begin their education at the school, while in Year 4 and 5 the figure is over 40 per cent. In addition, more than half of the teachers currently employed have been at the school for less than three years.
7. Setting targets for performance is very difficult, given the constant changes in the numbers and mix of abilities of pupils within year groups. Nevertheless, the school came close to its published targets for pupils' performance at the end of Key Stage 2 in 1999.
8. Results of the national tests for the year 2000 show that the group of 11 year-olds tested achieved broadly similar standards in science as the group of pupils tested in 1999. However, results in English and mathematics were not as good as in the previous year. National results for 2000 were not made available in time to incorporate them into this report and therefore the school's results for the year 2000 are not compared with those of other schools.
9. Inspection findings show that, at the end of Key Stage 2, the proportion of pupils likely to achieve the national target of Level 4 by the end of the school year is about average in English and science, and above average in mathematics. However, the proportion of pupils in line to achieve the higher level (Level 5) in mathematics and science is above average, and therefore attainment is judged to be above average in these subjects. Overall, attainment in English is average. Attainment in all other subjects, with the exception of geography and information and communication technology, is broadly what is expected of Year 6 pupils nationally at this stage of the school year. In geography, attainment is below what is expected nationally because pupils do not have the depth of knowledge and understanding required in many elements of the subject. In information and communication technology, attainment is well below what is expected nationally because, in previous years, shortages of reliable hardware and software have resulted in pupils being unable to systematically develop skills, knowledge and understanding in all elements of the subject.
10. At the end of Key Stage 1, attainment in English and mathematics is about average, in terms of the proportions of pupils on course to achieve the national target of Level 2 and the higher level (Level 3). In science, the higher than average proportion of pupils likely to achieve Level 3 raises attainment to above average overall. In all other subjects, except information and communication technology, attainment is broadly in line with what is expected of Year 2 pupils nationally. In information and communication technology, attainment is below national expectations.
11. Pupils generally make satisfactory progress over time. However, the year-on-year measurement of progress, in terms of the standards achieved overall by different year groups, is unreliable because of the high numbers of pupils entering and leaving the school during the course of each year. In recognition of this, the school has recently developed very good systems for tracking the progress of individual pupils and using data from periodic assessments to predict their likely performance in national tests. A further factor affecting the judgements made about progress over time in the foundation subjects is that the school, in common with all primary schools, has recently emerged



from a period in which the National Curriculum requirements for most of these subjects were relaxed<sup>2</sup>. This was to allow schools time to implement the National Literacy and Numeracy Strategies.

12. Data from baseline assessments, carried out when children join the reception class, shows that attainment on entry to the school varies considerably from year to year, but is about average overall.

13. Children under five make good progress overall and, by the time they end their reception year, the majority of children are on course to reach levels expected nationally. They are likely to reach levels that are slightly higher in mathematics. Pupils' good progress overall is due in some part to the consistent promotion of personal, social and emotional skills in both the nursery and reception classes. This results in children developing skills of independence and co-operation with others. In the reception class in particular, speaking and listening skills and basic mathematical skills are very well taught in all activities, which is reflected in the very good progress that the children make in lessons.

14. In Key Stage 1, pupils make the best progress in lessons in Year 1, while in Key Stage 2 the best progress is made in Year 6. In both of these year groups, the good progress made is the direct consequence of good quality teaching. Progress in some lessons in Years 3 and 4 is unsatisfactory. This is because expectations of pupils' work and behaviour are not high enough.

15. Skills in literacy are generally satisfactorily taught, and work in other subjects helps pupils to practise what they have learned. Skills in speaking and listening develop satisfactorily, although teachers in both key stages often miss opportunities to insist on clear diction when pupils are asked to speak out loud in class. Skills in reading develop steadily. Higher-attaining pupils in all year groups confidently use a range of strategies, such as context, to help them to decipher unfamiliar words. However, less able pupils make frequent errors because they generally rely only on using their knowledge of initial letter sounds, some common blends of sounds such as 'th' and 'sh', and their growing sight vocabulary. By the end of Key Stage 1, most pupils write in sentences that are correctly punctuated, and many develop neat, cursive script. While the rate at which pupils develop their skills varies from class to class, pupils write with reasonable fluency in a variety of styles and for different purposes by the end of Key Stage 2.

16. Skills in numeracy develop steadily, and opportunities to use these skills in other subjects, such as science, help pupils to improve. By the end of Key Stage 1, the large majority of pupils confidently round numbers up or down to the nearest ten. Higher attaining pupils add and subtract numbers up to 1,000 and have good recall of simple multiplication tables. Again, when measured over time for whole year groups, the rate at which pupils develop their skills fluctuates, partly because many pupils either leave or join the school during this key

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<sup>2</sup> Not for information and communication technology

stage and partly because of variations in the quality of teaching. By the end of Key Stage 2, most pupils use their knowledge of multiplication tables well, working with speed and accuracy when solving problems. Most understand the place value of numbers up to one thousand, and higher attaining pupils use this knowledge well when multiplying whole numbers and decimals by 10, 100 and 1,000.

17. Scientific skills develop well in Key Stage 1, and, although the rate of progress slows at Key Stage 2, it is satisfactory overall. Scientific habits are encouraged from an early age, and teachers try to ensure that the work they plan at Key Stage 1 is interesting and builds on pupils' natural curiosity about their environment. At Key Stage 2, pupils continue to develop their understanding of scientific concepts, and show an increasing ability to carry out experimental work. They show a good understanding of scientific vocabulary by the end of the key stage.

18. Skills in information technology develop slowly at Key Stage 1 and very slowly at Key Stage 2. During the course of the inspection, few pupils were observed using computers, and the machines were rarely switched on in some classes.

19. Pupils with special educational needs generally make sound progress in lessons. However, pupils with limited reading and writing skills are sometimes given work that is not well matched to their needs, and have difficulty in reading what they have to do and in writing their answers. In some classes, the individual education plans devised for these pupils do not contain specific targets, and therefore the progress made by these pupils cannot be measured accurately.

20. Pupils with English as an additional language make sound progress in the majority of classes, but they make good progress when they receive support from the specialist teacher from the local authority.

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

21. The school continues to be an orderly community in which pupils grow in an atmosphere which supports and encourages and values them as individuals. Parents report that their children enjoy coming to school. The attitudes of pupils towards their learning are good or better in two thirds of lessons. This good response is often a result of the interest generated by good quality teaching, and is an important factor in the progress made by pupils. On the whole, pupils settle quickly to their work, sustain concentration and are eager to learn. They respond well to opportunities for learning, and show interest in activities inside and outside the classroom. An example of very good response to high quality teaching was observed in a Year 1 design and technology lesson in which pupils were very attentive, concentrated very hard and persevered when trying to make a sliding mechanism, made from a strip of card, operate successfully. A busy working atmosphere was maintained throughout the lesson, with pupils working well together and sharing equipment sensibly.

22. Most children under five show positive attitudes to learning. They settle in well in the nursery and enjoy coming to school. They develop good relationships with the adults who work with them and with each other. Behaviour is good. They develop good personal independence, freely selecting activities and learning to tidy up at the end of some sessions.

23. Pupils with special educational needs and those with English as an additional language have positive attitudes to learning and generally behave well.

24. Pupils' behaviour is satisfactory overall, and it is often good in many classes. Almost all pupils are courteous and polite to adults and each other, and greet visitors in a friendly manner. They learn to distinguish between right and wrong, and understand what is acceptable behaviour. However, behaviour is unsatisfactory in eight per cent of lessons. When this happens, lessons are often too long and teachers' inconsistent management of pupils, low expectations of what they can achieve and shortcomings in time management result in pupils becoming badly behaved because they are not challenged enough. In these lessons, pupils call out to one another across the classroom, do not respond to teachers' instructions, and continue to talk while their teachers are talking. All of such lessons occurred in the younger classes in Key Stage 2. The great majority of pupils play well together in the playground, but a small number do not follow the school's arrangements for entering the building during the lunchtime, and were seen to display challenging behaviour when confronted by the supervisors. Although a few pupils displayed boisterous behaviour during playtimes, no incidents of bullying were seen during the inspection. Pupils interviewed felt confident in turning to members of staff should they feel unhappy in any way.

25. During the past year, there have been four fixed-term exclusions and one permanent exclusion; these exclusions related to two pupils.

26. Pupils' relationships between themselves and with adults are good overall. The fruits of these positive relationships are seen in lessons, where pupils co-operate well in paired and group work, share tasks equally, and organise their work without fuss. Almost all pupils show respect for one another and listen to each other's views and beliefs. Parents and pupils appreciate the commitment shown by teachers and the time that they give to provide an interesting range of activities outside lessons.

27. Pupils are willing to take on responsibilities around the school, and carry out these duties conscientiously. At lunchtime, for example, they volunteer to help in the dining hall, and older pupils support younger ones through a 'Buddy System'. Older pupils set out the hall for assemblies and clear away afterwards sensibly and responsibly. Pupils respond well to the good range of extra-curricular activities. They participate in local sporting and musical events, raise funds for charities and show concern for the local needy and elderly through the distribution of harvest gifts and singing carols at Christmas. The whole school voted for two of their members to represent them at the Richmond Primary Pupils' Parliament.

28. Attendance is satisfactory and is broadly in line with the national average. The school is concerned at the number of parents who take their children out of school for their annual holiday. Since the last inspection, the school has followed the guidelines that no more than 10 days of authorised absence may be taken in any one year; any days over this are deemed to be unauthorised. Registration is carried out effectively and efficiently. The great majority of pupils arrive at school on time, though a small number are not so punctual.

## HOW WELL ARE PUPILS TAUGHT?

29. The quality of teaching is satisfactory overall. Ninety two per cent of lessons observed were satisfactory or better, including 55 per cent that were good or better and 20 per cent that were very good or excellent. This is a significant improvement on the findings of the previous inspection, during which 31 per cent of lessons were judged to be unsatisfactory. Teaching was unsatisfactory or poor in 8 per cent of lessons, mostly in English, mathematics and science. All of the unsatisfactory teaching was found in Years 3 and 4, and some was due to the replacement of a teacher by temporary staff. There is good teaching in most year groups. Consistently very good quality teaching was observed in the reception class, and a significant proportion of very good lessons in Years 1 and 6. Excellent teaching, provided by a visiting history specialist was observed in Year 5.

30. The teaching of children under five is good overall, with 50 per cent of lessons being very good. There were no unsatisfactory lessons. Teachers provide children with a good range of activities to develop their skills, knowledge and understanding. Teaching is of a consistently high quality in the reception class. In these very good lessons, children's skills in speaking and listening, personal and social development and mathematics are very well promoted throughout the school day. Groups are very well managed and the needs of all children are met, so that they make very good progress in all areas of learning. All adults in both classes act as very good role models for the children, and consistently give good quality support. Teachers' planning is good, and their day-to-day assessment of what children know, understand and can do helps them to plan what is to be taught next.

31. Overall, teaching is satisfactory in Key Stage 1. Over half of the lessons were good or better; one lesson was very good and there were no unsatisfactory lessons. At Key Stage 2, half of the lessons were judged to be good or better, and 10 per cent very good. However, 15 per cent of lessons at Key Stage 2 were judged to be unsatisfactory or poor. These lessons occurred in the younger classes in this key stage.

32. The quality of teaching is satisfactory in English, mathematics and science at both key stages. Teaching in mathematics meets the needs of all pupils. In English, high, average and low attaining pupils are adequately stretched in reading. They acquire a satisfactory knowledge of grammar, punctuation and spelling. An increased emphasis is being placed on reading during this academic year, following the school's analysis of the 1999 national test results. Teaching in physical education is good at both key stages, and is particularly good in swimming lessons. The lack of staff expertise in music is currently causing concern, but there were no unsatisfactory lessons. During the course of the inspection, there were limited opportunities to observe teaching of art, design and technology, history, geography and music. Teaching was at least satisfactory in the small number of lessons seen in these subjects. However, the lack of time given in previous years to teaching skills in geography and information technology has led to many pupils underachieving in these subjects.

