

# INSPECTION REPORT

## **ST TERESA'S RC FIRST & MIDDLE SCHOOL**

Harrow Weald

LEA area: Harrow

Unique reference number: 102231

Headteacher: Miss L McKenna

Reporting inspector: Mrs C McBride  
2810

Dates of inspection: 2<sup>nd</sup> – 5<sup>th</sup> October 2000

Inspection number: 225388

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

## INFORMATION ABOUT THE SCHOOL

Type of school:	First and middle school
School category:	Voluntary aided
Age range of pupils:	3 to 12 years
Gender of pupils:	Mixed
School address:	Long Elmes Harrow Weald Middlesex
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr David Wheeler
Date of previous inspection:	June 1996

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## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mrs C McBride	Registered inspector	Information and communication technology Art Equal opportunities Special educational needs English as an additional language	The characteristics and effectiveness of the school The school's results and pupils' achievements Leadership and management
Ms J Baxter	Lay inspector		The school's results and pupils' achievements Pupils' welfare, health and safety Partnership with parents and carers
Mr J Hagan	Team inspector	Mathematics Physical education	Teaching and learning
Ms G Wiles	Team inspector	English Under fives	
Mr J Walsh	Team inspector	Science Design and technology Music	Quality and range of opportunities for learning
Mrs C Glenis	Team inspector	Geography History Modern foreign languages Religious education	

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## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>1</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>HOW HIGH ARE STANDARDS?</b>	<b>7</b>
The school's results and achievements	
Pupils' attitudes, values and personal development	
<b>HOW WELL ARE PUPILS TAUGHT?</b>	<b>9</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>	<b>11</b>
<b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>	<b>13</b>
<b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?</b>	<b>14</b>
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	<b>14</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>16</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>17</b>
<b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b>	<b>21</b>

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

### **INFORMATION ABOUT THE SCHOOL**

St. Teresa's is bigger than similar schools nationally. There are 334 pupils on roll from Reception to Year 6 and 52 who attend part-time in the Nursery. It is a popular, over-subscribed school, which is undergoing a period of expansion and a consequent change in the nature of its pupil intake. More pupils of lower attainment or with special educational needs are now admitted. The school has 77 (23 per cent) of pupils on its register having special educational needs, which is above the national average. Most of these are at the earliest stages of identification. The percentage of pupils with statements of special educational needs (one per cent) is broadly in line with the national average. On entry to school a full range of pupil attainment is represented, but more pupils are of average or above average attainment than below. Thirteen pupils (four per cent) are entitled to free school meals, which is below the national average. Six pupils (two per cent) speak English as an additional language, and one is at an early stage of language acquisition. This is slightly more than in most schools.

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

This is a successful school, which is effective in consistently achieving high standards at Key Stage 1 and above average standards in English and mathematics at Key Stage 2. Sound and often better teaching enables pupils to achieve well throughout the school. The headteacher and key staff work as a good team and, together with the governing body, promote pupils' spiritual development particularly well. The school gives good value for money.

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

- Pupils at Key Stage 1 achieve very high standards in reading and writing
- Pupils at Key Stage 2 achieve above average standards in English, mathematics and science
- Children get off to a very good start in the Nursery
- Good support is given to pupils with special educational needs, and they achieve well
- The school is good at fostering pupils' spiritual development

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

- The rate of pupils' learning, which is slowed, especially at the start of the school year, by :
  - the ways in which the school keeps a check on pupils' progress; teachers do not have sufficient information about pupils' previous achievements
  - how the school monitors the quality of teaching, and its effect on learning; these systems are not sharp enough to identify aspects of teaching which need to be improved
  - the behaviour of a minority of pupils which the school could manage better

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

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

The school was last inspected in June 1996, and its rate of improvement since then has been good overall. It has kept pace with the demands of any new national requirements. For example, the school has implemented national literacy and numeracy initiatives. It has pursued its own development priorities, such as the improvement of standards in science, and it has addressed the issues raised by the last inspection. Its most significant improvements have been that:

- (i) The nursery curriculum has been revised in line with national guidelines. Children are now achieving well, and the quality of their learning is good. There are more opportunities for them to choose their own equipment, use computers and generally take on tasks which are increasingly demanding.
- (ii) Standards in mathematics have improved significantly since the last inspection. The school has been involved in a national project, and the quality of teaching has improved as a result, standards in mental arithmetic having shown good improvement.
- (iii) The school has revised its science curriculum, and this is beginning to bear fruit in the better results and standards of work at Key Stage 2 noted by inspection findings. For example, pupils' skills in investigative science are now better developed. The school has drawn up a policy for equal opportunities, and this is fully implemented.

Whilst the number of pupils reaching higher levels in test results at the ends of both key stages has increased, some teaching and activities are still not providing sufficient challenge for higher attainers. The school has provided more opportunities for pupils to take responsibility and show initiative, as they get older. However, this could be taken still further in giving pupils more chances to make suggestions or put forward ideas for developing aspects of school life.

## STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1998	1999	2000	1999	
English	A	B	A	B	well above average A above average B
mathematics	B	A	B	C	average C below average D
science	C	C	A	B	well below average E

The school's test results over time indicate that, at seven and eleven years of age, more pupils at St. Teresa's attain the standards expected for their age than in other schools nationally. In some years, results in English and mathematics are well above average. A better approach to the teaching of science has raised standards - from average levels, the school now has much higher scores than the national picture. Results at the end of Key Stage 1 in reading and writing have been particularly impressive. In 1998 and 1999, they were among the highest five per cent of schools nationally. There is no significant difference in the test results achieved by boys or girls. Compared to schools with an intake of pupils from similar backgrounds, St. Teresa's results are very high for pupils aged seven. Results for eleven-year-olds have tended to be broadly similar overall, with more favourable comparisons in some years than in others. Fluctuations in test results and overall standards arise in some years owing to the numbers of pupils with special educational needs in different groups. In the most recent Key Stage 1 group to take the tests, for example, 17 per cent of pupils were registered by the school as having special educational needs to a degree which required extra support. This is a pattern, which is likely to be repeated, as the school now admits an increasing number of pupils with special educational needs at both key stages. In most respects, inspection findings are in line with test results.

They confirm that by the time pupils leave the school, most attain average levels for their age in English mathematics and science, with some pupils exceeding these expectations. By the time they are seven, many pupils have reached higher levels than expected in reading and writing. Given such a good start, standards of work seen in these aspects in Year 6 are not as good as might be expected. This is due to weaknesses in the school's procedures in assessing pupils' progress and using this information to feed teaching approaches in the junior classes. Teaching of literacy skills is also more consistently good in the infants.

A reverse picture is seen in science. Pupils' achievements are stronger in Key Stage 2. Although some higher attainers are not taken far enough in their learning, most pupils gain knowledge and skills in scientific enquiry at a faster rate in the junior years. Teaching is better in the Key Stage 2 classes. Most children in the Foundation Stage (Nursery and Reception) reach the levels expected for their age at five years in all areas of learning. A good proportion of them exceed these goals. Pupils with special educational needs achieve particularly well in relation to their difficulties. They gain confidence and make good headway in reading, writing and mathematical knowledge and skills. Pupils for whom English is an additional language also achieve well. Their attainment is on a par with that of most pupils at age seven and eleven. In all other subjects, pupils reach standards of work which are typical of those seen in other schools except in design and technology, where, for older pupils, standards are better. The school sets itself realistic but challenging targets and for the most part achieves these year on year.

#### **PUPILS' ATTITUDES AND VALUES**

<b>Aspect</b>	<b>Comment</b>
Attitudes to the school	Pupils show good attitudes to school. They are keen to do well, and most show good levels of perseverance and concentration.
Behaviour, in and out of classrooms	Behaviour in the Nursery and Year 2 is always very good. Throughout the rest of the school it is satisfactory. Most behave sensibly, but a minority of pupils are restless and talkative, which affects the rate of learning for others.
Personal development and relationships	Relationships are mostly good. Pupils' personal development is satisfactory. Whilst they are given some opportunities to take responsibility, older pupils could play a bigger part in the decision-making process in school.
Attendance	Above average. Pupils enjoy coming to school and are punctual.

The attitudes and behaviour of nursery children are very good. Elsewhere in the school, this is best in Year 2. A minority of pupils throughout the school are not settled. They do not respond well to the school's code of behaviour, and their behaviour causes disruption in lessons.

#### **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.*

During the inspection, the quality of teaching in lessons was noted as follows: eight per cent of lessons were very good; 35 per cent good; 49 per cent satisfactory; eight per cent unsatisfactory. Scrutiny of teachers' planning, and the work produced by pupils over the previous school year, suggests that the quality of teaching is generally better than was seen during the inspection week. At the time of the inspection, there had been staff changes, with some teachers moving to different year groups. Some children had not settled well with their new teachers, and the school year had moved off to a slower start than usual. Teaching in the Nursery is consistently good or very good and children achieve well. Teachers are particularly good at developing pupils' early reading and writing skills. They are given plenty of practical opportunities to develop their knowledge of number. Reception children learn at a good rate overall, although in some lessons, higher achievers are not challenged as well in one class as in the other. Throughout Key Stages 1 and 2, the majority of teaching seen was satisfactory, but in Year 6, where some pupils had not settled well, there were more unsatisfactory lessons during the inspection than would normally be seen. Teachers prepare their lessons well, and put a great deal of effort into planning. They are generally very clear about what they expect children to learn. Teaching of literacy is good overall, but the rate of learning in reading and writing slows as pupils move from infant to junior classes. The school's ways of checking how far children have progressed do not provide enough information for teachers to build on pupils' previous learning. Although they assess pupils themselves, and the pace of learning picks up as the year moves on, time is wasted during the first few weeks of the year

During the inspection, the teaching of mathematics throughout the infants and juniors was judged to be satisfactory overall. Although there are some high quality lessons, the features of very good lessons are not used as models to uplift the quality of some of the more ordinary teaching. For example, some teachers are more successful at teaching mental arithmetic skills. French is taught well, and as a result, pupils from Year 4 onwards achieve well in speaking a foreign language. In other subjects teaching is satisfactory, but is good in design technology at Key Stage 2. The quality of teaching meets the needs of most pupils overall. Pupils for whom English is an additional language learn at a good rate, and teachers ensure that work is matched to their needs. The quality of teaching for pupils with special educational needs is good, and they progress well, particularly when they are withdrawn from class to work in small groups. Throughout the school, teachers make good use of homework to consolidate work done during the day or to progress reading or number skills.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. Strengths are the way in which learning in different subjects is linked, and the range of extra-curricular activities the school provides. The school teaches French to pupils from Year 4, and this enriches their learning experience.
Provision for pupils with special educational needs	Good. Systems for identifying, supporting and reviewing progress are all good. The school's support for these pupils is good and ensures they achieve well in relation to their capabilities
Provision for pupils with English as an additional language	Good. Few pupils are at an early stage of language acquisition. They are well supported and quickly gain confidence in speaking and understanding English.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Provision for spiritual development is very good. Pupils are given plenty of opportunities to experience the wonders of the world, express their feelings and reflect on their experiences. Cultural development is good. Pupils have plenty of opportunities to learn about and appreciate other cultures. Social development and moral development are satisfactory.
How well the school cares for its pupils	Satisfactory. Procedures for child protection and ensuring pupils' welfare are good. The school monitors attendance well. Systems for checking pupils' academic progress are not sharp enough.

The school has the support of its parents and enables them to support their children well at home. Enough opportunities are provided for pupils to work collaboratively, but its discipline systems are not currently strong enough to support overall good standards in behaviour.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is well managed. Future developments are clearly mapped out, and financial resources are managed well. Staff work as a good team. There are some weaknesses in the way key staff monitor teaching quality, and in the use made of information from test results.
How well the governors fulfil their responsibilities	Governors provide a good level of support overall. They are sufficiently involved in strategic planning but are not active enough in monitoring and holding the school to account for the quality of education it provides.
The school's evaluation of its performance	Good overall. The school has already identified many issues raised by the inspection.
The strategic use of resources	Good. The school makes effective use of grants and funding available.

The school has good levels of staffing and learning resources. It also has good accommodation, which is clean and well maintained. The school's procedures for applying

the principles of best value are sound. It compares its performance to that of other schools and seeks best value when making major spending decisions. It consults with parents over major changes to its working practices.

### **PARENTS' AND CARERS' VIEWS OF THE SCHOOL**

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• Children achieve good standards</li> <li>• Children enjoy coming to school</li> <li>• Children's behaviour is good</li> <li>• The school expects children to work hard</li> </ul>	<ul style="list-style-type: none"> <li>• Information on how their children are progressing</li> <li>• The school does not work closely with parents</li> <li>• The school does not provide a wide enough range of out-of-school activities</li> </ul>

Inspection findings support most of the parents' positive views, although the behaviour of some pupils has an adverse effect on learning in classrooms. The school provides a good range of out-of-school activities including sports and creative activities. The school provides parents with as much information as to how their children are progressing as most primary schools. The numbers of parents who regularly help out in school are lower than normally seen, but the school makes sufficient attempts to encourage them.

## **PART B: COMMENTARY**

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

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

1. Overall, the school's results for pupils aged eleven have kept pace with the national trend. The school is at least keeping pace with, and often doing better than, schools with a similar pupil intake. The school sets itself realistic, but challenging annual targets in English and mathematics. It is successful in achieving these. At age seven, standards in reading and writing were in the highest five per cent nationally during 1998 and 1999 but have dipped this year. This is because the year group taking the tests had a much higher proportion (17 per cent) of pupils with special educational needs than is usual for the school.
2. At Key Stage 1, the school outperforms schools with a similar intake of pupils in reading, writing and mathematics. Inspection findings indicate that test results at both key stages are largely reflective of the school's actual performance. They fluctuate when groups of pupils include larger numbers of those with special educational needs. Children make a very good start in the Nursery and achieve well, with most in line to exceed the learning goals expected for their age at the end of the reception year. Reading and writing skills are developed particularly well throughout the Foundation Stage and in the infants. Pupils' achievements in learning to read fluently and accurately are so strong because teachers are skilled at helping them to tackle unknown words in effective and different ways. Keen attention is given to developing the quality of handwriting and the accuracy of spelling and punctuation, which results in the high standards seen.
3. Although pupils attain above average standards in English by the end of Key Stage 2, they are not as good as could be expected, given their starting point in Year 3. Teachers' expectations are not always high enough, and some aspects of reading and writing are not developed well enough in the younger junior classes. Overall, the effectiveness of the school's strategies for teaching literacy skills at Key Stage 2 is good. Spelling and handwriting are taught well. Opportunities are given to pupils to write for many audiences. However, written work in some subjects, for example in both history and geography, is restricted. There is an over-emphasis on the use of worksheets, with few opportunities for pupils to develop their language skills or use their own imagination and flair in recording work.
4. Standards in mathematics have improved significantly since the last inspection. Pupils at both key stages achieve well in different aspects of mathematics. They have plenty of opportunities to apply their knowledge and skills in solving practical problems. Most pupils have good knowledge of number facts and tables. Older pupils are not as knowledgeable as could be expected about some aspects of mathematics, such as the equivalence of fractions, percentages and decimal numbers.
5. Inspection findings are that in science, pupils' achievements are stronger at Key Stage 2 than at Key Stage 1. Their skills of scientific enquiry progress at a faster rate in the junior classes, although higher achievers are still not fully extended in their experimental and investigative work.
6. In all other subjects, standards of work are in line with expectations or are similar to those seen in other schools with the exception of design and technology, where they

are better than normally seen for older children. In swimming, the vast majority of pupils leave the school able to swim 25 metres.

7. Children in the Foundation Stage achieve well. By the time they are five, most are reaching, and a good number are exceeding, the goals expected of children this age.
8. Pupils with special educational needs achieve particularly well in relation to their difficulties. Good levels of support ensure that they achieve as well as can be expected. They cope well in most situations with carefully adapted work and manage similar activities to the rest of the class.
9. The school has not identified any specific pupils as being unusually gifted or talented. Higher achievers and pupils with musical or sporting talents are given plenty of opportunities to extend their skills. They achieve well throughout the school.
10. Pupils for whom English is an additional language also achieve well. They pick up language skills quickly and make good headway in their work so that, by the time they are aged seven and eleven, they are achieving as well as other pupils.

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

11. The attendance rate for the year 1998/99 was satisfactory and in line with the national average. The school's returns for the year 1999/2000 show it has increased by just over one per cent and, in anticipation of the national comparators for that year, it is likely to remain in line with or possibly slightly above, the national figures. Teachers take the school register promptly and efficiently at the start of each school day, and lessons start on time. Most pupils are punctual for school. Scrutiny of the registers illustrates that, in common with many other schools, there is a definite tendency for a significant number of pupils to take holidays during the school term in spite of the school's advice that this is not in their best interests.
12. The school's sensitive induction arrangements for its youngest pupils work well at the beginning of each new school year. Children in the Nursery settle in well and quickly become accustomed to the routines of their school day. In one circle time lesson seen, a group of them showed considerable maturity as they confidently produced a variety of interesting answers to their puppet's question 'What makes you cross and angry?' The children in the Reception classes, many of whom come from the Nursery, also settle well into the full school day and walk confidently into assemblies for the whole school. Children under five play happily together in their own play areas and show signs of a sense of community spirit as they help each other on occasions.
13. Across the school as a whole, the majority of pupils are positive about coming to school and enjoy their work and lessons, particularly when they are challenged and the content of lessons is interesting and exciting. When lessons are less stimulating, their attention wanders and, in some classes, pupils are restless and distract others. Behaviour is generally satisfactory throughout the school day but, in the majority of classes, there is a small number of pupils who misbehave. Behaviour patterns presented a mixed picture during the inspection, and this is generally not as good as it was judged at the time of the last inspection. In the earlier part of the inspection week, a number of incidences of unacceptable behaviour were observed in lessons in all year groups with the exception of the Nursery and Year 2.

Some pupils do not observe the school's behaviour code around the school corridors. They rush with little regard for others. In general, however, movement around the

school is orderly. In the playground, behaviour is good and pupils socialise and play well together. One pupil was excluded in the year prior to this inspection and the exclusion rate remains static.

14. Relationships between pupils throughout the school day are generally good. Pupils socialise and mix well together. On occasions, when required to work co-operatively in class groups, they generally share resources amicably. For the most part, relationships between pupils and staff are good. Children feel secure, know they can trust all adults in the school and know where to turn for help if they need it.
15. Pupils' personal development is satisfactory, and children respond well to opportunities to express their feelings or concerns. A number of simple tasks and duties around the school are allocated to pupils, and there are prefects and a head boy and head girl selected by the staff. However, implementation of these responsibilities is quite low-key in relation to the maturity and calibre of the vast number of pupils. Inspection judgements are in line with that of the previous inspection. Although the school has made some improvements in this respect, there is still further work to be done to match good standards seen in schools where, for example, an active pupils' council is in place.