33. Lessons are exciting and challenging for the pupils where teaching is very good or excellent. For example, in a very good mathematics lesson in Year 6, questions were very well used to verify and extend what pupils knew about fractions and decimals. The questioning was perceptive and, together with the effective use of resources, helped generate a spirit of enquiry and maintain a fast pace to the work of all pupils. In Year 1, the very good relationships in the class helped pupils to talk confidently about the properties of two-dimensional shapes. In assessing pupils' knowledge

and understanding of number sequencing, addition and subtraction, the teacher showed very good awareness of how pupils learn. In an excellent history lesson in Year 5, very good methods were used to involve pupils actively in dramatic activities to find out about life in a Victorian classroom. Teaching in the reception year is consistently very good. Very good knowledge of how children learn, high expectations and clear explanations help children work with sustained concentration and enjoyment. For example, when reading the story about 'The Very Hungry Caterpillar', the teacher used perceptive questioning to assess children's knowledge and skills, and to intervene effectively to develop their understanding. As a result, children participated fully in practical counting activities.

34. Where teaching is good, nearly all pupils increase their knowledge and skills by the end of the lesson. Basic skills and subject content are clearly explained, and there is a good emphasis on correct terminology. In an English lesson in Year 5, for instance, pupils were familiar with terms such as 'simile' and 'metaphor'. This helped them to analyse features of the opening sentences of prepared texts and then apply this knowledge to their own writing. Other features of high quality teaching are good subject knowledge, coupled with the very effective use of appropriate resources. The teaching of swimming is particularly effective, especially in lessons on stroke development, breathing and water safety skills.

35. Where teaching is unsatisfactory, expectations are low and time is not used well. The management of pupils' behaviour is unsatisfactory because class routines are not firmly established and lessons are too long. Often the transition from direct teaching to group activities is poorly managed. In these circumstances, pupils lose interest and do not complete their tasks set, so that few make adequate progress.

36. Teachers' subject knowledge and expertise are satisfactory or better in most subjects. The shortcomings in lessons that are otherwise satisfactory reflect time management of the curriculum rather than a general lack of subject expertise. All teachers are technically competent in teaching phonics and other basic skills. They have good knowledge of the National Curriculum attainment levels in English, mathematics and science, and satisfactory knowledge of other subjects. As a result, their expectations are appropriately high, except in Year 4. Teaching methods are generally effective. The methods used in English and mathematics follow those in the National Literacy and Numeracy Strategies and are implemented successfully, particularly in mathematics. Teachers manage pupils well overall, and relationships are good. Day-to-day assessment of pupils in lessons is satisfactory. Teachers and support assistants know the pupils well and encourage them to overcome difficulties. At the end of lessons, teachers check pupils' knowledge, skills and understanding well, but often do not give them opportunities to reflect on what they have learnt and the progress they have made in order to improve further. Homework arrangements are satisfactory and there are appropriate systems for communicating with parents. Pupils' work is generally thoroughly marked, but there is little evidence that the school's agreed marking policy is applied consistently.

37. In numeracy lessons, work is often well planned at different levels to meet the differing needs of pupils. In a good mathematics lesson in Year 6, mental work at the beginning of the lesson deepened pupils' understanding of multiplication, division and factors of numbers. By the end of the lesson, higher-attaining pupils were confidently using and applying their knowledge when solving problems associated with equivalent fractions. Average and lower-attaining pupils used practical apparatus well to assist them in this process. Pupils' learning and progress in literacy is satisfactory

in most lessons, and is often good in Years 5 and 6.

38. Overall, the teaching of pupils with special educational needs is satisfactory. The co-ordinator gives good quality support when she works alongside the teachers in the classrooms. A good example of this was observed in a literacy hour lesson in Year 2, when the co-ordinator helped pupils as they worked on the targets set out in their individual education plans. Most teachers are aware of the individual needs of pupils identified as having special educational needs, but teaching is not always clearly focused to promote basic literacy and language skills. Some teachers do not match work accurately to pupils' differing abilities, and this affects pupils' attitudes to learning, the progress they make and the standards they attain over time.

39. Pupils with English as an additional language are generally given satisfactory support in their lessons. They are well supported when the specialist teacher helps them as they work on specific targets identified on their individual plans. An example of this good quality help was observed in the reception class during a communication, literacy and language session in which the specialist teacher spoke very clearly and precisely when working with two children. However, teachers' day-to-day planning does not always cater precisely for the needs of these pupils, in particular in lessons where literacy skills are the main focus. Occasionally, teachers give these pupils low-level tasks that provide little challenge.

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

40. The curriculum is broad and caters well for the wide range in pupils' interests and abilities. A strong emphasis is placed on English, mathematics, science and religious education. However, the way in which the overview of the curriculum is mapped out does not always make it easy for teachers to identify possible links between subjects and thus make best use of the time available. In addition, some teaching sessions are too long. This places pressure on the time available for teaching a balanced programme of work. The curriculum planned for pupils with special educational needs, through their individual education plans, is satisfactory.

41. Curriculum planning is satisfactory. Weaknesses noted in the last inspection report have been addressed, particularly in respect of provision for children under five, which is now good. The new Foundation Stage curriculum in place in the nursery and reception classes is well planned, reflecting the recommended areas of learning, with activities well matched to pupils' ages and abilities. At Key Stages 1 and 2, the school has recently adopted plans recommended by the national Qualifications and Curriculum Authority as the basis for much of its curriculum, but has yet to fully adapt these plans to suit its needs. There are good systems for long, medium and short-term planning. As a result, teachers know clearly what elements of the curriculum they have to teach, when to teach them and at what level they are to be taught. In lessons, teachers do not always use the allocated time well, and some sessions are too long, for example between morning and mid-day breaks. This reduces the time available for other lessons, particularly in the foundation subjects, and this leads to less effective teaching in some year groups. This situation is unsatisfactory.

42. The school meets statutory curriculum requirements, including provision for religious education in accordance with the locally agreed syllabus.

43. Provision for English and mathematics has been strengthened by the national strategies for literacy and numeracy, both of which the school has implemented effectively. All classes have a lesson each day for literacy and numeracy, and pupils have adequate opportunities to develop the skills learned there in their work in other subjects. Currently, provision for information and communication technology is unsatisfactory. The planned curriculum is sound, but the school has only just acquired enough equipment of good enough quality and reliability to enable it to be taught in a regular and systematic way. The school is planning to implement a programme of staff training to ensure that the weakness in provision is addressed. The programme for pupils' personal, health and social education is satisfactory, and is taught through science and religious education.

44. The school has an appropriate homework policy, which helps to create opportunities for pupils to be supported by parents. A good range of extra-curricular activities enhances the statutory curriculum. Sporting activities include athletics, football, netball and swimming, and pupils take part in these with enthusiasm. Other activities include art, chess, choir, craft, drama and homework clubs. Other clubs are run at different times during the year. Residential journeys and educational visits are used well to enrich pupils' experience, and offer a mix of social, educational and physical challenges.

45. The school provides appropriately for pupils of all ages, gender and ethnic diversity. The curriculum provides equality of opportunities for all pupils, and most make good progress in lessons. The school reflects equal opportunities in its aims, objectives and policies. Targets are set for groups and individual pupils. Higher-attaining pupils are well challenged to help them develop independent and inquiring attitudes to learning. Teachers group pupils appropriately, and boys and girls work well together. Equal access to all subjects of the curriculum is less secure. Some pupils are withdrawn from lesson for additional support to improve their reading skills, but they miss key teaching in other subjects; this is unsatisfactory.

46. The curriculum for pupils with special educational needs is satisfactory. Procedures for the identification of special needs are sound, but the co-ordinator is aware of the need to develop better assessment procedures, in particular for reading and writing. Individual education plans do not consistently identify specific targets, and this makes progress difficult to measure accurately. Reviews of pupils' progress are completed regularly and are satisfactorily documented.

47. The provision for pupils with English as an additional language is good. Such pupils are assessed on entry to the school, and a specialist teacher devises well-structured plans, which are reviewed regularly.

48. The curriculum for pupils' personal, social and health education is satisfactory. The school nurse is usefully involved when appropriate. The police liaison officer takes part in the school's drugs awareness programme and in topics associated with personal safety and health. Most teachers are skilled in helping pupils to explore these issues further during science and religious education lessons.

49. Links with the community are good. There are good links between the Year 6 teacher and the secondary school, which contributes to a smooth transition for pupils. Good links between the special needs co-ordinator and the secondary school further enhance provision for the teaching of French. The school has established a positive relationship with local public services and hospitals.

Parents and friends of the school help regularly in the library and during swimming sessions. The local church community provides many volunteers to help listen to pupils' read, as part of the drive to improve reading standards.

50. Overall, the school provides good opportunities for pupils' spiritual, moral, social and cultural development.

51. Provision for spiritual development is satisfactory. Assemblies take place each day in different groupings: either the whole school, or Key Stage 1 or Key Stage 2. Pupils have the opportunity to reflect on their own lives and those of others during these gatherings. Opportunities for pupils to experience moments of awe and wonder at other times are not consistently planned, although some examples were observed during the course of the inspection. During a Year 2 science lesson, for example, the teacher skilfully enabled pupils to marvel at the way in which snails move by placing them on acetate sheets so that pupils could observe the movement from underneath. However, opportunities to develop pupils' sense of spirituality in considering their achievements and progress are generally missed in lessons. This is because the important plenary sessions at the end of lessons, when learning is reviewed, are not well used. In some lessons, shortcomings in time management result in not enough time for pupils to reflect on what they have learned.

52. Provision for pupils' moral development is satisfactory. Opportunities to discuss moral issues occur during assemblies and class circle time discussions. For example, assemblies seen during the inspection focussed on 'being fair'. Monday assemblies feature 'Gold Awards' to recognise qualities such as hard work, kindness to others, determination, bravery, and teamwork. Each class agrees rules for their classroom. However, these are not displayed in all classrooms and, where they are, teachers do not usually take the opportunity to refer to them. The school's efforts are not helped by some over-long lessons that challenge those teachers who do not have well developed, consistent strategies for managing pupils' behaviour. There are also inconsistencies in implementing high expectations of pupils' behaviour in corridors and around the school, and on entering and leaving assembly.

53. The provision for pupils' social development is very good. The school aims to ensure that all pupils develop the skills to become independent learners through involving them in their own target setting and self-assessment. All pupils take turns in helping with routine classroom tasks. Older pupils take on added responsibilities, such as operating the audio system, lighting the candles for assembly and clearing away afterwards. A 'Buddy System', in which older pupils look after younger ones, motivates younger pupils and helps the oldest to become mature and responsible. Pupils are keen to help others by raising money for charities, distributing Harvest gifts and singing songs for the elderly. Year 6 pupils organise and run a school shop twice a week, selling such items as pencils, rulers, pens and calculators.



The whole school voted for two pupils to act as their representatives at the Richmond Primary Pupil Parliament. The school council, with representatives from Years 2 to 6, offers pupils a very good opportunity for contributing their ideas and suggestions for improvements to the life of the school. The extra-curricular activities, school productions and residential visit for Year 6 pupils all provide very good opportunities for pupils to develop socially.

54. Provision for pupils' cultural development is good. Pupils gain an understanding of various cultural traditions through music, art, literature, and studies of the locality and the wider world in geography and history. Field trips and visitors enhance this understanding. For example, on a visit to Ham House, pupils were given the opportunity to dress in Tudor costume and to explore their own heritage. Year 6 developed their knowledge about sculpture through a visit to the Orleans House Gallery. Just prior to the inspection, pupils took part in an Art Festival organised by the church. Pupils' appreciation of music is enhanced through taking part in local musical activities and workshops, by listening to different kinds of music and playing instruments from different cultures, and by performing in assemblies. Activities such as a visit by a group of Ghanaian drummers and a visit to a local mosque widen and support pupils' learning about other cultures and religions. The school encourages its parents, who originate from over fifty different areas of the world, to contribute to pupils' cultural development. For example, a parent is to talk to the class about their experience, following a visit to the mosque. A regular tradition at the school's summer fair is for parents to contribute to a very popular 'International Food Stall'.