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

16. Overall, the quality of teaching is similar to that seen during the last inspection, although with slightly fewer high quality and slightly more unsatisfactory lessons seen. At the time of the inspection, some classes, and some pupils, were not as well settled as usual owing to staff changes. Given the standards achieved by pupils in test results, and work samples examined, teaching quality is generally much better than was seen during the inspection. Overall, inspectors noted an evenly balanced spread, with more or less equal proportions of good or better teaching against that of more ordinary quality. Where teaching is of consistently good or high quality, pupils are learning at a fast rate and achieving well. This is the case in the Nursery and in Year 5. Teaching of literacy at Key Stage 1 is also of good quality and, again, this is reflected in the strong achievements of the infant pupils in reading and writing.
17. Monitoring of the quality of teaching has been increased since the last inspection. However, it has not been rigorous enough in pinpointing the features of high quality teaching nor sufficiently successful in using these to improve weaker aspects.
18. Some of the good and better quality lessons are characterised by teachers setting high expectations. These are reflected in the level of challenge at which they set tasks and the ground rules they lay down for what is acceptable behaviour. At Key Stage 1, for example, Year 2 pupils' reading skills are thoroughly extended by sharp questioning. When texts are shared, pupils are expected to look for more than superficial story lines and to explain some of the more subtle aspects of the story. In discussion about the text of 'Not Now Bernard', they made very good progress during the lesson in their understanding of feelings, and some could justify interesting word choices such as 'lonely' and 'left out' to explain Bernard's frustrations.
19. Much of the teaching of reading in Key Stage 1 falls into this pattern of high expectation. All other aspects of literacy are also taught well.

A strong emphasis is given to teaching spelling and handwriting and to the development of pupils' speech and vocabulary. As a result, most pupils make good

- progress in writing confidently, using a good choice words and phrases, to enliven their work.
20. The pace of learning slows as pupils enter Key Stage 2. They increase their confidence and abilities as writers, but do not have enough opportunities to practise or extend their skills in other subjects. For example, they record too much of their work in a clipped way on worksheets in history and geography. Marking of work is not informative enough in some classes. Whilst some teachers give good feedback to pupils about how they could improve their work, in other classes this is cursory.
  21. Weaknesses occurred in some lessons during the inspection, because unsatisfactory pupil behaviour was not managed well enough. A mathematics lesson in Year 6 was unsatisfactory because the teacher did not effectively address the misbehaviour of a minority of pupils. Their restlessness and lack of concentration slowed the pace of the lesson, and this hindered the learning for the whole class. In most cases, pupils' misbehaviour occurred when lessons were drawn out, and too long was spent with the teacher talking and pupils listening.
  22. The teaching of numeracy is satisfactory overall, with more good features than weaknesses, in the great majority of lessons. Most of the good quality lessons seen during the inspection were in Key Stage 1. In some of the more ordinary teaching at Key Stage 2, the pace at the start of lessons is too slow. Not enough use is made of resources to ensure that every child takes an active part in the session. For example, in a Year 3 class the children were counting in 2's and 3's and this did not challenge the higher attainers in the class or engage their interest.
  23. By contrast, in another Year 3 class, the teacher gave every child a set of digit cards, and they had to hold up the correct cards to show the answers to the questions. This effective use of a simple resource engaged all the children in the activity. The teacher set questions at different levels of difficulty, and this ensured that all children were challenged. When she noticed that virtually all of them could show the correct cards to answer  $10 \times 4$ , the teacher then increased the level of challenge, and set them the more difficult question of 400 divided by 10.
  24. The school makes a slower start to the year than necessary. This is partly due to weaknesses in its systems for assessing pupils' progress. At the start of each year, teachers do not have an accurate enough view of each pupil's attainment and how far some of them have progressed. Lessons in the first few weeks do not build sufficiently on what has gone before. As they get to know their class, teachers develop a better understanding of each child's needs. The quality of teaching improves, and pupils' rate of learning increases as the year goes by.
  25. Pupils regularly complete homework. Teachers are good at looking for opportunities to reinforce what has been learned in class or to extend pupils' knowledge by further work at home. For example, older pupils are expected to research information on geography topics, whilst younger ones practise reading skills or learn their tables.
  26. Pupils in Years 4, 5 and 6 achieve well in learning a foreign language. Teaching of French is lively and enthusiastic. This motivates pupils and they are keen to join in with speaking and writing exercises.
  27. In other subjects, most teaching is of satisfactory quality, although design and technology teaching is good in the junior classes. This results in better standards of work than normally seen in other schools at Key Stage 2.

28. Teaching for pupils with special educational needs is good overall. It is of particularly good quality when they are withdrawn from class and taught by the co-ordinator. Work is matched well to their needs, and they gain confidence because they are encouraged to offer answers to questions. High expectations are set for the way they will listen, concentrate and complete their work.
29. Pupils for whom English is an additional language is good, and enables them to learn at a good rate. They are keeping pace with their peers in all aspects of their learning.
30. Although the school has not identified any individual pupils as gifted or talented, those who show particular skills or talents in different subjects are challenged to achieve well. Teachers provide extension work or set tasks which require them to work at a faster rate or a higher level.

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

31. The quality and range of learning opportunities provided by the school is good and has a positive impact on the progress made by its pupils.
32. The curriculum provided is good and is broad, balanced and relevant. The school meets the statutory requirements, including the provision of religious education. Pupils receive a full experience of language and number work through the literacy and numeracy strategies that the school has implemented. This is having a positive effect on pupils' skills and a good impact on standards at the end of both key stages. French is offered from Year 4 onwards to enrich the cultural aspect of the curriculum. The school's curriculum is successful in reinforcing pupils' knowledge in one subject, by helping them in applying it to work they are doing elsewhere. For example, in Key Stage 2, pupils' use their knowledge of forces in science, to make Roman siege machines and mobile buggies in design and technology. However, the use of information and communication technology across other subjects is limited and is an area for development.
33. The curriculum for the Foundation Stage is good and follows the nationally recommended areas of learning for the age group. This has significantly improved since the last inspection. Planning in the Nursery and Reception classes for the development of personal and social education is good. There is now good provision in both the nursery and reception classes for outdoor play, which has improved since the last inspection. This gives children many opportunities for physical development.
34. The quality of curriculum planning is good. Termly plans are very detailed and set out what it is that pupils are expected to learn in the coming weeks.
35. Provision for pupils with special educational needs is good and well managed to ensure that these pupils receive the help they require. Support both in class and in withdrawal groups is carefully planned and organised so that it is of maximum benefit to the pupils concerned.
36. Good equality of access and opportunity is provided within the curriculum for all pupils. Girls and boys are valued equally throughout the school, for example, in answering questions in class and taking on responsibilities. There are statements in the school prospectus, the mission statement, and in school policies which address the importance of equality to enable pupils to achieve.



37. The school makes good provision for personal, social and health education. Sex education is taught through the science and religious education programmes in Year 6. Parents are well informed about the school's approach and invited to come in and talk about any concerns. Health education is taught effectively through the science curriculum. Suitable arrangements are made for provision on the use and misuse of drugs.
38. Good provision is made for extra-curricular activities. There is a good range of both sporting and musical activities. Pupils in Key Stage 2 have the opportunity to participate in gymnastics, athletics, mini-rugby, tennis, rounders and football. Recorder and keyboard clubs are well attended, as well as the environmental club, which looks after the school environmental area. Over 42 pupils take advantage of the peripatetic music tuition.
39. The school has satisfactory links with the local community. Links with families and schools in the area are good and help to ensure smooth transfer to and from the primary school. Visitors to the school include the clergy from two parish churches and people from the community services. Overall, relationships with partner institutions are satisfactory. The school maintains sound relationships with educational institutions through teacher training partnerships.
40. Provision for pupils' spiritual awareness is good. It is well promoted through the religious education syllabus, relevant displays, collective worship in assemblies and prayers in lessons. Pupils are given opportunities to reflect on their lives in all assemblies, and a suitably respectful and spiritual atmosphere is created through lit candles, flowers, and artefacts. This is a prayerful school community that reflects its strong religious beliefs during the school day. During one assembly there were audible gasps of wonder and excitement when the assembly leader showed pupils a magnificent wood carving of the Holy Family. In one lesson, children were enthralled when the teacher showed pupils her Rosary beads, and explained to them why they are so precious to her.
41. Moral development is satisfactory. Rules and codes of conduct or Golden Rules are displayed, and the school has a behaviour and discipline policy that is due to be revised in the near future. Staff praise pupils to the extent that is frequently counter-productive. Praise is given and house points are awarded for many aspects of pupils' conduct that would normally be considered to be within teachers' expectations of normal, good, behaviour, for example sitting up straight or standing still. By contrast, when poor behaviour was observed by the inspection team during the week sanctions were not always applied. The well-planned and structured programme for pupils' personal and social development is thorough and detailed. It is beginning to play an important part in reinforcing and underpinning the moral code of the school community.
42. Social development is also satisfactory. Pupils come from a variety of backgrounds with some rich ethnic input. They generally mix well together through their interests and play.

Older pupils look out for younger ones, and even the very young ones are aware of the need to keep an eye on those children in their midst who are more vulnerable than others. Pupils raise funds generously each year for a Catholic children's charity, thus showing they are aware of the need to think about, and care for, those less fortunate than themselves.

43. The school's provision for cultural development is strong. Pupils learn of other religions and beliefs in their religious education lessons. All major festivals, such as Diwali, are referred to in the school's calendar, although there is no active celebration of any of them in the school. Inspection week fell during Black History Month, and one of the learning support staff talked to the pupils about her recent visit to the Dominican Republic, which is her country of origin. This was a highly skilled and absorbing presentation that had pupils enthralled and merited the enthusiastic applause at the end. A series of educational trips and visits for each year group, for example to Hatfield House and the immediate local community, ensure that pupils gain in knowledge about their own historical culture and the world in which they live.

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

44. The school offers its pupils a good standard of support in regard to their health and welfare. They feel secure and comfortable in their daily surroundings and know they can turn to anyone for help. The school's concern for their health and welfare plays a strong part in the standards they achieve and the progress they make.
45. Secure arrangements for child protection are in place, and staff are aware of the importance of adhering to the school's procedures in this respect. The Premises Committee commissions an annual check on the school buildings, and undertakes an audit of its health and safety practices. Fire drills are held at appropriate intervals, and there are sufficient staff trained in first aid to deal with any accidents. In comparison to the vast majority of schools, St. Teresa's is unusually fortunate to enjoy the provision of a large medical room that is staffed each day so that pupils who are injured or unwell can receive instant attention from a Welfare Assistant.
46. There are weaknesses in the school's procedures for monitoring pupils' behaviour and personal development. There is not a consistent or corporate approach to behaviour management by staff, and the school does not keep a close enough check on the behaviour and personal development of all pupils.
47. Monitoring of pupils' academic performance is also weak. Although some progress has been made since the last inspection, this is still a key area for development. Teachers assess pupils' progress using different methods. As progress is not outlined clearly enough, too long is spent at the start of each year as teachers get to know their class. The school follows the Code of Practice for Special Educational Needs, and pupils with these are well supported and guided throughout the school. The deputy headteacher works with the administrative staff to ensure that the attendance registers are meticulously maintained and monitored on a regular basis. The importance of good attendance and punctuality are promoted well by the school and this is a strong aspect of its work.

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

48. Overall, the partnership between the school and parents is a good one. From the pre-inspection questionnaires returned, attendance at the parents' meeting and talking to a number of parents during the week of the inspection, it is clear that the vast majority of parents view the school positively. Parents say their children are happy, are doing well and are making good progress. They are pleased with the high standards achieved and the strong religious provision made for pupils.

49. Parents generally feel well informed about what their children are being taught. The school organises regular consultation evenings for parents in the autumn and spring terms which help to keep them well informed about their children's progress. Another such evening is arranged in the summer term following receipt of pupils' annual reports, and parents can make an appointment to attend this meeting if they so choose. Parents appreciate the formal newsletters sent out, which give detail of forthcoming events, but comment that on occasions notice given of assemblies and other events can be very short. They are also given the opportunity to attend an open evening in the summer term, when they can tour the school.
50. Pupils' annual reports are satisfactory. They inform parents of the strengths within their children's work, but do not contain sufficient indication of weaknesses, which need to be improved. Parents are keen to support their children with homework, for example, with reading, spelling and times tables work.
51. Few parents are able to give of their time to help voluntarily in the school although the school does write to them once a year inviting them to contribute to the school's work in this way. The Parent-Teacher Association comprises a small group of parents who organise social and fund-raising events. When these events take place, parents lend great support on the day by attending and helping out.

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

52. Many of the strengths outlined by the previous inspection are still features of the way in which the school is lead and managed. The headteacher has shown good leadership in directing the work of the school towards maintaining its good test results. She has drawn the work of the staff and governors together, and has promoted a strong commitment within the school community to seeking continued high achievement. In addressing issues from the last inspection, the school has improved several aspects of its provision, notably the quality of learning experiences for children under five. In other areas, national initiatives have been successfully introduced. Teaching and learning have improved as a result. For example, in mathematics, teachers are more proficient at developing pupils' skills in mental calculation, and the rate of learning in this aspect has increased.
53. Some subject leaders have been dynamic in their efforts to raise standards, and, in science for example, strong leadership has been rewarded with better test results. Leadership and management of provision for pupils with special educational needs is very good. The co-ordinator's knowledge and skill are key factors in the school's strength in this area, and she uses both to secure good quality provision.
54. The school's evaluation of its own practice is mostly secure. Most of the issues identified during the inspection had been recognised by the school and featured in its improvement plan.  
  
Test results, however, are not analysed in enough depth, and the school's own assessment procedures in English and mathematics are not strong enough to provide a good basis for tracking pupils' achievements. The unsatisfactory behaviour of the minority of disruptive pupils has been recognised, and the school has indicated, through its development plan, the ways it proposes to tackle this problem.
55. Some monitoring of teaching quality took place as a result of the introduction of national initiatives in literacy and numeracy. This has not been rigorous enough to

highlight good practice nor has it been used effectively enough in raising the quality of more ordinary teaching.

56. Governors are supportive of the school and keep in regular contact. They fulfil their responsibilities well overall. They play an active role in planning for the school's future development but are less effective in holding the school to account for the standards it achieves. Their role in monitoring the work of the school is not strong enough.
57. The school's financial and other resources are managed well. Grants and specific funds are used effectively for their designated purposes. The school links its finances well to identified areas for improvement. Given the pupils' attainment on entry, the quality of education provided and standards achieved throughout the school, it gives good value for money.

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

58. Whilst the school achieves good results overall, the rate of pupils' learning varies, especially at the start of the school year. To maintain a consistently good pace of learning for all pupils, the school should now:
  - (1) sharpen procedures for monitoring the quality of teaching to ensure that the features of good quality teaching are identified and shared with all staff  
(Paragraph references: 17, 54, 101, 112, 128, 133, 138, 145, 167)

- (2) improve arrangements for checking on pupils' progress so that teachers have the fullest possible information about pupils' achievements in reading, writing and mathematics

(Paragraph references: 24, 47, 95, 107, 108, 123, 158)

- (3) strengthen the school's arrangements for promoting good behaviour and discipline

(Paragraph references: 13, 21, 46, 84, 94, 120).

In addition to the key issues identified, the governors should also consider the following issues for inclusion in their action plan:

- Opportunities for pupils to practise writing skills in other subjects of the curriculum (Paragraph ref.: 3, 20)
- The development of skills in information and communication technology through other subjects (Paragraph ref.: 32, 111, 151)
- Further encouragement for pupils to make suggestions and show initiative (Paragraph ref.: 15).

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	65
Number of discussions with staff, governors, other adults and pupils	30

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	8	35	49	8	0	0

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

### Information about the school's pupils

#### Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	26	309
Number of full-time pupils eligible for free school meals	0	13

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	1	5
Number of pupils on the school's special educational needs register	0	77

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	5

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	23
Pupils who left the school other than at the usual time of leaving	26

### Attendance

#### Authorised absence

	%
School data	5.5
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999/00	33	25	58

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	25	25	28
	Girls	23	23	23
	Total	48	48	51
Percentage of pupils at NC level 2 or above	School	83 (100)	83 (100)	88 (93)
	National	83(82)	84 (83)	90 (71)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	25	29	27
	Girls	23	21	23
	Total	48	50	50
Percentage of pupils at NC level 2 or above	School	83 (100)	86 (98)	86 (100)
	National	84 (82)	88 (86)	88 (87)

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

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999/00	17	18	35

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	15	17
	Girls	17	14	17
	Total	32	29	34
Percentage of pupils at NC level 4 or above	School	91 (83)	83 (89)	97 (94)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	15	16
	Girls	17	14	17
	Total	31	29	33
Percentage of pupils at NC level 4 or above	School	89 (86)	83 (86)	94 (91)
	National	70 ((68)	72 (69)	79 (75)

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



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

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	3
Black – other	10
Indian	3
Pakistani	0
Bangladeshi	0
Chinese	0
White	275
Any other minority ethnic group	14

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

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

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

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

### ***Teachers and classes***

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

Total number of qualified teachers (FTE)	13
Number of pupils per qualified teacher	24
Average class size	26

#### **Education support staff: Y[ ] – Y[ ]**

Total number of education support staff	9
Total aggregate hours worked per week	180

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

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26

Total number of education support staff	1
Total aggregate hours worked per week	35

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	711,252
Total expenditure	735,703
Expenditure per pupil	1786
Balance brought forward from previous year	35,395
Balance carried forward to next year	10,944

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	335
Number of questionnaires returned	44

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	68	32	0	0	0
My child is making good progress in school.	66	30	5	0	0
Behaviour in the school is good.	52	43	0	0	5
My child gets the right amount of work to do at home.	34	45	14	2	5
The teaching is good.	57	39	2	0	2
I am kept well informed about how my child is getting on.	41	39	16	2	2
I would feel comfortable about approaching the school with questions or a problem.	59	20	11	7	2
The school expects my child to work hard and achieve his or her best.	65	34	2	0	0
The school works closely with parents.	39	34	14	9	5
The school is well led and managed.	64	25	2	7	2
The school is helping my child become mature and responsible.	64	25	7	0	5
The school provides an interesting range of activities outside lessons.	23	25	16	14	23

## **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**

59. Children are admitted to the Nursery on a part-time basis throughout the year, as they reach 3 years of age. They are admitted to the Reception class at the start of the school year in which they are five. Arrangements for their start in the Nursery and Reception classes are successfully geared towards as smooth a start as possible.
60. There are new national requirements with regard to the curriculum for children of this age. Teachers have made a good start in planning the new curriculum for the under fives and all necessary areas of learning are covered. They have already established, through shared approaches to planning and teaching, a good basis for children to build on what they learn as they move on through the stage. Teaching and support staff, particularly in the Nursery, have established a very good rapport and work effectively together. They have a good understanding of how children learn and a strong belief in the principles of early years education.
61. There has been a marked improvement in the quality of nursery provision and teaching since the last inspection, and it is now a strength within the school. Attainment is above average and children make good progress in the majority of areas except in physical development where their attainment and progress is now satisfactory.

#### **Personal, social and emotional development**

62. A particular strength in the Nursery, and well taught in Reception classes, children's personal, social and emotional development is very good.
63. In the Nursery, very young pupils quickly settle, learn how to work together and behave appropriately in a number of different situations. They sustain a very good level of concentration and independence and use available resources purposefully. The oldest children, after two terms in the Nursery, are confident learners, still eager to tackle new experiences, and they display high levels of involvement in activities, often collaborating with each other in investigative experiences. Relationships between staff and children are very good. This leads to trusting attitudes and a sense of self as a member of a community. Staff are skilled in encouraging dialogue with young children to encourage them to talk about themselves and their feelings. The expertise of staff in offering rich learning experiences is very well developed and leads to well above average achievements within this area of learning.
64. In the two Reception classes, children continue to be interested in what they do and tackle new experiences with confidence and perseverance. The quality and richness of learning resources is not as well developed as in the Nursery. As a consequence, when pupils finish their designated tasks, they often have little else with which to develop their skills of independent learning. Pupils are usually well behaved but staff are inconsistent in their approach to managing children effectively. In one class, not enough is done to encourage self-discipline, for example, in encouraging pupils to take turns in responding to questions.