55. A particularly good feature of the school's provision for pupils' cultural development is the inclusion of French in the curriculum. This is due to the hard work and commitment of the special needs co-ordinator, who ensures that pupils in Years 4, 5 and 6 have some experience of the French language and way of life during the course of each school year.

56. There have been improvements in promoting pupils' cultural awareness since the last inspection, but there could still be more opportunities for them to learn about other cultures of a non-western nature. For example, art appreciation focuses almost exclusively on the work of European artists.

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

57. The school provides good support and guidance for pupils within a caring environment. The monitoring of pupils' progress in academic work and in their personal development is a strength of the school.

58. Procedures for monitoring and promoting good attendance are satisfactory. The daily recording and reporting of attendance meets statutory requirements. Parents are made aware through frequent newsletters of the importance of their children attending school regularly and punctually. The school has recently been allocated an educational welfare officer, after having been without one for some time.

59. Overall, the school has good procedures to monitor and promote good behaviour. Good behaviour and good work are recognised through an entry in the 'Gold Awards Book', followed by public recognition at an assembly to celebrate pupils' achievements. There are very good procedures in place for monitoring pupils with behavioural problems, with detailed records and

systems in place. The school is well supported by weekly visits from a behaviour support teacher. However, there is an inconsistent approach to the application of classroom rules across the school, which on some occasions results in unsatisfactory behaviour. Good procedures are in place to deal with any incidents of bullying. The school takes such incidents seriously; they are recorded, dealt with appropriately, and carefully monitored.

60. There are good procedures in place for monitoring and supporting pupils' academic progress. Teachers keep detailed notes of pupils' progress, particularly in English and mathematics. Pupils are aware of their own targets and what they need to do to improve their work, and are involved in setting and reviewing these targets. However, whole class targets are not often precise and measurable. For example, in Year 2, a target for pupils to learn alphabet sounds is too general, and lacks detail of the proportion of pupils that the teacher intends to achieve this. Since measurable targets are not generally set, monitoring of teaching by senior management lacks a clear focus.

61. There is good practice in involving pupils in their own learning. At the beginning of the school year, class teachers discuss and agree three to five targets with each pupil in order to further their personal development. These targets are carefully monitored and, every term, pupils write their own review of the progress they have made.

62. Overall, the school has good procedures for assessing pupils' attainment and progress. In addition to baseline assessment when children enter the reception class, the school uses standardised tests to assess pupils' standards in reading and mathematics, and optional national assessment tests in Years 3, 4 and 5. Termly meetings to look at and discuss examples of pupils' written work in English, mathematics and science ensure that the school has up-to-date portfolios of specimen pieces of work that can be used by teachers as a reference point for judgements on pupils' attainment. The school has good procedures for the early identification of areas in which individual pupils may encounter difficulties. An 'assessment trail' for each year group in English, mathematics and science sets out the test scores achieved by individual pupils. Using this information as a reference point, the school then attempts to predict the National Curriculum levels likely to be achieved by each individual. Good use is made of information technology to store and process this information. Procedures for assessing and monitoring pupils in a whole class setting are very good. However, there is a lack of detailed assessment of pupils identified by this 'assessment trail' as having learning difficulties. As a result, some individual education plans lack precise, measurable targets for improvement. Although there is an agreed marking policy, scrutiny of pupils' work shows that this policy is not being applied consistently.

63. The good assessment procedures generate a lot of useful information, which is now being collated into the 'assessment trail'. At present, the school is in the very early stages of analysing the data produced by assessments to guide the work planned for pupils and, in a number of classes, this data is not yet used effectively. For example, although assessments show that some pupils have difficulty with phonic blends such as 'ph', the individuals needing this specific support were not being targeted in the classroom because the teacher was unaware of which individuals needed this help.

64. There are good procedures in place to ensure the health, safety and general well-being of all pupils, both in school and on school visits. Any health and safety issues are carefully recorded and monitored by both staff and governors. There are three members of staff who hold current full first-aid certificates, and the quality of care for pupils who are unwell or injured is improved by the provision of a well-equipped medical room. The school is clean, tidy and in good repair, providing a safe environment for pupils. There are sound procedures in place for the supervision of pupils at lunchtime. The school has a designated child protection co-ordinator, and staff are made aware of the procedures for referring pupils in the event of concern. A key issue arising from the previous inspection, which was to ensure that fire practices are carried out, has been addressed. Information about these practices is reported to governors each term.

65. External professional agencies, in particular those connected with pupils who have behavioural difficulties, are used well to support pupils with special educational needs. Pupils with specific difficulties are well supported by the teaching assistants who show care and concern when working with them.

66. The school makes good use of skilled help from a specialist teacher for pupils with English as an additional language.

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

67. Overall, the parents' views of the school are very good. Almost all of the parents who returned the pre-inspection questionnaires felt that the school is approachable. This view was reinforced by parents attending the pre-inspection meeting with the Registered Inspector. There were no significant areas of concern.

68. The school's partnership with parents is very good and a significant strength of the school.

69. Thirteen per cent of parents who responded to the questionnaires indicated that they did not feel well informed, but inspection evidence finds that parents receive very good information overall. They receive detailed information through the school prospectus and governors' annual report, and informative weekly newsletters. At the beginning of the academic year, each class teacher holds a meeting to inform parents about what their children are to learn over the next two terms; this is accompanied by very useful written information. In most cases, the quality of information contained in pupils' annual school reports is good. The school tries hard to ensure that the information contained in reports is clearly expressed and, in one case, arranged for part of the text to be translated for the benefit of non-English speaking parents. Good opportunities are provided for parents to discuss their children's progress. Parents are offered three formal meetings each year and are encouraged to talk with their child's teacher at any time, should they need to do so. Further information is available through curriculum evenings, such as those to discuss the national literacy and numeracy strategies. A very good range of information is clearly displayed in the school foyer, including the minutes of governors' meetings, school policies, curriculum information for each class, and copies of newsletters.

70. The school encourages parents to take a full part in the life and work of the school. A

particularly good feature of this encouragement is an 'Ideas Box' in the foyer. This provides parents, staff or pupils with an opportunity to put forward their suggestions in writing. As part of its commitment to a partnership between staff, governors and parents, open meetings are held to discuss the priorities for the school development plan. Volunteer helpers, drawn from parents and members of the local community, make valuable contributions to the day-to-day life and work of the school in a variety of practical ways. These include: repainting the pupils' toilets; organising a good balance of social and fund-raising events; organising a Tuck Shop each Friday; helping in the classrooms, in the library, with swimming lessons and on school trips. Parents are able to offer good support to their children's work at home through the detailed information that they receive at the beginning of the school year and the exchange of information through their children's homework diaries.

71. The co-ordinator for special educational needs has developed sound links with parents. She ensures that they are kept well informed and encourages all parents to sign their children's individual education plans. Liaison is good between the specialist teacher for pupils with English as an additional language, the class teachers and parents.

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

72. The school is well led by the headteacher. He manages the school effectively, with great care and consideration for all staff and pupils, and works hard to promote links with the local community. He knows his pupils and staff well and has a clear overview of the future development of the school. Parents are greatly appreciative of his efforts and his accessibility. All of those who responded to the pre-inspection questionnaire felt that the school is well led and managed. The headteacher is very well supported by the hardworking and committed staff, and by a knowledgeable and interested governing body. There are good relationships within the school and a clear commitment to raising standards.

73. Following the previous inspection in November 1996, an action plan was prepared in response to the key issues identified for future development. Almost all of these key issues have been successfully addressed, and are as follows:

74. Key Issue 1. *'Improve the quality of teaching by raising the expectations of all staff, enabling pupils to develop their knowledge, skills and understanding and achieve their full potential.'*

75. Satisfactory progress has been made in addressing this key issue.

76. Following the inspection, an audit of staff skills was taken to identify areas in which teachers needed to improve their subject knowledge and a programme of staff training was implemented. In the following years, the National Strategies for Literacy and Numeracy were introduced and work to implement these strategies, with support from specialists within the local education authority, has complemented the school's programme of staff development. For example, the school was one of the 'Focus Schools' within the local authority for the

implementation of the Literacy Strategy. In addition to its work in developing teachers' skills in literacy and numeracy, music has also been a focus for improvement. To support teachers in developing their expertise, the school committed funds to use the Richmond Music Trust to work with staff. The need for improvements in teachers' expertise in art has also been identified as a future priority.

77. Unfortunately, significant changes in the teaching staff have occurred since the previous inspection. Seven teachers have left the school during the past two years and six have been appointed, therefore the work done in improving teachers' subject expertise has, to some extent, been nullified by these changes. Inspection evidence shows that teachers' subject knowledge is good in the Foundation Stage and satisfactory at both key stages. Teachers' expectations of pupils are good in the Foundation Stage, satisfactory at Key Stage 1 and usually satisfactory in Key Stage 2. The work done to improve teachers' expertise and to raise their expectations, together with the generally good new teaching appointments made, has resulted in a significant improvement in the quality of teaching from that observed at the time of the previous inspection. Whereas previously 31 per cent of lessons were judged to be unsatisfactory, this figure has now been reduced to eight per cent.

78. Key Issue 2. *'Take further steps to ensure that:*

- a) the curriculum for under fives meets their needs in all areas of learning;*
- b) the curriculum is sufficiently balanced to ensure continuity and progression.'*

79. Overall, progress in addressing this key issue has been satisfactory.

80. Following the previous inspection, the school worked closely with the local education authority to improve its provision for children under five. An Early Years' Policy was produced and changes were made to the planning formats used in the nursery and reception classes. Shortcomings in the quality of accommodation, criticised in the previous inspection report, have been remedied following the completion of the nursery unit. The new national curriculum guidance for children under five is being carefully implemented, and the quality of planning produced by teachers is good.

81. Curriculum guidance from the national Curriculum and Qualifications Authority is being used as a basis for planning in science and the foundation subjects. Together with the National Literacy and Numeracy Strategies, this forms the basis of a broad and relevant curriculum for pupils in Key Stages 1 and 2, and ensures that pupils' skills, knowledge and understanding are systematically developed as they progress through the school. However, because the curriculum in its present form has only just been introduced, the school has not yet had time to evaluate the quality of its planning and to ensure that possible links between different subjects are clearly identified. If this is done effectively, good use will be made of the time available and the need for more time to be allocated to some of the foundation subjects will be addressed.

82. Key Issue 3. *‘Ensure effective monitoring of teaching, learning and the curriculum throughout the school.’*

83. Good progress has been made in addressing this issue.

84. Following the previous inspection, the school’s teaching and learning policy was reviewed. The headteacher and both the numeracy and literacy co-ordinators have observed lessons. Using a proforma to record their observations, they have given both oral and written feedback to teachers. A summary of the observations has been reported to governors by the headteacher. In other subjects, however, monitoring is limited.

85. Key Issue 4. *‘Ensure that a fire drill is held each half term in order to meet health and safety requirements,’*

86. This issue has been successfully addressed.

87. The governing body is well organised and provides good support for the school. The governors are effective in fulfilling their responsibilities. They hold formal meetings on a regular basis, and have formed committees to monitor aspects of the school such as finance, premises, curriculum and staffing. About half of the governors are parents of present or past pupils, and bring this additional insight into their work in support of the school. Governors interviewed displayed a clear view of the long-term strategic management of the school, and are beginning to make use of data to compare the school against others in terms of its performance and its income.