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

65. Children make good progress in this area of learning in both the Nursery and Reception classes. Teaching is good in the Nursery and in one of the Reception classes. In the other, it is satisfactory. Effective teaching in the Nursery is ably built upon by reception teachers, particularly in reading where children make very good progress for their age. They are well on course to achieve not only the given early learning goals, but also some aspects of the early national curriculum requirements.
66. In the Nursery, a wide range of activities successfully develop children's speaking and listening skills. Staff are particularly skilled in planning activities that lend themselves to extending the development of language and literacy skills. For example, in story sessions children are encouraged to take part and offer their own views and predictions. By the time they have experienced two terms in the Nursery, most children are able to speak clearly and confidently. The oldest children are able to write their own names, some with well-formed letters.
67. In the Reception classes, higher attainers achieve well. They know and can write their names unaided and copy writing accurately, and some are just beginning to make their own attempts at writing words and sentences. Some can read without help, and can use the position of the word, initial letters and clues in the pictures to work out a word they do not know. During lessons, most children can successfully identify various letters of the alphabet, and find words in which they appear either as initial letters, or in the word.
68. Teaching of basic literacy skills is thorough in both classes, particularly where pupils have direct teaching from the staff. Supporting activities are not always well thought through in relation to their capacity for encouraging children to use their skills. For example, in one class in the activities involved in making pig puppets and models, children's skills in talking about what they were doing were not developed successfully. Adults involved did not use the necessary skills of encouraging children to talk about what they were doing.

## **Mathematics**

69. Children make good progress and are on course to achieve the early learning goals for mathematics. Most are well on the way towards achieving some national curriculum objectives by the end of the Foundation Stage.
70. In the Nursery, progress is good because staff provide a good range of practical activities. Many children count and match groups of objects quite successfully. Most of the oldest pupils understand numbers up to six and can match, for example, a given number to a group of dots. Teachers extend children's capacity to count, compare and match well. Children often make up small activities for themselves. They count equipment or estimate the capacity of containers in the water tray. This is because staff have ensured a rich variety of resources with which pupils can experiment.
71. By the time children enter Reception classes, the higher attainers can use the language of size correctly, know the basic shapes, name and match colours, understand numbers to ten and recognise objects in groups such as three, five and ten.

Average attainers can name and match colours, count to ten, name the basic shapes and recognise some groups of objects. Lower attainers are at an early stage in counting, shape recognition and colour matching.

72. The quality of learning varies in the Reception classes. In one class, the pace of learning is slower because teaching is aimed at the average and below average attainers, and higher attainers are not sufficiently challenged. In the other class, the teacher uses good questioning to encourage children to extend their thinking.

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

73. Pupils make good progress in this area in the Nursery. At this stage, some early learning goals have been reached for pupils in the Reception classes. However, the programme is extensive and will require a full year to implement.
74. Nursery children develop good foundations in scientific knowledge and skills. They are able to examine objects and living things, such as snails and worms, and find out more about them. The staff's questioning and discussion techniques are invariably open ended to encourage pupils to come to their own conclusions. Children are helped to observe closely and to make statements that accurately describe, in so far as they are able, what they see.
75. Good progress is made in developing computer skills. Some pupils are adept at using the mouse and can guide the cursor and click on selected images quite well. Others use the listening centre and follow a text at the same time but few can use the controls yet to adjust sound levels without help. Children's geographical awareness is stimulated. For example, they gain a basic knowledge of maps. This is promoted in play with cars and construction toys on floor maps. There is a very good attempt to provide activities that stimulate the imagination and sustain play for a long time. Children play effectively with construction toys, often building, for example, complicated structures for their farm animals.
76. In Reception classes, pupils develop their scientific knowledge further. They learn about water, and are beginning to understand differences in sea and fresh water. They learn about tap water and how it can be regulated to produce hot and cold water. They are also gaining knowledge of physical processes. They learn, for example, that materials can change when heated. Opportunities to build on and practise computer skills are offered but not consistently encouraged by enough adult support or by allowing time for pupils to develop their skills.
77. The quality of teaching is good overall. Teachers in both Nursery and Reception provide stimulating experiences at the pupils' level of interest and allow time for pupils to explore and experiment.

### **Physical development**

78. Pupils' development was not observed during lessons in the Reception classes. Scrutiny of teachers' planning shows that children are given appropriate opportunities to develop gymnastics, dance and movement skills, and are provided with opportunities to develop early games skills.
- In the Nursery children make satisfactory progress and now have access to large play equipment, and are given better opportunities to run, jump, skip and climb. They are agile and inventive in the use of climbing equipment, and are able to move in a range of ways, such as balancing or moving in and out. In their use of tricycles, they can adjust speed and change direction to avoid obstacles very quickly.

79. Children are provided with many different activities to develop their manipulative skills and they can handle simple tools, such as scissors, effectively and safely. These skills are further developed in Reception classes, where pupils explore malleable materials such as clay and dough. They can control their use of modelling tools quite well to cut a circle in their pottery- making activity, for example. Teachers and support staff work well together to improve pupils' skills. The majority of activities are well planned and resourced.

### **Creative development**

80. In the Nursery, pupils make good progress towards the learning goals for creative development, because of the many practical opportunities they are given. They make patterns, draw, paint, print, cut and stick; they design pictures in the style of other artists such as Matisse and make collage pictures, for example, of a skeleton. Children used recycled materials to make models. Some describe what they are doing and higher attainers can say why they have selected a particular material. In their painting, most children can mix colours to create different effects. In music, they join in their favourite songs and older pupils are building up a repertoire of songs and rhymes. They enjoy their musical experiences, and explore the different sounds of instruments with gusto. Teachers provide appropriate opportunities for children to sing and play instruments.
81. In Reception classes, teachers' skills in developing pupils' creative awareness varies between the classes. Expectations for what pupils can do are not always high enough in one class and not enough is done to explore how, for example, children can improve their efforts. Overall, teachers seek to build on pupils' achievements through a range of different activities, such as butterfly collages, hand cut outs, patterns and puppet making.

### **ENGLISH**

82. Standards at the end of Key Stage 1 in reading and writing are well above average. There has been a consistent pattern across three years of above average and well above average achievement in the results of the National Curriculum tests for seven-year-olds. In 1999, results showed pupils to be nearly a year in advance of other schools and in comparison with similar schools, pupils' results were well above average. In the results for the year 2000, the pattern of high achievement is maintained, but with a smaller percentage reaching the higher levels (Level 2A and 3) in reading and writing. The school predicted this fall because of the higher number of lower attaining pupils and those with special educational needs.
83. The test results for eleven-year-olds at Key Stage 2, again, show a consistent pattern of attainment above the national average in both reading and writing, which is sustained in the Year 2000 results. In 1999, results when compared with similar schools were average.
84. Unlike the national picture, there is no significant difference between the attainment of boys and girls.
85. The conclusions reached during the inspection confirm the high standards achieved at Key Stage 1. Pupils are given a very good rounding in the basic skills of reading and writing, and there should be evidence of very high achievement by the end of Key Stage 2. Although standards here are still above average, they are not high enough

given the starting point. This is partly due to weaknesses in teaching, where the pupils' rate of learning is not sustained in some classes of younger pupils and in Year 6. Weaknesses in lesson pace, inconsistencies in behaviour management and some lack of challenge for higher attainers inhibit some pupils' rate of progress.

86. In speaking and listening, pupils attain the nationally expected standards achieved at Key Stage 1. Again, standards are higher at Key Stage 1 than at Key Stage 2, because listening skills are better developed across the classes, and because pupils are given more opportunities to practise their discussion skills. By the time they are ready to leave this key stage, they are able to listen carefully to teachers' instructions and information and to others without interrupting. Higher attainers in particular, are already fluent, confident speakers who can organise their thoughts well to present clear explanations. Others are hesitant at this early stage of the term to justify themselves but when skilfully probed, as they are by their teachers, they respond well. Group discussions across the key stage are well supported by teachers who are able to generate dialogue and stimulate discussion in a variety of ways. They use questions to stimulate ideas, to extend thought, suggestions, and information, and they offer their own views. This creates a safe atmosphere where all pupils' views are valued. They ensure high standards of appropriate behaviour where it is unacceptable for pupils to interrupt others and talk out of turn. Pupils are reasonably confident when talking to an audience. The element of drama was brought out through the text in one lesson, where pupils read what each character said. They were expressive and could alter their tone to fit the speaker well.
87. At Key Stage 2, pupils have opportunities to contribute in discussion. By the time they have reached the end of the key stage, they are able to talk with assurance in a broadening range of contexts. However, their skills of discussion and debate, of offering opposing views, and of justifying their own opinions and statements with reasoned argument are less secure. Some good examples of these skills were seen at Year 5. Here, pupils discussed, with some sophistication, their views about given classics both in book form and as videos. At Year 6, not enough opportunities are given for pupils to voice their own views and opinions and they are seldom asked to justify an answer. Pupils' listening skills in some of the younger classes are not well developed, particularly where behaviour is noisy and some pupils inattentive.
88. Standards in reading at Key Stage 1 are above average. At the time of the inspection, a few weeks into the new school year, many pupils were on course to exceed these standards by the end of the key stage. Pupils build up a very good basis from which they can develop much higher than average reading skills by the end of Stage 2. Standards of reading at eleven are high but could be higher, given the starting points.
89. At Key Stage 1 the teaching of reading is consistently good across all classes and pupils can build on what they already know very effectively. Thorough exploration of shared texts and word attack strategies develop pupils' capacity to read with fluency, to tackle unknown words in effective and different ways and to understand what they are reading. Pupils develop a good level of skill in working with non-fiction texts. All average and higher attaining pupils could identify the difference between fiction and non-fiction books when they saw them and were able to read for information, the higher attainers being more skilled at finding answers in the text.