88. The school development plan is a useful working document and provides a clear outline of future priorities. However, it has some shortcomings. It contains too little detail about the likely cost of initiatives, a weakness noted at the time of the previous inspection. Furthermore, there is no detail of plans beyond the current academic year, even though the headteacher and governors have clear views about likely future developments. The criteria used to judge the effectiveness of the plan are imprecise, which makes effective monitoring of progress in achieving objectives difficult to carry out.

89. All statutory requirements are met. The governors monitor carefully to ensure that sex education is appropriately taught.

90. Overall, the school makes satisfactory use of its resources, though computers are not regularly in use in classes. Staff are generally well deployed, and all available space is well used. Of particular note is the high quality of support provided by classroom assistants. Good use is made of the resources of the local community, including the skills and talents of volunteer helpers who provide useful support for pupils. The premises are well maintained and cleaned to a good standard. Finances are carefully managed and the effects of spending decisions are carefully monitored. The day-to-day administration of the school is efficient and effective, enabling teachers to concentrate on their work with pupils.

91. The teachers responsible for the core subjects of English, mathematics and science provide good leadership. Those responsible for other areas of the curriculum generally have a clear view of the strengths and weaknesses of their subjects but have limited opportunities to monitor the work done. Good progress has been made in developing systems for assessing and monitoring pupils' academic performance, but the good quality information gathered is not yet being fully used. Overall, the co-ordination of special educational needs is satisfactory. The co-ordinator is aware of the need to monitor the provision for special educational needs more rigorously and to ensure that pupils' individual education plans contain more specific, measurable targets. The additional funding provided for special educational needs is satisfactorily spent.

92. The day-to-day provision for pupils with English as an additional language is not always monitored effectively. Teachers' planning does not always cater precisely for the needs of these pupils, in particular in lessons where literacy skills are the main focus.

93. Overall, the school's clear commitment to equal opportunities is reflected in its work. Teachers group pupils appropriately, and boys and girls work well together. Pupils have equal opportunities to participate in the curriculum and in the daily life of the school. However, on some occasions, some pupils do not enjoy the same entitlement to the curriculum as their classmates. This occurs when they are withdrawn from lessons for extra help with their work.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

94. The school should now:

- Improve attainment in information and communication technology (ICT) and geography by:
  - \* ensuring that all elements of ICT and geography are regularly taught;
  - \* clearly identifying ways in which pupils' skills in ICT can be developed through work in other subjects;
  - \* carefully planning the way in which the subject is taught in the new ICT room to ensure that the teaching of skills meets the needs of pupils of differing abilities.  
(Paragraphs: 9, 10, 18, 32, 43, 166, 168, 169, 170, 171)
  
- Improve the skills of some teachers at Key Stage 2 in managing the behaviour of pupils.  
(Paragraphs: 14, 24, 29, 35, 59, 113, 114, 115, 128, 139)
  
- Improve the balance of the curriculum by:
  - \* reviewing the time allocated to each subject;
  - \* improving the way in which the overview of the curriculum is mapped out to make it easier for possible links between subjects to be identified;
  - \* review class timetables to avoid over-long lessons.  
(Paragraphs: 24, 40, 41, 52, 81, 128, 139, 141, 148, 151, 165, 178)
  
- Improve the quality of assessment for pupils identified as having special educational needs so that the individual education plans contain precise, measurable targets for improvement.  
(Paragraphs: 19, 46, 62, 63, 109, 111, 116)
  
- Improve the quality of the school development plan, ensuring that it:
  - \* clearly sets out the criteria to be used when judging the success of initiatives;
  - \* includes more precise costings of initiatives;
  - \* provides a longer-term guide to future development.  
(Paragraph: 88)



## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed

49

Number of discussions with staff, governors, other adults and pupils

27

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

<b>Excellent</b>	<b>Very good</b>	<b>Good</b>	<b>Satisfactory</b>	<b>Unsatisfactory</b>	<b>Poor</b>	<b>Very Poor</b>
2	18	35	37	6	2	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**

	<b>Nursery</b>	<b>YR – Y6</b>
Number of pupils on the school's roll (FTE for part-time pupils)	12	162
Number of full-time pupils eligible for free school meals	N / A	

*FTE means full-time equivalent.*

#### **Special educational needs**

	<b>Nursery</b>	<b>YR – Y6</b>
Number of pupils with statements of special educational needs	0	3
Number of pupils on the school's special educational needs register	2	54

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

	<b>No of pupils</b>
Number of pupils with English as an additional language	17

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

	<b>No of pupils</b>
Pupils who joined the school other than at the usual time of first admission	26
Pupils who left the school other than at the usual time of leaving	18

## Attendance

### Authorised absence

	%
School data	5.9
National comparative data	5.4

### Unauthorised absence

	%
School data	0.2
National comparative data	0.5

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

### Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	1999	4	17	21

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	4	4	4
	Girls	16	16	16
	Total	20	20	20
Percentage of pupils at NC Level 2 or above	School	95 (80)	95 (80)	95 (84)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	4	4	4
	Girls	16	16	16
	Total	20	20	20
Percentage of pupils at NC Level 2 or above	School	95 (92)	95 (80)	95 (80)
	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***

	<b>Year</b>	<b>Boys</b>	<b>Girls</b>	<b>Total</b>
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	1999	12	20	32

<b>National Curriculum Test/Task Results</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC Level 4 and above	Boys	8	10	12
	Girls	16	15	15
	Total	24	25	27
Percentage of pupils at NC Level 4 or above	School	75 (84)	78 (77)	84 (87)
	National	70 (65)	69 (59)	78 (69)

<b>Teachers' Assessments</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC Level 4 and above	Boys	9	9	12
	Girls	18	15	17
	Total	27	24	29
Percentage of pupils at NC Level 4 or above	School	84 (85)	75 (80)	91 (90)
	National	68 (65)	69 (65)	75 (71)

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

*Ethnic background of pupils*

	<b>No of pupils</b>
Black – Caribbean heritage	2
Black – African heritage	3
Black – other	3
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	1
White	143
Any other minority ethnic group	15

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

*Exclusions in the last school year*

	<b>Fixed period</b>	<b>Permanent</b>
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	4	1
Other minority ethnic groups	0	0

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

### *Teachers and classes*

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	8.5
Number of pupils per qualified teacher	19
Average class size	23.1

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

Total number of education support staff	4
Total aggregate hours worked per week	65.25

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

Total number of qualified teachers (FTE)	0.6
Number of pupils per qualified teacher	26

Total number of education support staff	1
Total aggregate hours worked per week	15

Number of pupils per FTE adult	13
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*FTE means full-time equivalent.*

### *Financial information*

Financial year	1999-2000
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	£
Total income	426515.00
Total expenditure	419319.00
Expenditure per pupil	2304.00
Balance brought forward from previous year	13848.00
Balance carried forward to next year	21044.00

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

### **Questionnaire return rate**

Number of questionnaires sent out

189

Number of questionnaires returned

68

### **Percentage of responses in each category – rounded to the nearest whole number**

	<b>Strongly agree</b>	<b>Tend to agree</b>	<b>Tend to disagree</b>	<b>Strongly disagree</b>	<b>Don't know</b>
My child likes school.	68	28	2	3	0
My child is making good progress in school.	49	41	4	2	4
Behaviour in the school is good.	41	46	6	2	6
My child gets the right amount of work to do at home.	37	47	10	3	3
The teaching is good.	54	38	0	0	7
I am kept well informed about how my child is getting on.	43	41	10	3	3
I would feel comfortable about approaching the school with questions or a problem.	79	19	2	0	0
The school expects my child to work hard and achieve his or her best.	62	34	2	0	3
The school works closely with parents.	54	34	10	0	2
The school is well led and managed.	66	34	0	0	0
The school is helping my child become mature and responsible.	59	35	0	2	4
The school provides an interesting range of activities outside lessons.	52	41	4	0	3

36 per cent of the pre-inspection questionnaires were returned. 30 parents attended the pre-inspection meeting with the Registered Inspector. Views of parents expressed at the meeting were very positive and supportive of the school.

## **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**

94. Provision for the youngest pupils in the school was identified as a key issue for improvement by the previous inspection. It has been greatly improved and is now good. The school has responded positively to the new requirements for children in the Foundation Stage<sup>3</sup>, and the adults who work with these young children have worked hard to implement the new Early Learning Goals<sup>4</sup>.

95. The children enter the nursery at three years old and, at the time of the inspection, there were 23 children who attended part-time. Attainment on entry to the nursery is slightly below average because a significant number of children have below average personal, social and emotional skills and below average listening skills. In the reception class, there are 12 children who attend part-time. There are a few children who have been identified as having special educational needs and a small number who have English as an additional language. An effective induction programme results in the children settling into nursery life quickly and happily. Parents are pleased with the induction programme and the school's provision for their children. There is good liaison between the adults who work in the nursery and reception classes.

96. Observations made by adults who work with these young children in the Foundation Stage and the results of baseline assessments carried out on entry to the reception class indicate that attainment on entry to reception is average. Given a continuation of the particularly high quality of teaching in the reception class, the majority of children are likely to exceed the expected levels in mathematical development this year and reach the expected levels in all other areas of learning. Overall, children make good progress because all adults in both classes are skilled in developing children's social skills in all areas of learning. Children's mathematical and speaking and listening skills are particularly well promoted in the reception class.

97. The curriculum for the Foundation Stage is closely linked to the nationally recommended Early Learning Goals. Planning in both classes is good because it refers to the individual needs of the children. Links between the nursery and the reception class are good.

98. Good quality records, detailing the achievements of individual children, are begun when children enter the nursery. Day-to-day assessments add useful information to these records, and this information is used well to help the teacher to plan the next steps in learning. These records are sent to the reception class when the children move up.

99. Learning resources are satisfactory. The nursery and the reception class have a shared, secure outside play area. Facilities for outside play are satisfactory and used well. There is a small grass

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<sup>3</sup> The Foundation Stage begins when children reach the age of three. Children complete the stage at the end of the reception year.

<sup>4</sup> The Early Learning Goals establish expectations for most children to reach by the end of the Foundation Stage in six areas of learning.

area as well as a playground surface for the children to develop skills as they use wheeled vehicles, small apparatus, a plastic climbing frame and a playhouse. As they get older, the children in the Foundation Stage use the equipment available in the school hall to help them to develop physical skills.

### **Personal, Social and Emotional development**

100. This area of learning is an integral part of all activities. Teaching is generally good, and children make good progress as a result. By the time they are ready to start in Year 1, their standards are likely to be in line with those expected for children of this age. The children show positive attitudes to learning and enjoy coming to school. In the nursery, many children have weak listening skills and sometimes adults do not stress the importance of listening properly. Most children in reception have good listening skills because a strong emphasis is placed on developing them, particularly by the teacher. In the nursery, a few children have difficulty in getting on with each other. Adults in both classes promote social skills well and, as a result, children develop sound relationships with each other in the nursery, and good and often very good relationships with each other in the reception class. Most children develop good relationships with the adults who work with them in both classes. Behaviour is satisfactory in the nursery, but in the reception class it is always good and often very good. Most children in the Foundation Stage concentrate well as they work in pairs and small groups, and begin to develop the skills necessary to work independently. All children select activities with confidence and tidy away properly at the end of the sessions. Teachers make appropriate use of opportunities to promote children's cultural development. For example, children in the reception class learned about Sukkot, the Jewish Harvest Festival, while also learning about the harvest celebration in this country. A satisfactory selection of books about different cultures is available, and these help children to learn about the lives of people from other countries.

### **Communication, Language and Literacy**

101. The quality of teaching of communication, language and literacy skills is generally good. It is better in the reception class, where listening skills are consistently well promoted. The proportion of children likely to achieve this Early Learning Goal by the time they reach the end of the Foundation Stage is about average. A few higher-attaining children are on course to exceed this level because the teacher in the reception class consistently promotes the development of good speaking and listening skills. In both classes, the majority of children use a satisfactory range of vocabulary. All children in both classes enjoy listening to stories and like looking at books. Most understand their purpose and handle them carefully. The youngest children in the nursery were observed selecting books and attempting to read them. A few of the younger children begin to recognise some initial sounds, and, as they get older, they learn the names and sounds of letters and some familiar words. The children attempt to write their names, using pencils, crayons, paint and the computer. They record their ideas and experiences through drawing and writing at a basic level. As they get older, most children begin to write simple sentences, building on their knowledge of sounds, and systematically develop the way in which they write letters and words.



## **Mathematical Development**

102. Teaching is good. Children make good progress, so that many are on course to achieve or exceed the goals expected of them by the end of the reception class. This good progress is due to the consistent development of basic mathematical skills and vocabulary in many of the activities offered to them. In the nursery, for example, they sing number rhymes and complete number jigsaw puzzles. Others count the number of beads they thread as they make colour-patterned sequences. Children in the reception class develop a very good understanding of basic number vocabulary, such as 'one more than five', and have numerous opportunities to count and develop accuracy in activities that they are offered. All count confidently the numbers of children within groups or the numbers of items around them in the classroom. They count with more accuracy as they get older, and many attempt to identify and name numbers up to ten. All attempt to write numbers, with varying degrees of success.

## **Knowledge and Understanding of the World**

103. Teaching is good. Most children make good progress in lessons, with a few children in the reception class making very good progress because of the consistently high quality of teaching in this class. Adults, in particular in reception, take advantage of all opportunities to promote children's understanding in this area of learning, both indoors and outdoors. By the time they leave the reception class, most children are in line to reach the standards expected nationally in this area of learning. Children in the nursery look at photographs of when they were younger and begin to develop a simple understanding of the past. The children begin to develop an idea of the wider world, for example by identifying what their teddy might need to take on holiday to Australia. They successfully learn about where they live, and a few higher-attaining children are able to name the street in which they live. All children concentrate well and show an interest in all aspects of the world around them; for instance they were fascinated when observing the movements of a snail. Children in reception build on these concepts. They build upon knowledge about their senses, and know how important it is to listen and look carefully. Most children confidently learn songs and rhymes. They successfully find signs of autumn as they go for walks in the local area. When looking at different colours in bubbles, they make reasonable guesses as to why this happens. When painting, the children investigate colour and discover, for example, what colours can be made from red. Most children confidently select materials and equipment to make models from recycled materials, and satisfactorily develop skills needed to cut, stick and thread materials together. In both classes, children have satisfactory opportunities to develop skills in using computers. In reception, they demonstrate a good knowledge of moving the cursor around the screen and use 'clicking and dragging' techniques to move items. Higher-attaining children confidently use simple computer programs that teach and reinforce basic skills.

## **Physical development**

104. The quality of teaching is good overall, and most children reach the expected levels by the end of the reception class. Progress is good because of the many good opportunities for safe outdoor play and the consistent promotion of personal and social skills. The children have daily opportunities to use a good range of equipment, including wheeled vehicles and climbing apparatus. Children in the reception class benefit from opportunities to use the school hall. Very good teaching

in these sessions enables the children to develop a sound awareness of space and the position of others around them. Those with specific difficulties with their movements also develop confidence because of the very good help given by the special needs assistant. The children handle scissors, paint brushes and pencils with reasonable control in the nursery, and develop more confidence as they get older. All children use materials confidently, particularly modelling media. Children in the reception class have carefully made and painted clay elephants.

### **Creative development**

105. As a result of good teaching and the skilled help provided by classroom assistants, most children make good progress and are likely to reach the standards expected nationally by the time they enter Year 1. They sing songs with great enjoyment, and all children have opportunities to express their own ideas and communicate their feelings through well-organised role-play sessions in the classrooms. For example, in the nursery they play in 'The Post Office' and write letters, post them and deliver them. In the reception, they play in 'The Rainbow House'. Careful artwork is created using a good variety of techniques, such as collage, printing, painting and drawing. The adults who work in the nursery and the reception class help to develop children's confidence through the value which they place on all artwork produced.

### **ENGLISH**

106. The results of the 1999 national tests at the end of Key Stage 2 indicate that overall standards in English in that year were above the national average, and well above average when compared with those of similar schools. Although the proportion of pupils achieving the national target of Level 4 was only about average, the proportion of pupils achieving the higher level (Level 5) was well above the national average, and this improved the school's average points score for the subject. When trends over time are considered, standards improved steadily from 1996 to 1998, but fell back slightly in 1999.

107. 1999 test results for the end of Key Stage 1 show that overall standards in that year were about average in reading but well above the national average in writing. In reading, the proportion of pupils achieving the national target of Level 2 was well above average, but the proportion achieving the higher level (Level 3) was below average. In writing, the proportions of pupils achieving Levels 2 and 3 were well above average. When compared with similar schools, standards in reading and writing were well above average overall. With the exception of 1998, when results were well below average, standards in reading have generally been above or well above average since 1996. In writing, standards steadily improved from 1996 to 1999.

108. Recent test results for the year 2000 are lower than those achieved in 1999 at the end of both key stages, but no national comparisons can yet be made. Inspection findings indicate that the proportions of pupils likely to achieve nationally expected standards by the end of Year 2 and Year 6 are about average. Progress within both key stages is satisfactory overall.

109. A number of factors have an impact on attainment and progress in the school and make year-on-year comparisons between year groups unreliable:

- A high proportion of pupils either leave or join the school between the normal starting and leaving points of Reception and Year 6;
- There is a high proportion of pupils for whom English is an additional language;
- The number of pupils with special educational needs is above average and varies considerably between year groups.
- In some classes, individual education plans written to support pupils identified as having special educational needs do not contain specific targets and therefore the progress made by these pupils cannot be measured accurately.

110. Speaking and listening skills are generally promoted appropriately and are average at the end of both key stages. However, teachers often miss opportunities to promote clarity when pupils speak. When pupils' diction is incorrect, teachers do not always ensure that pupils are corrected and are asked to repeat correct pronunciation. For example, pupils in Year 2 were not taught the importance of speaking clearly during a drama lesson about 'How to deal with a bully'. In other lessons, teachers do not consistently encourage pupils to ask questions to develop their ideas. For instance, during class discussions in Years 5 and Year 6 pupils did not question the ideas and opinions of others. These minor shortcomings in the teaching of speaking skills affect pupils' progress over time. Listening skills are sound overall, and are good when teachers promote the importance of listening carefully. They are particularly well developed in Year 6.

111. Standards in reading are average at the end of both key stages. Pupils read and discuss a good variety of texts. Most read with confidence, fluency and sound expression. A good example was observed in Year 2 as pupils read 'Oops'. As a class, they read with good expression, sound fluency and obvious enjoyment. A few less able readers did not read with appropriate expression, although most had a sound idea when reminded. Most pupils identify the title and author of the books they read, and have a satisfactory understanding of the difference between fiction and non-fiction books. Higher attaining pupils in all year groups confidently use different strategies to decipher words that they have difficulty reading. Lower attaining pupils read by relying on familiar words and sounding out those which they do not recognise, but these strategies are not always successful. Most pupils in all year groups demonstrate sound understanding of the texts they read and confidently talk about what might happen next, giving sensible reasons for their answers. A few pupils are given texts that are too difficult for them, which hinders their progress over time. Reading records vary in quality and do not consistently show what pupils need to do in order to develop their skills in dealing with unfamiliar words. Many pupils, particularly in Key Stage 2, have difficulty sounding out unknown words containing more than two syllables, which affects the standards they achieve. Pupils who have been identified as having difficulties in acquiring basic reading skills do not always have specific targets to help them to improve. This is sometimes because the assessments carried out are not detailed enough.

112. Standards in writing are average by the end of both key stages. By the end of Key Stage 1, most pupils have a good idea of how to write and punctuate a sentence. They use dictionaries and wordbooks with confidence, and spell many familiar words independently. Many pupils develop a neatly formed, cursive script, although a few lower attaining pupils do not join their letters. A few pupils produce work that is untidy, and teachers' marking does not always help pupils to improve. Over time, this affects the standards they achieve. Above average pupils produce work that is usually well presented. By the age of 11, pupils write for a wide range of purposes and audiences. For example, pupils in Year 6 produce thoughtful writing about what they think of as 'sacred', while in Year 5 they write newspaper reports about 'The Titanic'. All pupils have the opportunity to write imaginatively as they develop their story writing techniques. For instance, pupils in Year 3 write interesting stories about holidays based on their own personal experiences.

113. Overall, progress in developing skills in speaking and listening, reading and writing is sound for all pupils, including those with special educational needs and those for whom English is an additional language. However progress is slow for a few pupils who have difficulty acquiring basic literacy skills when targets on their individual education plans are not detailed enough. A few pupils who have English as an additional language are given work that is not well matched to their abilities. Sometimes teachers do not manage the pupils well and allow pupils to talk whilst they are talking. This occurs most often in lower Key Stage 2 classes. In these classes, teachers occasionally give work that is either too easy or too difficult, which results in learning being unsatisfactory during the lesson.

114. In Key Stage 2, pupils generally talk with more confidence and listen appropriately, in particular when teaching is good in Years 5 and 6. These teachers have high expectations regarding acceptable behaviour and promote listening skills well. A good example of pupils making good progress was seen in Year 6 as pupils responded carefully to questions. A few less able pupils in this class are confused between fiction and non-fiction books, and a small proportion of pupils in all ability groups has developed limited reading strategies to help them to decipher unknown words. All pupils in Year 6 made good progress as they developed their independent writing skills using the story of 'Goodnight Mr Tom' as a basis for their work. During this lesson, the teacher was aware of the needs of individual pupils and demonstrated good subject knowledge as she worked with them. This good teaching had a positive impact on pupils' attitudes and resulted in all pupils making good progress during the lesson. Pupils in Year 5 were observed making good progress as they used dictionaries to improve spelling when writing independently. Progress is unsatisfactory in some lessons in Years 3 and 4 when the teachers do not use day-to-day assessment to accurately match work to pupils' different abilities. This has an impact on the response of the pupils and the amount of work produced during the lesson. Sometimes pupils in these classes are not well managed and talk to one another instead of listening to the teacher. When this happens, the progress of many of their classmates is affected.

115. Overall, the quality of teaching in the 'literacy hour' is satisfactory. Teaching is good or better in 70 per cent of lessons, but is unsatisfactory or poor in 20 per cent. The unsatisfactory or poor lessons occur in Years 3 and 4, and are due to low expectations of what pupils can achieve and inconsistent management of pupils. Some of this teaching is of a temporary nature. Teaching is best in Years 1, 5 and 6. In the best lessons, teachers demonstrate good subject knowledge and successfully use guidance and materials of the National Literacy Strategy in their teaching. Support

staff are used well and activities are well matched to the pupils' needs. This promotes good attitudes to learning which are evident in pupils in both key stages. Most teachers and support staff develop good relationships with pupils. This usually results in pupils taking enthusiastic part in activities, sustaining concentration and generally working well together. Most teachers manage their classes well, have high expectations for behaviour and challenge pupils to think through perceptive questioning. Pupils respond positively to this and demonstrate good listening skills, settle to work quickly and show high standards of behaviour. Resources such as wordbooks and dictionaries are used well in lessons. Sound day-to-day assessments on individual pupils are kept. However, most teachers' reading records do not identify clearly what pupils are having difficulty with, in particular when they have difficulty sounding out unknown words. This affects learning over time.