90. At Key Stage 2 some aspects of reading in the younger classes are not well developed. Pupils do not use their alphabetical skills effectively when accessing information and some are unclear about how to use a library. Pupils' choice of reading material reflects their interests, and they have a good grasp of the author's intentions. At Year 6, they are able to describe and discuss characters and offer reasons why they act as they do. Some average readers offer fairly superficial ideas at first, and they lack the confidence to explore in depth. When pressed, however, they show a good understanding of motivation. All can locate information swiftly and can find and make use of ideas. Higher attainers select key points swiftly and accurately from reference books. Lower attainers make good progress in their reading skills.
91. Standards achieved by pupils in writing are above average at both key stages. In the current Year 2 group, they are set to be very high by the end of the year. A particular strength of achievement throughout the infants is the quality of handwriting, and the accuracy of spelling and punctuation. This is well developed in the work of the greater majority of pupils by the time they are in Year 2. A good rate of progress is consistently strong across the year groups. Pupils can write well-ordered, well-sequenced stories and sentences. Higher attainers are able to sustain an easy flow in extended written work through well-chosen phrases and vocabulary. Teachers provide very thorough, well-planned and stimulating work programmes, and their high expectations are made explicit so that pupils are able to progress at a speedy rate.
92. Key Stage 2 teachers are also very thorough and plan effectively, but the expectations of some are not as high as they should be given the very good bedrock of basic skills with which pupils come to this stage. Consequently, pupils make uneven progress, particularly in younger classes. By the time pupils reach the end of the key stage, writing is well set out in paragraphs. It is often lively in, for example, their autobiographies where key elements pertaining to this type of writing are clearly brought out. In other stories and recollections, there are good examples of some very good attention to realistic dialogue. Writing by higher attainers is occasionally thoughtful and usually effectively organised to promote and sustain a reader's interest.
93. The implementation of the National Literacy Strategy has had a varied impact on standards and learning. It has been successfully used to develop a shared understanding of a given text and has focused effectively on a greater variety of texts such as poetry and non-fiction. As a result, pupils have a better understanding of the form and structure of different types of writing. The study of words and how they are constructed has also had a beneficial effect on reading.
94. Plenary sessions are sometimes used effectively to consolidate learning, and to pick up and correct perceived errors. Teachers' expectations of pupils to work quietly and purposefully during these sessions, are sometimes too low, and too much off-task behaviour occurs. Where the teacher sets time limits, work is much more focused and finished.
95. A slow start was made to the school year. Judging by teachers' plans and pupils' work over time, the quality of teaching at Key Stage 2 is generally better than in the lessons seen during the inspection. Overall, it was judged to be satisfactory in Key Stage 2 in the majority of classes and good in Year 5. In the infant classes, it was judged to be good. Strengths in the best lessons included a very thorough and consistent approach to planning and developing the basic skills of reading and writing. Weaknesses noted



by inspectors were mainly related to weak management of pupils' behaviour and an unnecessarily slow pace of learning some lessons.

96. Although the school has several agreed methods of assessing pupils' progress in reading and writing, these are not sufficiently informative. They do not give teachers enough detailed information about pupils' achievements and what their next learning targets should be. This is another reason why teachers at Key Stage 2 find it difficult to challenge pupils at the correct level at the start of the school year. National assessment and other test results are not analysed in enough depth. Information from the analysis is not detailed enough to plan effectively, particularly for pupils in Years 3 and 4.
97. The effectiveness of marking varies from class to class. In years 5 and 6 it is particularly rigorous, but in other classes work is simply ticked. The role of the subject leader is not strong enough at present. Not enough monitoring and evaluation of the effectiveness of behaviour management and teaching strategies occurs. The continuity and consistency of pupils' progress as they move up the school are not adequately monitored.

## **MATHEMATICS**

98. At the time of the last inspection, standards were reported as being average, with some pupils achieving higher levels. There has been significant improvement over time in the standards achieved in the national tests by pupils aged seven and eleven.
99. Inspection findings indicate that standards achieved by pupils aged seven and eleven are in line with the national average. There are variations in test results owing to the different groups of pupils taking the tests. In some year groups, there are more pupils with special educational needs than in others. Where this is the case, results are seen to dip.
100. By the end of Key Stage 1, the majority of pupils are developing satisfactory skills in numeracy and are competent with their number bonds to 20. They can identify odd and even numbers and have some knowledge of fractions. For example, they can work out half of a given number. They have a good understanding of the days of the week but are less secure with their recall of tables.
101. Scrutiny of work samples shows that the present Year 6 pupils produced a good volume of work in the previous year. However, much of their work is recorded on worksheets, which restricts, to some degree, their personal development.

For example, they do not develop a wide enough variety of ways for writing, and recording their responses to calculations. There is good coverage of the different aspects of mathematics. Pupils have sufficient opportunities to apply knowledge and understanding to solving real problems. They make good progress over time in handling data. Their tables' knowledge is secure as is their understanding of place value involving whole numbers. They are less secure when trying to identify the value of digits in numbers containing decimals or seeing the equivalence of decimals, fractions and percentages.

102. The quality of teaching at both key stages is satisfactory overall. Twenty-three per cent of lessons were judged to be good, 62 per cent were satisfactory and 15 per cent unsatisfactory. The school has not established a rigorous approach to checking on the quality of its teaching and its impact upon pupils' learning. Therefore, the strengths are

not identified and good practice is not shared with the staff. Weaknesses are not being picked up and dealt with. This is a major reason why the inconsistencies in teaching occur.

103. There are, for example, inconsistencies in the quality and effectiveness to the start of lessons. This varies from good to ordinary. In the best lessons, pupils are told at the start what it is they should be trying to learn. The lesson starts with a sharp, well-paced session of mental arithmetic. For example, in a Year 2 class all the pupils were involved in adding number pairs to 20. The teacher challenged the class further by showing them one number, giving them a total, and asking them what other number was needed to make the sum correct.
104. Another feature of the better teaching is the way in which teachers encourage pupils to explain how they worked out the answer and build on their ideas to show them different strategies. For example, in one lesson the children added  $7 + 6$  by counting on. The teacher drew on their knowledge of near doubles to show them that by doubling 6 and adding 1, they would get the same answer. This helped children's learning and gave them a way to speed up their mental calculations.
105. In the best lessons, the teachers establish very specific learning intentions. For example, by the end of one lesson the children were expected to be able to measure and draw lines using centimetres.
106. Teachers' subject knowledge is secure but some teachers are better at demonstrating and explaining information. For example, in a good lesson in a Year 3 class, every child was given a three-dimensional shape to handle. The teacher made very good use of this and a visual aid to explain and develop children's vocabulary and understanding of the properties of shapes. Each child was actively involved through the practical nature of the activity and, by the end of the lesson, they had made good progress. They had improved their knowledge and understanding and could use it to identify properties of cubes, cones and spheres. When the teaching is more ordinary and less effective, not enough time is spent on explanation and demonstration. For example, in a Year 6 lesson, only a brief amount of time was given to showing pupils how to multiply a decimal number by a two-digit number ( $18.96 \times 14$ ). Whilst most of the class had a good understanding of place value within whole numbers, they were less secure when using decimals. Because insufficient time was given to explaining this, a significant proportion of the class struggled with the task, and made no gains in their learning.
107. Homework is used effectively by teachers to support the work being done in class. For example, sometimes pupils are required to complete exercises started during the lesson or are given a similar task that enables them to practise and consolidate their understanding of the topic being taught.
108. There is no one agreed way of assessing and recording pupils' progress and, because of this, teachers are not always clear as to what stage each child has reached when they enter their class. Valuable time is lost, therefore, at the beginning of the year because teachers are checking what pupils know, understand and can do. This also means that work at the start of the year is too easy for some or too hard for others.
109. The school is aware of this problem and has plans in place to establish an effective system for assessing, recording and passing on to the next teacher the stage each child is at within the levels of the national curriculum.

110. Challenging targets have been set for pupils aged eleven by the time they leave the school, and in previous years there has been a good degree of success in achieving them.
111. Throughout the school pupils with special educational needs are given appropriate support. Whilst they follow the same general topic, their tasks are modified to ensure that they can make progress at their level. Support for pupils with individual education plans is good. These plans clearly set out appropriate targets for them. For example, one child's plan states that the learning target is 'to recognise, write and order numbers to 30, and form the digits 5,7 and 8 correctly'.
112. Mathematics is used well to support learning in other subjects. For example, in science pupils take measurements and draw graphs. However, information and communication technology is not used as effectively to support or reinforce mathematical learning.
113. The subject leader took on this responsibility in September. Hitherto, leadership and management of the subject has been satisfactory. Standards have been raised by good management of the school's involvement in national mathematical projects and initiatives. However, arrangements for checking on the quality of teaching have not been rigorous enough to identify the school's best practice and to share this with other staff.