116. The subject is well led. The school has begun to monitor the quality of teaching in all classes. Assessment procedures are very good, and this information is beginning to be used to inform the next stages of learning. Procedures for tracking the progress of individual pupils are good throughout the school, and all classes have English targets for pupils. Teachers evaluate their lessons satisfactorily, and, in the best examples, comments on planning forms indicate that this valuable information is used to inform future teaching and planning. Resources for teaching literacy are satisfactory, although the dictionaries in a few classes are rather old and worn. Classes regularly visit the library area, which is well located in the school. This area is suitably stocked with a wide selection of books. Reading tests are completed regularly, but information from these tests is not always used effectively to develop specific reading targets for pupils who have difficulty acquiring basic reading strategies. There is little evidence to suggest that information and communication technology is used to support the English curriculum other than to develop word processing skills. Well presented examples of pupils' writing show that they develop sound skills in drafting and re-drafting their writing. Displays in the best classrooms celebrate the work of the pupils and reinforce literacy skills taught.

## **MATHEMATICS**

117. The results of the 1999 national tests showed that, by the age of 11, pupils' attainment was above the national average, with about 80 per cent reaching the expected standard. Attainment was well above average compared with schools whose pupils are from similar backgrounds. The proportion of pupils achieving higher levels was close to the national average, but well above average when compared with similar schools. Boys achieved higher standards than girls.

118. The results of the 1999 national tests for seven year-olds showed that attainment was close to the national average. Although over 90 per cent reached the expected standard, the proportion of pupils achieving higher levels was below the national average. When compared with schools whose pupils are from similar backgrounds, attainment was above average. Girls and boys achieved similar standards. Trends over the last four years, once annual variations have been smoothed out, indicate that standards have been kept broadly in line with the national average in the infants, and well above average in the juniors.

119. Recent test results for the year 2000 are above those achieved in 1999 for seven year olds, but lower than those achieved for 11 year olds, but no national comparisons can yet be made.

120. Inspection findings indicate that standards of pupils aged 11 are above average and are better than those found at the time of the previous inspection. About 80 per cent of 11 year-old pupils are in line to attain the national target of Level 4 by the end of the academic year, and 30 per cent are likely to attain the higher level (Level 5). The proportion of seven year-olds on course to achieve the national target of Level 2 by the end of the school year is about average.

121. Overall, pupils make good progress in Key Stage 2 and satisfactory progress in Key Stage 1. In Key Stage 1, pupils make good progress in Year 1 and satisfactory progress in Year 2. In Key Stage 2, pupils' progress is satisfactory in Year 3, unsatisfactory in Year 4, good in Year 5 and very good in Year 6. Throughout the school, pupils with special educational needs make satisfactory progress in relation to their prior attainment. Pupils with English as an additional language learn mathematics at the same rate as other pupils. There are no significant differences in attainment or progress between boys and girls.

122. Pupils' attainment and progress in lessons is often good, but over time there are wide variations in their achievements. High pupil mobility is having an adverse effect on attainment. For example, approximately 30 per cent of pupils in Years 2 and 6 did not start their education at the school, and the percentage is even higher in other year groups. The number of pupils with special educational needs is not distributed evenly throughout the school and this adversely effects progress, particularly in Years 3 and 4. Last year, the school exceeded its agreed targets in the infants. In the juniors, pupils did better than the teachers expected and came close to the agreed targets. The school is working hard to improve standards and has successfully implemented the National Numeracy Strategy, which has led to a greater emphasis on mental mathematics and improved the quality of teaching. Pupils have clear targets for improving their number bonds and knowledge of tables. They use a wide range of methods for counting, and number charts and number lines feature prominently in all classrooms. Pupils with special needs are improving their rate of progress, and the percentage of pupils achieving higher levels of attainment also continues to improve.

123. By the end of Key Stage 1, most pupils show increasing confidence in rounding numbers up and down to the nearest ten. Higher-attaining pupils make good progress and achieve appropriate standards. They can add and subtract numbers up to one thousand, and mentally recall the 2, 5 and 10 times tables. Lower attaining pupils use apparatus sensibly to assist this process. Higher attaining pupils know the difference between regular and irregular shapes, and help others to record their findings. Most pupils use correct terms to describe the properties of two-dimensional shapes such as rectangles, squares and triangles. The majority of pupils can measure and order objects using direct comparison. They know the days of the week and read time to the hour. Overall, progress is satisfactory, but pupils have not developed the ability to ask and respond appropriately to questions such as, 'What would happen if....?'

124. By the age of 11, over three-quarters of pupils show good speed and accuracy in recalling multiplication tables and in solving problems mentally, using the four operations of addition, subtraction, multiplication and division. Pupils identify differences between decimal numbers using four digits. Higher attaining pupils can locate negative numbers on a number line correctly. The majority of pupils show an understanding of place value of numbers up to 1,000. Higher attaining pupils use their understanding of place value to multiply whole numbers and decimals by 10, 100 and 1000. Pupils have a very good knowledge of fractions. They understand equivalence and can simplify fractions and convert them to decimals and percentages. High attaining pupils confidently use and apply their knowledge when solving problems associated with equivalent fractions. Average and low attaining pupils used practical apparatus well to assist them in this process. Lower attaining pupils and pupils with special educational needs are beginning to organise their work, but find checking their results difficult. Pupils of all abilities have a good understanding of data handling, and collect information using bar and line charts and pictograms. They investigate pulse rates and record their findings accurately. Higher attaining pupils use straight-line graphs well and have a working knowledge of probability. Pupils' ability to use and apply mathematics to solve problems is very good. By age 11, pupils know about area and have a sound knowledge and understanding of reflective symmetry.

125. Overall, the quality of teaching and learning is satisfactory. Ninety per cent of teaching is satisfactory or better, including over 40 per cent that is good or better. About ten per cent of teaching is unsatisfactory. In Year 1, very good relationships help pupils to talk confidently about the properties of two-dimensional shapes. The teacher is skilled in assessing pupils' knowledge and understanding of concepts previously taught, such as number sequencing, addition and subtraction. In a Year 5 lesson, the teacher used good questioning techniques to check the different levels of pupils understanding of fractions. The lesson was conducted at pace, which helped improve pupils' mental agility in manipulating numbers.

126. In most classes throughout the school, planning is good, expectations are high, relationships are positive and pupils are well motivated. Teachers achieve a good balance between whole class work and individual support. As a result, pupils work productively at a brisk pace and make good progress. Good time is given for lower attaining pupils and pupils with special educational needs to consolidate their newly acquired skills. At the end of lessons, teachers check pupils' knowledge, skills and understanding well, though they do not give them enough opportunities to reflect on what they have learned and the progress they have made in order to improve further. Homework is used appropriately to consolidate pupils' numeracy skills, particularly in Years 2 and 6.

127. Where teaching is very good, lessons are exciting and challenging. In Year 6, challenging question were used to verify and extend what pupils knew about fractions and decimals. The questioning was perceptive and, together with the effective use of resources, helped generate a spirit of enquiry and maintain a fast pace for all pupils. Pupils are given continuous feedback on their progress, with constructive comments on how to improve, particularly when developing the use of graphs to record the results of their investigations. At the end of the best lessons, teachers make good use of a range of questions to check pupils' knowledge and understanding and to refine individual targets for improvement.

128. Where teaching is unsatisfactory, expectations are low and time is not used well. The

management of pupils' behaviour is unsatisfactory because class routines are not firmly established, and this becomes particularly problematic when lessons are too long. As a result, pupils lose interest and do not complete the tasks set, so that few make adequate progress. Often the transition from direct teaching to group activities is poorly managed.

129. Pupils with special educational needs make good progress towards the targets set for them. Teachers are generally skilled at diagnosing their needs. Learning support assistants give them good support in using key mathematical words, which enhances their learning, communication skills and self-esteem.

130. The good attitudes and behaviour of pupils in both key stages have a positive impact on their learning. Pupils enjoy mathematics, which is one of the favourite subjects of many. They concentrate well, work at a good pace, discuss their work sensibly and appreciate each other's efforts. In most lessons, teachers give good oral feedback as pupils work, and the assessments made are used well for planning the next stage of learning. Teachers place appropriate emphasis on developing correct mathematical vocabulary, and this makes a good contribution to pupils' literacy skills.

131. Overall, the leadership and management of the subject are good. The co-ordinator has been instrumental in the successful implementation of the National Numeracy Strategy and has a clear vision for the future development of the subject. The guidance given to teachers and the planning of the curriculum has improved since the last inspection. Effective staff training has been provided and is giving teachers increasing confidence, particularly in mental mathematics. Test results are analysed and used well to inform the action plan for improving standards. The targets set for each year group are realistic and achievable. However, pupils' personal targets often lack precise wording and criteria for measuring success. Good use is made of baseline assessment to start the process of monitoring and tracking pupils' progress. Resources are good, managed well and used effectively. The 'mathematics trail' for parents and pupils has generated much interest in the subject. The enthusiastic co-ordinator makes good use of opportunities to undertake lesson observation and to identify the strengths and weaknesses of the subject. The areas identified for improvement include the better use of information and communication technology to teach the subject, refining the use of plenary sessions at the end of lessons and improving further investigative mathematics, although this is a strength in Year 6. Inspection findings support these judgements. The contribution of other subjects, such as science and English, makes a positive contribution to pupils' numeracy skills.

## **SCIENCE**

132. Results of the 1999 National Curriculum tests for 11 year-olds show that the proportion of pupils achieving the national target of Level 4 was broadly average. However, because almost 50 per cent of pupils achieved the higher level (Level 5), the school's overall performance was graded as well above average. At the end of Key Stage 1, results were based on teachers' assessments of pupils' performance and show that standards achieved by seven year-olds were also well above the national average.



133. When the school's performance in 1999 is compared with that of similar schools, with a similar proportion of pupils eligible for free school meals, standards are well above average for both seven and 11 year-olds. Data showing trends in results over time in Key Stage 2 shows that the school's performance has been consistently well above the national average since 1996. Results of the national tests for the year 2000 were broadly similar to those achieved in 1999, but no national comparisons can yet be made.

134. Inspection findings show that the proportions of pupils in line to achieve the nationally expected levels of Level 2 at the end of Key Stage 1 and Level 4 at the end of Key Stage 2 are about average. However, the proportions likely to achieve the higher levels of Level 3 at the end of Key Stage 1 and Level 5 at the end of Key Stage 2 are above average. For this reason, attainment overall is judged to be above average at the end of both key stages. These judgements represent an improvement on the findings of the previous inspection.

135. Owing to the timing of the inspection, limited quantities of this year's work were available for scrutiny. Judgements are based on this limited sample of work, on work completed during the previous school year, and on discussions with pupils. Pupils make good progress in science in Key Stage 1 and satisfactory progress in Key Stage 2. The good progress in Key Stage 1 is due to good teaching, pupils' keenness to learn, and the good structure provided by curriculum planning.

136. Throughout Key Stage 1, pupils develop a sound knowledge of life processes and living things. In Year 1, they confidently describe important events in the life cycle of creatures such as the butterfly, while in Year 2 pupils study 'minibeasts' in greater detail. They use their observations to produce well-detailed drawings of insects, such as ladybirds, and know the names of the principal parts of insects. For example, they correctly identify the thorax and abdomen when looking at a picture of an ant, and know that a spider spins its web using its spinnerets.

137. At the start of Key Stage 2, pupils in Year 3 have a sound understanding of the properties of different types of materials and are working at a level appropriate to their age. They successfully place a range of everyday objects into different categories according to the materials from which they are made. They understand that the choice of materials used to make different objects is determined by the special properties of those materials. For example, they reason that a classroom white board has to be made from smooth plastic so that writing on it can be rubbed out easily. In Year 4, pupils also achieve at a level expected of pupils of this age. They are able to construct basic circuits, including the use of switches, and have a developing understanding of the use of simple resistors. Pupils in Year 5 continue to make satisfactory progress. They know about the ingredients essential for a healthy diet, and use terms such as 'protein' and 'carbohydrates' in their descriptions. They know what their muscles do and understand that their heart is a muscle. During the course of the inspection, they were investigating the effects of exercise on their pulse rates, and drawing simple conclusions from their findings. By the end of the key stage, pupils in Year 6 know about the place of different animals and plants in food chains, and correctly use classification keys to identify different creatures. During a lesson observed in this year group, about 90 per cent

of pupils showed a good understanding of the difference between tap roots and fibrous roots, and were able to give reasons why the roots of certain plants that they were observing had developed as they had. Higher attaining pupils showed a use of scientific vocabulary above that normally expected of pupils of this age. For example, when discussing an experiment being carried out to differentiate between different soil samples, they spoke about 'humus' and 'abstract of plants' when describing what they saw.

138. At both key stages, pupils enjoy their work in science. They generally present their written work neatly and concentrate well on their activities. In almost all classes, pupils behave well and share equipment sensibly.

139. The quality of teaching is satisfactory overall. Of the five lessons observed, one was good, three were satisfactory and one was unsatisfactory. Where teaching is good, the teachers' good knowledge of what is to be taught, together with an enthusiasm for the subject, results in a good pace to learning and pupils being excited by what they have to do. A lesson of this quality was observed in Year 2. In this lesson, very good techniques were used to improve pupils' skills in observation and to help them to gain a good understanding of how snails moved. In the unsatisfactory lesson, shortcomings in the teacher's management of pupils, together with the difficulties presented in sustaining the pace of learning when the lesson is too long, resulted in pupils becoming restless, noisy and inattentive. The important plenary session, intended to review learning at the end of the lesson, was ineffective because few pupils paid any attention to what was being said. Pupils' progress in this lesson was unsatisfactory. The quality of teachers' day-to-day assessment of pupils through questioning in lessons is generally sound. However, when teachers mark their pupils' work, comments made in books tend to focus on the accuracy of pupils' grammar and punctuation, and do not identify strengths or shortcomings in the scientific knowledge displayed. In general, teachers do not provide pupils of different abilities with separate tasks. Instead, they tend to set the same task for the whole class and then provide help or challenge, as appropriate, by working with individuals or small groups. The benefit of this way of working is that all pupils receive the same coverage of the curriculum, but the system depends on the teacher having good skills in class management and organisation to support the lower attainers while challenging higher attainers.

140. Pupils with special educational needs and those for whom English is not the first language are fully integrated into lessons and make satisfactory progress.

141. The subject is well led. The co-ordinator has a clear understanding of the relative strengths and weaknesses of the subject. The curriculum is well structured and enables pupils to develop their skills progressively as they move through the school. Some opportunities are provided for pupils to use skills learned in other subjects. For example, pupils in Year 5 were able to use skills of 'doubling' learned in mathematics when calculating their pulse rates. However, possible links between subjects are sometimes not co-ordinated and, as a result, opportunities to make more efficient use of time are lost. This is because new curriculum materials are being used for the first time, and the school has not yet had the opportunity to evaluate the sequence in which elements of different subjects are taught. As part of their work in mathematics, for example, pupils in Year 6 recently recorded the way in which the cooling rates of liquids are affected by the way in which they are insulated. However, this work was done at a time when pupils' science work focused on plants and animals.

## ART AND DESIGN

142. Owing to the way in which the subject is timetabled, there were limited opportunities to observe direct teaching of art during the course of the inspection. Evidence is based on two lessons seen, displays of pupils' work, scrutiny of planning and discussions with pupils and teachers. During the previous two years, National Curriculum requirements for art had been relaxed to allow more time for the introduction of the national strategies for literacy and numeracy. In common with many schools, St. Richard's slightly reduced the amount of time available for art, but ensured that a sensible balance between the elements of the curriculum was maintained. Although the National Curriculum requirements for art have now been fully re-instated, the timing of the inspection in the early part of the school year meant that a limited amount of artwork was available for scrutiny.

143. On the basis of the small amount of work seen, attainment in art is likely to be in line with national expectations at the end of both key stages. This represents an improvement on the judgement of the previous inspection on standards at the end of Key Stage 1.

144. Work displayed in corridors, classrooms and the hall shows that pupils have experience in using a range of media, although work with fabrics, such as tie-dye and batik, is under-represented. Pupils' skills in using tools and materials develop steadily as they progress from class to class. Paintings of birds produced by pupils in Year 1 show good control of brushwork, while the use of colours and the proportion of the compositions is satisfactory. In Year 2, during a lesson observed, pupils showed sound control when shaping clay and when using tools to add detail to their models of 'minibeasts', such as butterflies, ladybirds and caterpillars. They understood that clay dries quickly and knew that it needed to be kept moist so that they could shape it. Throughout this lesson, pupils worked hard on their tasks and persevered well as they tried to improve their models.

145. Pupils in Year 3 work at a level expected of pupils of their age in producing pencil drawings of their profiles. Observational skills are satisfactory, with attention given to facial proportions and with reasonable detail of features such as hair and ears. Good evidence of the progress made by pupils is seen in the sketching produced in Year 4 and the better quality line drawings in Year 5. Pupils in Year 4 produce well-detailed views from around the school grounds, using viewfinders made from hollowed boxes or cardboard tubes to help them with their compositions. In Year 5, pupils create well-balanced compositions on a musical theme, using both instruments and sheet music. This task presented greater challenges than that for either Year 3 or Year 4 in terms of the fine detail that needed to be recorded, and pupils responded well. Pupils in Year 6 were observed working on symmetrical designs from coloured paper, based on Islamic art seen during a visit to a local mosque. In this class, pupils had good control in drawing and cutting to produce paper frames for their designs, and worked well together in pairs as they decided how to arrange their coloured 'tiles'.

146. Only one lesson was seen in each key stage, and teaching was good in both. Teachers prepared well, gave clear instructions and had high expectations of behaviour. Good routines, previously established in the classes, meant that pupils set to work quickly, with a minimum of fuss, because they knew where to find the materials and equipment that they needed.

147. The planned curriculum is sound and provides for the step-by-step development of pupils' skills, knowledge and understanding. However, provision for pupils' development of art appreciation is less well planned, in terms of the range of styles and techniques covered. It concentrates exclusively on the work of western artists. A good range of extra-curricular art activities enhances the curriculum.

148. The co-ordinator provides sound leadership and has a good understanding of the strengths and weaknesses of the subject. For example, she understands the need for better identification of possible links between art and other subjects so that more use can be made of available time. The improvement of teachers' subject knowledge was identified as an area for development a number of years ago, but this has not yet been addressed because of the demands made on time available for staff training by the implementation of the national strategies for numeracy and literacy. The policy for art is satisfactory, but the policy's commitment to the use of sketchbooks is not consistently implemented.

## **DESIGN AND TECHNOLOGY**

149. Owing to the way in which the timetable is arranged, there were very limited opportunities for the observation of lessons in design and technology. For this reason, no judgement can be made on the quality of teaching. Judgements about standards are based on scrutiny of planning and on the outcomes of discussions with pupils and the subject co-ordinator.

150. Over the previous two years, the National Curriculum requirements for design and technology were relaxed to allow time for the implementation of national strategies for literacy and numeracy. Evidence from the inspection shows that during this period, in common with most schools, St. Richard's with St. Andrew's slimmed down its curriculum, but retained a reasonable balance between the elements of designing, making and evaluating. Work produced during this period appears to have been broadly in line with the requirements at the time, at the end of both key stages, and pupils appear to have made satisfactory progress. Standards are similar to those reported at the time of the previous inspection.

151. Work is now underway to implement the requirements of the new National Curriculum. However, given the current timetable allocations, it seems unlikely that the new curriculum requirements will be fully met unless more opportunities for developing pupils' skills are created by linking work in design and technology with other subjects. Currently, provision for developing pupils' skills in working with tools and equipment is broadly satisfactory. However, the important elements of developing planning and of evaluating the making process and the finished product are not as structured or as systematic as they need to be to meet new requirements.

152. In the two lessons observed in Key Stage 1, pupils produced simple plans, decided what materials would be needed, and then made basic sliding mechanisms from strips of card. By moving the 'sliders' on which they had drawn different faces, the expression of a teddy bear, drawn on a piece of card, could be changed. In both lessons, pupils were well directed and were able to work productively because of the good working atmosphere created. During the making phase of the project, pupils made particularly good progress because the teacher was very skilled in using questions to guide them towards solving problems for themselves.

153. The newly appointed co-ordinator provides sound leadership within the time available to her. She has a clear idea of the priorities for future improvement.

## **GEOGRAPHY**

154. In the last inspection, standards in geography were found to be in line with national expectations and pupils made satisfactory progress. Recent inspection evidence indicates that standards have been maintained at Key Stage 1, but there has been a drop in standards at the end of Key Stage 2. Factors affecting pupils' progress over time include the high numbers of pupils entering and leaving the school, the above average proportion of pupils with English as an additional language, and the higher than average proportion of pupils with special educational needs.

155. Two geography lessons were observed at Key Stage 2. Judgements are based on the evidence of these lessons, discussions with pupils, a scrutiny of a small amount of written work and examination of teachers' planning.

156. By the end of Key Stage 2, pupils in Year 6 are unlikely to reach the nationally expected standards. In previous years, the subject has not been taught in enough depth, and pupils have not had enough opportunities to practise the skills learned. This has resulted in most of Year 6 pupils, with the exception of four or five higher-attainers, being unable to recall simple facts about the 'The Water Cycle' in a revision lesson, despite being taught about it previously. Many were confused and a few had no idea when asked simple facts about countries that make up the United Kingdom and when identifying countries in Europe. Many lacked confidence in using an atlas to name the rivers and mountains of the world. Progress was satisfactory in the two lessons seen in Year 4 and Year 6, but over time, pupils make unsatisfactory progress in Key Stage 2. Many pupils lack basic geographical skills and knowledge and understanding of places around the world, and have little idea of how the world is made up of different continents and countries.

157. No lessons were observed in Key Stage 1, but discussions with pupils and scrutiny of planning and a limited amount of work suggests that, by the end of Key Stage 1, pupils' attainment is in line with national expectations and they make satisfactory progress. Discussions with pupils showed that they have a satisfactory awareness of their own environment in Ham, and are able to use a map of their local area to identify the streets where they live. Pupils have a sound understanding of what a town is and how that differs from a

village. They talk about 'drawing plans from the air' and most have a good idea of the purpose of a map. They name a few countries in the world, and a few are aware that the weather changes around the world and some countries have a hot climate. Pupils know that the United Kingdom and the rest of the world can be shown on globes and atlases.

158. There is too little evidence to make a judgement on teaching overall, but during the lessons observed teaching was judged to be satisfactory. Teachers subject knowledge is sound as they ask questions to assess pupils' understanding. Resources are used well.

159. Lack of monitoring of teaching and planning in the past has not ensured the progressive teaching of skills, knowledge and understanding. There is little evidence of assessment being used in geography to inform teachers about what they should teach next. There is a curriculum plan for geography, but it is not being followed accurately because teachers are now trialling new nationally recommended guidelines. The co-ordinator is aware of the need to develop a planned curriculum specific to the needs of the school and to monitor its use. Resources are broadly satisfactory, but many atlases are out of date. There is little evidence to suggest that information and communication technology is used to enhance the subject. This was an issue highlighted at the time of the previous inspection. Visits, such as the River Visit in Year 3 and the visit to Bushy Park in Year 4, enrich the curriculum and promote the social development of all pupils. Pupils in Years 5 and 6 have the opportunity to go on a school journey during which they compare the local area with their own locality. There are limited links with other subjects, but a good example of links between English and geography was observed in Year 1, where pupils wrote postcards and linked them to a map that showed where they live. An attractive display promotes the subject and the concepts currently taught in geography and in English.

## **HISTORY**

160. Throughout the school, the pupils make satisfactory progress. At the end of both key stages, attainment is in line with what is expected of pupils of this age. The previous report reflected these views. Lessons were observed at Key Stage 2, and judgements are based on these lessons, discussions with pupils, scrutiny of a small amount of written work and examination of teachers' planning.