## **SCIENCE**

114. The most recent teacher assessments of pupils' attainment at the end of Key Stage 1, show that the school's performance is in line with national averages. At Key Stage 2, the most recent test results show the school's performance to be well above the national average.
115. Inspection findings reveal that the current Year 2 pupils' attainment is broadly in line with the national average and has fallen since the last inspection. There are a number of reasons for this dip in results: firstly, the present cohort has more pupils with special educational needs and is similar in attainment to the past cohort of 2000; secondly, there has been a slow start to the school year and pupils are not making rapid progress, particularly the higher attaining pupils; thirdly, pupils' progress over time is generally satisfactory rather than good.
116. At Key Stage 2, work seen during the inspection shows that pupils have good knowledge across all aspects of the subject, including living things, physical science, materials and scientific investigations. Standards in Key Stage 2 are now above average and compare favourably with the judgements made at the previous inspection. This significant improvement is due to the quality of teaching and the impact that is being made by the subject leader to raise the attainment level of all pupils. The amount of testing and investigations that pupils do is now far greater than it was, and pupils' skills are much better developed. Year 6 pupils have a good understanding of how to carry out a fair test, make precise observations, draw conclusions and record their results accurately.
117. By the age of seven, pupils have developed a sound base of scientific knowledge. For example, they show a satisfactory understanding of living processes and recognise the differences between living and non-living things. They understand the basic food necessities for humans, and recognise what makes up a healthy diet. Pupils are able to taste different fruits and then enter data on the computer to find the most popular

fruit in the class. They know the parts of a flowering plant and the external parts of the human body. Most pupils use their scientific knowledge satisfactorily to group materials according to different properties, such as those which are magnetic or non-magnetic.

118. Older pupils in Key Stage 2 also show a secure knowledge of important scientific facts. They use correct scientific names for parts of the body and can name and locate the major organs. Pupils are able to use fair testing to investigate. For example, pupils set up their own investigation to test for moulds on a sample of food and liquids. They predicted what might happen with a firm degree of accuracy, and recorded their results in a systematic way, indicating that they had a good grasp of the lesson. Through the study of physical processes, pupils recognise the need for a battery and a complete circuit for electrical devices to work. They realise that light travels in a straight line and that objects through which light is unable to pass cause shadows. Pupils effectively classify materials into solids, liquids and gases and use a chart to present their results.
119. Pupils' achievements and their rate of progress are closely related to the quality of science teaching in the school. They learn at a satisfactory rate in Key Stage 1 and move on to make good progress over time in Key Stage 2. The teaching in the infants is satisfactory, but in the juniors it is good with one very good and one unsatisfactory lesson observed. Overall, the quality of teaching is better in Key Stage 2, and this is why the progress is better. Teachers have good knowledge and understanding of their subject, and explanations given are accurate and interesting. As a result pupils are developing a good range of scientific vocabulary. For example, pupils in Year 6 gave examples of solids, liquids and gases, emphasising that in liquids there are strong forces between particles in contrast to gases, which have little or no force. In the best lessons teachers make good use of practical investigations, allowing pupils to set up their experiments with a minimum of support. For example, pupils in Year 5 made good progress in setting up experiments to test for microbes that grow on food in different circumstances.
120. Within Key Stage 1 the science lessons are too long for the range of activities planned. Owing to this, the pace of the lesson drops, and there is insufficient challenge for the higher attaining pupils. In Key Stage 2, group work is well organised.  
  
Most pupils achieve well, but higher attaining pupils are not sufficiently challenged to further extend their attainment level. As a result of group work, pupils with special educational needs make good progress.
121. Overall, management of pupils' behaviour is satisfactory, but in the juniors there are weaknesses. Inappropriate behaviour by the pupils and ineffective management in Year 6 led to unsatisfactory teaching, which did not contribute to pupils' learning. Resources for teaching science are very good and are used effectively, including the use of the science room. Information and communication technology is not used consistently across the science curriculum.
122. Ongoing assessment, including marking and the use of the plenary session at the end of lessons, is used positively in the infants and juniors. Homework is used well to support pupils' learning. Teachers make good links with numeracy, literacy and design technology. For example, in Years 2 and 5, the science lesson began with a poem based on the main theme of the lesson, which demonstrated an effective link with literacy.

123. Pupils' ability to write scientifically and independently is encouraged. Work sheets provide a good level of support, but they are not used excessively.
124. The subject leader has very good expertise in the subject and has made a significant impact on raising standards, particularly in the juniors. Teachers receive good guidance as to what they need to teach in each term. There are weaknesses, however, in the monitoring of teaching and learning. Arrangements for this are not currently rigorous enough. Pupils' attainments in science are not assessed effectively and, consequently, teachers have too little information about pupils' prior achievements.

## **ART**

125. Only one art lesson was observed during the week. Therefore, judgements are based on scrutiny of pupils' work, teachers' planning and discussions with pupils and teachers. Standards of work are similar to those normally seen.
126. Older pupils achieve good standards in illustrative work, showing a keen eye for detail and perspective in their drawings. Some year groups have a good range of experience in different techniques, whereas others are offered a more limited diet. Work undertaken by Year 5 pupils, for example, covers the use of different media. Using pastels, they have produced high quality drawings of fruit, which show a good application of colours and careful observation of the features of the fruit. They have studied the work of the artist Cezanne and produced good quality still life pieces in the style of the artist. Throughout the rest of the school, approaches tend to be less adventurous.
127. Younger pupils develop drawing and painting skills at a reasonable rate and are confident to try out different colour mixes and effects.
128. Along with the other evidence and taking into account the lesson observed, teaching quality is satisfactory overall and it promotes average standards. Art is used effectively to reinforce pupils' learning in other subjects.

For example, when Year 4 pupils study Tudor history, art lessons are used to reinforce their knowledge and understanding of how the Tudors dressed. Pupils draw portraits of people of that time using collage techniques. Less attention is paid to developing pupils' skill in different techniques or to extending the range of their work in both two and three-dimensional aspects.

129. Leadership of the subject is satisfactory. Staff have clear guidelines as to what they should teach each term, but arrangements for monitoring the quality of teaching and learning are too limited to yield enough information about possible areas for development or improvement.

## **DESIGN AND TECHNOLOGY**

130. Standards in design and technology are broadly typical of those seen in other schools. The quality of work produced by older pupils is better than those normally seen.
131. Only one lesson was observed in design and technology, and this was good. It was based on using sewing techniques to achieve a quilted effect for Roman mosaics. The pupils were given good opportunities to work independently and co-operatively.

Classroom assistants provided good support. As a result, pupils managed to quickly resolve any difficulties they were having. Pupils with special educational needs progressed well with their work. They made gains in confidence, and showed great pride in their work. Scrutiny of teachers' planning and pupils' work shows that teaching overall is at least satisfactory and often better in the junior classes.

132. Younger pupils in Key Stage 1 build their designing and making skills well through simple models of toys. They design products with a useful purpose. For example, they designed a box suitable for carrying a gerbil safely. Pupils achieve well in the different aspects of the subject, including the cutting and joining of materials, and in planning and evaluating their work.
133. Teachers plan a wide range of experiences and interesting activities. Consequently, by the end of Key Stage 2, pupils have had experience of designing and making a good range of products. Their skills in selecting and joining materials are well developed. For example, Year 6 pupils have designed and made a 'turning parrot' and then evaluated the prototype to see what could be improved. Pupils demonstrate a good level of competence in measuring and cutting wood and cardboard. Written work shows that pupils are carefully designing, evaluating and making suggestions for improvement.
134. Leadership of the subject is satisfactory. Good guidance is provided for teachers as to the skills which each year group are expected to practise. However, there is insufficient monitoring and evaluation of teaching and learning.

## **GEOGRAPHY**

135. In those aspects of geography seen during the inspection, standards of work are typical of those seen in most schools. It was not possible to observe any lessons during the inspection week, but evidence from past work indicates that, overall, pupils make satisfactory progress. Standards are similar in the juniors, but have slightly dipped in the infants since the last inspection.  
The reason for the dip at Key Stage 1 is that pupils are not gaining enough experience in geographical enquiry and skills.
136. Younger pupils gain a sound knowledge of the locality around the school through experiencing some visits outside school, and exploration of the school environment. They have studied the physical and human features of the locality and are able to draw maps showing routes and direction around the school. They have a sound understanding of the main features of a village, town and city. As part of the study of a contrasting locality, pupils compare and contrast a village in Ghana with their local environment.
137. Older pupils show a sound knowledge of the physical geography of United Kingdom. They know the names of the countries, rivers and mountains that it comprises. They begin to understand the differences between the environment of Harrow and Benin in Nigeria. Different types of settlement are looked at closely, and also changes in the environment. Pupils follow the journey of the River Severn from its source to the sea. They use and describe terms such as meander, tributary, estuary and delta. They show that they are able to think about how to make improvements in the local area of Harrow.
138. Although no teaching was observed, a scrutiny of teachers' planning and pupils' work shows it to be broadly satisfactory. Planning of work is detailed and thorough. It indicates a good range of knowledge, skills and understanding to be covered.

However, most of the work given to pupils, particularly in Key Stage 2, is based on completing worksheets. This regular feature of geography lessons restricts pupils writing and enquiry skills, and this is affecting the standards achieved by pupils at the end of Key Stage 2. Although there are some examples of older children using computer programmes to research information, information and communication technology is not fully exploited to support the subject.

139. Leadership of the subject is satisfactory. Staff receive good guidance on what should be taught and which skills should be given a high emphasis. However, arrangements for checking on the quality of teaching and learning are not rigorous enough.