161. By the end of Key Stage 1, pupils develop a sound understanding of past and present, and recognise how some members of their family are young, some are old and some are very old. They have a basic understanding of how people lived in the past. For example, they know that houses did not have electricity and name some of the disadvantages of this. Pupils name famous people whom they have studied from the past, such a Guy Fawkes. Many name Jesus as a person who lived a very long time ago.

162. By the end of Key Stage 2, pupils produce informative and well presented booklets about 'How life in Britain has changed since 1948'. In Year 5, pupils study Victorian Britain. Scrutiny of work and discussions with the pupils shows that they have learnt many facts about different aspects of Victorian life. They recall what they have done with confidence. For example, they talk knowledgeably about Lord Shaftesbury and the impact he had on Victorian Britain. Visitors invited into school enhance the history curriculum, and an excellent example of this was observed when a

local actor transformed the Year 5 classroom and the pupils into a Victorian schoolroom. Everyone dressed up and experienced what it was like to be in a school over a hundred years ago. Pupils experienced a lesson with the 'very strict' Victorian teacher and showed a good understanding of school life in Victorian times. Teachers' planning shows that a range of periods in history is studied. In Year 4, pupils learn about Romans, Anglo-Saxons and Vikings, while pupils in Year 3 learn about Tudor times. Year 3 pupils show enthusiasm for the subject when recalling some of the facts that they have learned about the life of Henry VIII.

163. While progress is satisfactory overall, there are variations in pupils' rates of progress within Key Stage 2. Progress is directly affected by the quality of teaching. For example, pupils in Year 5 make good progress as they learn about The Victorians, but inspection evidence shows that some pupils in Years 3 and 4 are given work that is not well matched to their individual needs. Over time, this limits the amount of progress that pupils make and the standards they reach.

164. There is too little evidence to make a judgement on teaching. The Year 5 lesson about life in a Victorian classroom, taught by an actor from the local theatre, was judged to be excellent. Teaching in Year 4 was judged to be sound, although work was not accurately matched to the needs of all pupils. Key words were not reinforced, and a few pupils had difficulty reading the worksheet they had been given.

165. There is a curriculum plan for history, which is being followed by all staff, and teachers have recently started to use the new nationally recommended guidelines. Lack of monitoring of teaching and planning in the past has not ensured the progressive teaching of skills, knowledge and understanding. The co-ordinator is aware of the need to develop school-specific guidelines, based on the new national guidelines, and to monitor their use. Resources are satisfactory. Boxes of resources and artefacts are loaned from the local library. The previous inspection report noted that information and communication technology was used to support the history curriculum. This was not evident during this inspection. A few classes have history displays that enrich the learning environment and reinforce concepts previously taught. There are limited links with other subjects.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

166. Attainment in information and control technology (ICT) is below national expectations at the end of Key Stage 1, and well below at the end of Key Stage 2. This situation occurs because pupils' skills, knowledge and understanding in all elements of the subject have not been systematically developed in previous years. Standards have declined since the previous inspection in 1996 when attainment was judged to be in line with national expectations at the end of both key stages. Part of the reason for this decline is that requirements on schools have increased significantly in recent years, but the school has not kept up with the pace of change.

167. Following his appointment in 1998, the headteacher quickly identified the weaknesses in ICT and developed a clear plan to improve standards. An audit of staff skills has been completed and a programme of staff training has begun. Old and unreliable equipment has been taken out of classrooms following an audit of hardware and software. A new ICT room has been established and, during the course of the inspection, 10 new computers were being installed. A new co-ordinator for ICT has been appointed, and a satisfactory curriculum, based on recommendations of the national Curriculum and Qualifications Authority, is ready to be implemented.

168. There were very limited opportunities to see direct teaching of ICT during the inspection. In many classes, computers were not switched on, while in a few rooms they were switched on but infrequently used. Very little evidence of pupils' achievements in ICT was on display or in the samples of work scrutinised as part of the inspection. The evidence gathered came from some observations of pupils using ICT equipment, from teachers' plans and from discussions with pupils.

169. All elements of the curriculum are being taught from time to time between Years 1 and 6. However, pupils do not have regular opportunities to develop skills in a systematic way because ICT is not taught often enough and because opportunities for pupils to apply their skills are not clearly identified in planning in other subjects. For these reasons, pupils' progress is unsatisfactory at Key Stage 1 and poor at Key Stage 2.

170. Pupils' skills in using the computer keyboard and in word processing are satisfactory at the end of both key stages. However, pupils in many cases have developed their skills as a result of using computers at home. At school, they have too few opportunities to use the computers in their classrooms. When they do, computers are sometimes used for producing final drafts of pieces of writing rather than for composing and amending text on screen. By the time that they reach Year 6, pupils have had occasional, limited experience of using data handling, graphics and simulation and control technology programs. From discussions with Year 6 pupils and from the few observations possible, it is clear that pupils' understanding of these elements of the curriculum is very restricted.

171. The current shortcomings in the school's provision of hardware and software make the teaching of some skills difficult for teachers. For example, the only computer in Key Stage 2 that can be used to operate an encyclopaedia research program is located in the Key Stage 2 library. Whole class teaching of the program using this computer is extremely difficult because of the shortage of space and because the library is regularly used for individual and group tuition of pupils and by volunteers helping to hear pupils read.

172. The other computer in the Key Stage 2 library is regularly used to run a commercially produced computer program designed to help pupils identified as having special educational needs. While the program is useful in developing the confidence of these pupils, it is far too easy for most of them. However, it provides a suitable challenge in developing the comprehension skills of pupils for whom English is not the first language spoken at home.

173. The few pupils observed using computers during the course of the inspection all enjoyed doing so. They treated the machines carefully and took turns sensibly.

174. Within its limited resources, the school has attempted to compensate to some degree for the



shortcomings in its provision for ICT by arranging for its pupils in Year 6 to have computer experience during their annual residential trip.

## MUSIC

175. A limited number of lessons and related activities were seen, but the evidence, together with scrutiny of teachers' planning, indicates that standards are satisfactory. Pupils make satisfactory progress in their acquisition of performing skills and in their ability to listen and appraise music. Skills in composing are less well developed. This situation is similar to that reported at the time of the previous inspection. The development of the subject has been limited by unexpected changes in staffing and loss of good external support from skilled musicians.

176. In Year 2, pupils improve their singing of songs. At the beginning of the lesson observed, only a few pupils were confident in singing songs unaccompanied, but almost all sang with assurance by the end of the lesson. Higher attaining pupils experiment with high and low sounds and rhythm, and are developing a greater understanding of pitch. Most pupils can play percussion instruments correctly and in time. Good teaching in Year 3 helped pupils make good progress in improving their listening and appraising skills. For example, the pupils showed good response when listening to a Beethoven symphony, and quickly learned to follow the music, clapping the rhythmic beat. They used this information to improve their skills in playing a range of instruments. However, no opportunities were given for composing. Pupils are able to sing in tune with expression, and perform rhythmically the three-part round of 'Run boys run'. During choir practice, pupils responded well to the teacher, first by speaking the words of a song and then singing it in two parts with counter melodies. By the end of the practice, their performance had developed into an effective dramatic production. In all lessons, the teachers' enthusiasm for music and their rapport with the pupils resulted in enjoyable learning experiences. During assemblies and hymn practices, pupils sang tunefully and with increasing confidence to the accompaniment of a guitar.

177. The school is experiencing considerable difficulties in the leadership and management of the subject because of unexpected changes in staffing and loss of expertise. In the recent past, the subject was co-ordinated by a music specialist and, during the last two years, by musicians from the Richmond Musical Trust; these arrangements gave good leadership and helped develop the subject. At the beginning of the academic year, a music specialist was appointed to the school to continue this work, but, unfortunately, was unable to continue teaching and, as a result, the subject lacks this expert guidance. The temporary co-ordinator is working hard to maintain the quality of work and teachers' confidence in teaching the subject.

178. Owing to the school's timetabling arrangements, pupils do not experience music on a regular basis, and the time allocated for teaching the subject is insufficient; this is unsatisfactory. The school is in the process of adapting the planned curriculum using guidance from the national Qualifications and Curriculum Authority, but has not yet had an opportunity to evaluate its progress. Resources for learning are satisfactory and include a range of instruments from other cultures, but there is a lack of tuned percussion instruments. Pupils have good opportunities to participate in musical productions. Visiting musicians enhance pupils' learning, such as Ghanaian drummers and classical recitals. Small groups of pupils benefit from individual tuition in such instruments as the guitar and piano. The co-ordinator is exploring ways of incorporating information and communication

technology into music teaching.

## **PHYSICAL EDUCATION**

179. Pupils' achievements are broadly in line with those expected nationally by the age of 11. This is similar to the situation reported in the previous inspection report. On entry to school, pupils have appropriate physical skills and their achievements are in line with those expected nationally by the age of seven. Pupils, including those with special educational needs, make good progress in swimming. They follow a balanced curriculum over a year in units of work, which for the week of the inspection included games, gymnastics and swimming. Pupils' attitudes to physical education are good. They respond immediately to teachers' commands and participate enthusiastically in all activities. Pupils co-operate well with others and thoroughly enjoy their lessons. The school has very good facilities for teaching swimming, and standards are above average.

180. By the age of 11, pupils are able to plan, perform and evaluate their movements successfully. They know and understand the importance of warm up and cooling down activities to protect the body from injury. Pupils are very aware of safety issues when taking part in swimming. Pupils have good opportunities during the year to achieve the target of swimming 25 metres by visiting a local full-size pool. Pupils in Years 4 and 6 are improving their skills in swimming the front and back crawl strokes, and many have acquired the skill of co-ordinating their breathing with their strokes. Year 6 pupils can perform a tumble turn well when swimming repetition lengths to improve their stamina. In Year 4, less confident pupils used floating aids well when beginning to learn the breaststroke. By the end of the lesson, all showed improvement in the co-ordination of leg movements with breathing. Records show that non-swimmers at the beginning of the last summer term have made good progress and can now swim using front and back crawl and some breaststroke.

181. In Year 3, pupils show improving skills in throwing and catching a range of different sized balls. They are able to pass a ball with increasing accuracy and understand the importance of working safely in a confined space. By the age of seven, pupils are improving their balancing, climbing and swinging skills. They can reproduce simple actions with control and co-ordination. By the end of a lesson observed, pupils climbed and swung with increasing confidence, using a variety of apparatus. At the beginning of the lesson, few pupils could vault over a box, but by the end of the lesson many achieved this skill with good quality of movement. Pupils in Year 1 show improving control of their movements when linking walking and balancing using apparatus. They are able to talk about the importance of warming up and cooling down when taking part in exercise. Pupils move apparatus safely using appropriate lifting and carrying skills.

182. Teaching and learning are good. Teachers have good knowledge of teaching gymnastics, games and swimming; this helps them observe and analyse movements and give good advice to pupils on how to improve. Lessons have a clear focus, and the skills to be learned are demonstrated well. Teachers give clear instructions and check carefully whether pupils understand the tasks set, and the pupils respond with enthusiasm. Work proceeds at a good pace and pupils respond well to teachers' expectations. Pupils listen carefully and follow guidance about working safely. The sensitive support given helps those with special physical needs to grow in confidence. These pupils make good progress in improving their swimming skills, for example in Years 4 and 6.

Teachers give sufficient time for pupils to practice and consolidate their skills, for example when throwing and catching balls.

183. The leadership and management of the subject are satisfactory. The co-ordinator has good subject knowledge, but limited time to monitor the quality of teaching. However, demonstration lessons have improved teachers' confidence in teaching gymnastics. The school's policy and scheme of work give appropriate guidance for teachers' planning and the development of knowledge and skills; it is being revised to meet new developments in the subject. The physical education program is balanced over a year, and pupils have good opportunities for athletics, dance and outdoor adventurous activities. Pupils have good opportunities to participate in competitive sport and a wide range of extra-curricular clubs. Resources for learning are good and are used well to promote learning. Facilities for swimming are excellent. The heated indoor swimming pool is maintained well and used effectively.