## **HISTORY**

140. Only a very small number of lessons were observed. Further evidence has been drawn from discussions with teachers, a scrutiny of planning files and pupils' work. In some classes, it is planned to teach history in the next half-term.
141. Standards in lessons observed, at both key stages, are typical of those seen in most schools. Progress of pupils, including those with special educational needs, is at least satisfactory throughout the school. There is good coverage of the different aspects of the curriculum, and very good termly planning throughout the school. These factors successfully promote average standards, which have been broadly maintained since the time of the last inspection.
142. Older infants are beginning to recognise that lives in the past were different from their own. They are gaining an understanding of the past, in the context of the topic on shopping. Younger infants, for example, have looked at differences between old and modern teddy bears.
143. At Key Stage 2, Year 4 pupils show knowledge of aspects of King Henry VIII's life. They can recall main events arising from his marriages, and that the past can be divided into different periods of time, for example, the Tudors. The books of Year 6 pupils show that they have begun to study the Ancient Egyptians, and they are able to compare that period in time with Egypt today.
144. A scrutiny of last year's work shows good coverage of different periods of time at both key stages. The work is limited in depth and quality by the use of worksheets, some of which are unfinished. This incomplete work often includes some challenging questions about reasons for, and results of, different events. Pupils have insufficient opportunities to select and combine information from different sources, or to look at how aspects of the past have been represented and interpreted in different ways. At both key stages, work consists of a considerable amount of colouring of illustrations, which also limits pupils' achievements.
145. The quality of teaching in the lessons observed was satisfactory overall with some good features. For example, teachers supported pupils well in developing a good recall of previous knowledge. They used probing questions and opportunities to discuss events in the past.
146. The co-ordinator is enthusiastic about the subject, but some of the weaknesses in the teaching of history are not being addressed well, as there is no monitoring of teaching and learning in classrooms.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

147. By the time they reach the end of Key Stage 2, pupils' standards of work are average for their age. Standards were also judged to be average at the time of the last inspection. However, the school has improved the amount and quality of its computer resource. With more up-to-date equipment, pupils are able to undertake a greater range of work than before. Consequently their standard of work is slightly higher than it was, although it is still average in relation to what is expected for eleven-year-olds.
148. By Year 6, pupils have developed an average level of skill in word processing. They use these skills well, for example, in making books for younger children. They change fonts and colours to add interest and appeal to their work. In their data handling work, they make graphs to show the results of scientific experiments.
149. Pupils' achievements throughout the school are mostly average. Throughout Key Stage 2, they use programmes to select information and organise it into a presentational form. Year 5 pupils, for example, use computer-based encyclopaedia programmes to research minibeasts. A good number of pupils have computers at home, and some use the Internet to find information or facts a part of their homework. However, although most pupils reach average standards at seven and eleven years, their achievements are restricted. Currently there is only one computer for each class. This limits the opportunities they have to extend their skills further or build well on the work they do at home.
150. By the end of Key Stage 1, pupils are able to explore information from different sources and most can enter, retrieve and save their work. They share their ideas in different forms, for example, in making graphs to show the foods they like. They talk about the different ways they use information and communication technology, both inside and outside school.
151. During the inspection, only one lesson in information and communication technology was observed, in which the quality of teaching was good. The Year 5 teacher showed secure knowledge in the subject, and carefully shared with the class what they should know by the end of the lesson. She explained very clearly the new skills they were to practise and also explained any aspects that she anticipated could create difficulty for them.
152. Judging by the scrutiny of pupils' work and teachers' planning, the overall quality of teaching is satisfactory. Teachers have gained more confidence and expertise. Most of them now use information and communication technology to draft their plans of work. They stimulate pupils' interest in computers by using computer-made labels for display in classrooms, or encouraging pupils to undertake homework on computers. However, they do not always take opportunities to develop pupils' skills through using information and communication technology in other subjects to a large enough extent.
153. The subject is the current focus of an extensive programme of development. The subject leader has carefully planned the most effective use of the specific grants given to the school for developing information and communication technology. The leadership of the subject is good with its main strength being the strong level of support and guidance given to staff and the planned programme of training which they have undertaken and which has increased their confidence.

## **MODERN FOREIGN LANGUAGES**



154. French is taught to junior pupils from Years 4 to 6 by specialist teachers, in addition to statutory curriculum requirements. Lessons in Years 4 and 6 were observed.
155. Standards of work are better than those seen in most schools for pupils of the same age. Year 6 pupils can repeat single words and short phrases relating to new vocabulary for classroom objects, label these objects and copy information to complete question sheets. The work for a French-speaking pupil was appropriately different to challenge her level of language. Year 4 pupils had been learning French for four weeks at the time of the inspection and could repeat greetings, and give their age and home town in response to the teacher's questions. They were just beginning to speak individually and practise this when asking and answering 'Ca va?', selecting from a choice of three replies.
156. Pupils' progress, including that of the children with special educational needs, is good. Most pupils' pronunciation is at least satisfactory and frequently good. The majority of pupils listen well. They enjoy games such as 'Jacques a dit' - listening, understanding and responding appropriately.
157. Pupils show good attitudes to their work and behave well. They try hard, and pay attention, which enables them to pick up pronunciation of the language quickly.
158. The quality of teaching is good or better. Teachers provide a good variety of activities which build well on previous work. They have good or very good accents. Teachers use French frequently throughout lessons, only using English to explain new vocabulary, activities or instructions. Lessons move with good pace and remain focused on the language. Activities include a good range of listening, speaking, and later, writing.  
  
The co-ordinator makes very good use of French exclamations, gesture, body language, intonation; she enlivens the language to further encourage pupils' involvement. A weakness in one lesson and in some of the work scrutinised from last year is that pupils colour pictures during lessons rather than keeping focused on the language, which limits learning.
159. The scheme of work is based on the local education authority's guidelines. The school's termly planning is good. It is thorough and builds well on previous work with in-built opportunities for reinforcement. Very little assessment takes place to inform future planning, although there are some end-of-year tests.
160. The school has maintained the good standards found at the time of the last inspection.

## **MUSIC**

161. One lesson at Key Stage 1 and a small number of lessons at Key Stage 2 were observed. Standards of work are typical of those found in most schools, and the progress of pupils, including pupils with special educational needs, is satisfactory. Standards are not as good as they were at the time of the last inspection, when they were found to be above expectations. The school is coming to terms with working without a specialist co-ordinator and, at present, this has affected pupils' achievement. This situation is to be remedied soon. A teacher with skills in music is to take over the co-ordination of the subject, after support and training by a music adviser from the local education authority.

162. Older infants listen well to music, can identify characters portrayed through music, and they are learning to vary the tone and volume of their speaking voices.
163. At Key Stage 2, Year 3 pupils learn to read and play the notes A and B on recorders following a tune, but they are not yet confident in these skills. Year 5 pupils are developing their knowledge of pitch by distinguishing between high, medium and low-pitched non-musical sounds, and they make a reasonable attempt at drawing a pitch graph of musical pieces. The learning and enjoyment of pupils, in a majority of lessons observed at Key Stage 2, were curtailed by the unsatisfactory behaviour and attitudes of many pupils.
164. A scrutiny of work done by the previous Year 6 class shows a knowledge of orchestras, orchestral instruments and musical notation. Singing activities were linked well to history, for example, with Victorian songs and parlour music.
165. Singing is satisfactory throughout the school. Pupils have opportunities to listen to music in assemblies.
166. The quality of teaching is satisfactory overall but, in one lesson, teaching was good where the teacher planned a well-structured lesson with interesting activities relating to pitch. In two out of the four lessons observed, the teaching was unsatisfactory. This was partly owing to the weak management of pupils' unsatisfactory or poor behaviour. There was also too little emphasis given to teaching pupils the appropriate skills.
167. All aspects of the curriculum are covered. Teachers' termly planning is very thorough and the curriculum is well supported by the numbers of pupils who have specialist tuition for instruments, such as the violin and clarinet. Although the termly planning is so good, one lesson bore little relation to the termly plan, which defeats the purpose of the longer-term planning. A good range of composers is included in the overall planning.
168. Leadership of the subject is satisfactory. The headteacher monitors termly plans, but there is no monitoring of teaching and learning in classrooms

## **PHYSICAL EDUCATION**

169. A full range of physical education is provided at different times in the year. During the inspection, the main focus was on games skills, with some dance in the infants and gymnastics and swimming in the juniors.
170. Throughout the school, pupils reach standards which are similar to those seen in most schools. All the pupils are appropriately kitted for their physical education lessons. Pupils develop the skills of passing and controlling balls and, by the time they are in the upper juniors, they are applying these skills in small-sided games associated, for example, with rugby.
171. Pupils in Year 5 attend a weekly swimming session at the local pool. The quality of the instruction and teaching is good. Accurate assessments of pupils' progress are made using the Borough's achievement awards scheme. These assessments are then used effectively to identify pupils' next stages of learning.
172. Resources are used effectively to support the development of pupils' techniques, for example, as they practise their arm and leg movements for the backstroke. As a result, they are making good progress. Over half of this year group has already met the

national expectation to swim 25 metres. Virtually all the rest can swim at least one width. All but two of the present Year 6 have achieved their 25 metre certificate.

173. In all aspects of physical education the quality of teaching is satisfactory. All teachers present themselves as good role models by wearing appropriate kit for the lessons. Whilst teachers are good at setting up a range of interesting activities, there is a common shortcoming in both the infants and juniors. This occurs because insufficient attention is given to teaching techniques in games, or improving the quality of movement in gymnastics or dance. In the dance lesson seen, there was an over-reliance on a taped music broadcast. As a result, the teacher tended to supervise rather than teach the session.
174. Whilst most of the pupils respond positively to their lessons, there is a minority of pupils who do not concentrate, and their behaviour impacts upon the quality of learning for others.
175. The subject leadership is satisfactory. Positive features are the support given to other colleagues in the planning of their class programme, and helping them to improve their confidence through in-service training, for example, in the use of 'Top Sport equipment'. However there is no monitoring or evaluation of the quality of teaching and its effect on pupils' learning.
176. A good range of sports activities take place outside of school time, and this enhances the curriculum. The school has done well in the Borough inter-school competitions, for example in rugby, and as a result has represented Harrow, in the London Youth Games.
177. There have been no significant improvements since the last inspection. Many of the positive features identified remain. However, standards in Key Stage 1 and pupils' responsiveness in Key Stage 2 are not judged to be as good as was the case at the time of the last inspection.