

# INSPECTION REPORT

## **OLD OAK PRIMARY SCHOOL**

East Acton, London

LEA area: Hammersmith and Fulham

Unique reference number: 100335

Headteacher: Ms M Parker

Reporting inspector: Mrs Christine Huard  
27290

Dates of inspection: 1 - 4 October 2001

Inspection number: 230173

Full inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Mellitus Street East Acton London
Postcode:	W12 0AS
Telephone number:	0208 743 7629
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Appropriate authority:	The Governing Body
Name of chair of governors:	Professor Graham Welch
Date of previous inspection:	January 1998

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
27290	Mrs Christine Huard	Registered inspector	Science Art and design Physical education	How high are standards: The school's results and pupils' achievements. How well are pupils' taught? How well is the school led and managed?
13807	Mrs Christine Haggarty	Lay inspector		How high are standards: Pupils' attitudes, behaviour and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
1718	Mrs Kay Charlton	Team inspector	English Information and communication technology (ICT) Religious education Special educational needs	
27635	Ms Diana Cinamon	Team inspector	The foundation stage. History Music	How good are the curricular and other opportunities offered to pupils?
8696	Mr Abul Maula	Team inspector	Mathematics Design and technology Geography English as an additional language Equal opportunities	

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

### **INFORMATION ABOUT THE SCHOOL**

Old Oak Primary School is larger than most primary schools and is attended by 225 girls and boys between the ages of four and eleven in the main school. A further 51 children attend the nursery, 40 of these on a full-time basis. Children are admitted to the reception class at the start of each term. There are a similar number of boys and girls attending the school. The school serves the area around East Acton, and includes a high percentage of refugees and families in temporary accommodation. This leads to the school having a high rate of mobility, which adversely affects standards. Attainment on entry to the school is generally well below average. About half of the pupils are on the school's register of special educational needs, which is well above average. The majority of pupils with special needs have moderate learning difficulties but other difficulties include emotional and behavioural, speech and communication and physical disability. Five pupils (1.6 per cent) have statements of special educational needs, which is about average. Over half of the pupils are from ethnic minority backgrounds and English is an additional language for 126 pupils, of whom 101 are at an early stage of learning English. The main first languages are Arabic and Somali, but up to 25 other languages are also spoken. The proportion of pupils entitled to free school meals is 52 per cent, which is well above the national average.

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

Old Oak Primary is a good school, which provides its pupils with a broad and well-balanced education. When pupils leave the school at the end of Year 6, standards in English and science are below those achieved by pupils of the same age nationally, but above those achieved by pupils attending similar schools. Standards in mathematics are typical of those achieved by pupils nationally and well above those in similar schools. All pupils, including travellers, those with special educational needs and those for whom English is not their first language, are well provided for. Teaching is good overall and has improved significantly since the last inspection. The overall leadership and management of the school are very good. The headteacher gives a very clear and positive direction to the work of the school. The school has made significant improvements since the last inspection and provides good value for money.

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

- The leadership and management of the school are very good and the clear direction provided by the headteacher ensures the aims of the school are met.
- The overall quality of teaching and learning is good and ensures that all pupils make good progress.
- The pupils are very keen to learn, they are very well behaved and have excellent relationships with each other and with adults within the school.
- There is a good curriculum which is enhanced by a wide range of activities outside school.
- The very good provision for the pupils' spiritual, moral, social and cultural development makes a significant contribution to their very good personal development.

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

- Standards in English and science throughout the school, and in mathematics for pupils up to the age of seven are below those achieved by pupils nationally.
- There is a lack of continuity between the nursery and reception classes, because the Early Years co-ordinator's responsibilities do not include the reception year.
- Attendance is well below the national average.

*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 January 1998. Since then it has made good improvement and is well placed to continue to improve. It has successfully addressed all the key issues which were identified at that time. Standards have risen year on year. The school is using nationally recognised schemes of work in order to ensure that pupils' learning builds on previous knowledge and understanding. A rigorous monitoring programme is now in place, which is having a significant impact on standards. This ensures that pupils continue to be appropriately challenged whatever their abilities. Methods of assessment have significantly improved and these are used successfully to plan the next steps of learning for the pupils on both a short and medium-term basis. This school development plan is a good quality working document setting targets for areas identified, and it is monitored carefully. The role of the subject co-ordinators has been improved and extended. They identify areas for improvement, through a review and action plan, and from these whole school priorities are decided upon. The governors are now provided with a range of good quality information

which enables them to make informed decisions about future developments and enables them to monitor the on-going progress of the school more effectively.

## STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	Compared with				Key
	All schools			Similar schools	
	1998	1999	2000	2000	
English	E	E	E	B	Well above average A above average B
Mathematics	E*	E	C	A	Average C Below average D
Science	E	D	D	B	Well below average E

In national tests in 2000, pupils in Year 2 attained standards which were below average in reading and well below average in writing and mathematics when compared with pupils of the same age nationally. When compared to results achieved by pupils in similar schools standards were well above average in reading, average in writing and well below average in mathematics. In the tests for pupils in 2001, considerable improvements were shown in the results achieved by Year 2 pupils in both writing and mathematics. Pupils in Year 6 achieved broadly similar results to the previous year, but these were affected by a large influx of new pupils, many with special needs, shortly before the tests were due to take place. However, the school still exceeded the targets it had set for Year 6 pupils.

Standards at the school have improved year on year, at a rate similar to that shown nationally. However, many factors adversely influence and affect the results achieved. The school has a very high mobility rate and during the last school year over 20 per cent of pupils left with new ones joining in almost equal numbers. Many of these pupils are refugees with little or no English and suffering from the traumas such circumstances cause. Other pupils are in temporary accommodation. The school also has a high percentage of pupils with special educational needs. This means that there is a considerably higher percentage of pupils attaining lower results.

By the end of the foundation stage children have made good progress, although many have not reached the required standards in language, literacy and communication, mathematics, knowledge and understanding of the world. Taking the above into account, pupils overall are achieving well although there are some other factors affecting standards. Standards in English are improving but there are weaknesses in writing. Pupils in Years 1 and 2 are not able to apply their number skills satisfactorily. There are gaps in pupils' knowledge in science because of some weaknesses in planning. Higher attaining pupils are appropriately challenged and benefit from booster classes and extension tasks in lessons. Pupils with special educational needs make good progress overall, as do the pupils for whom English is an additional language. Overall achievement is good and pupils leave the school having achieved higher results than might have been supposed given their attainment on entry.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes towards their work and enjoy attending school.
Behaviour, in and out of classrooms	Behaviour is very good overall, both in class and around the school. No oppressive behaviour or bullying was observed during the inspection.



Personal development and relationships	Pupils respect and listen to one another's views and collaborate well in class and when playing together. Relationships are excellent.
Attendance	Attendance is poor and well below the national average. Levels of unauthorised absence are high. However, punctuality is generally satisfactory.

The school is a friendly, welcoming and harmonious community. Pupils throughout the school are considerate and reflect carefully on the effect of their actions on others.

## TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Good	Good

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

The quality of teaching is good overall. The teaching of English is good overall, although there are some weaknesses in the teaching of writing in Years 1 and 2. In mathematics, teaching is good in Years 3 to 6, and satisfactory in Years 1 and 2. The development of language and number skills are well planned for and there is a systematic approach to teaching both throughout the school. This enables pupils to learn effectively. Strengths in teaching include the high expectations of pupils in work and behaviour, the sharing of learning objectives so that pupils are clear about what they are to learn and good quality concluding sessions which enable teachers and pupils to see how successful they have been. Pupils learn effectively because they listen well. They participate effectively in lessons by asking and answering questions and behave well, concentrating on the tasks that they have been set. The school meets the needs of pupils effectively because teachers ensure that they plan work at an appropriate level for all abilities. A few weaknesses were identified. Occasionally introductory sessions are too long which means that there is too little time for written tasks or activities. This upsets the balance of the session. Too few resources are provided for younger pupils to enable them to complete their writing activities successfully. Occasionally tasks are set at too high a level, which makes them difficult for pupils to understand. The teaching of pupils with special educational needs is good because teachers' planning provides appropriate, individual tasks and learning assistants are well briefed and provide effective support. Pupils for whom English is an additional language learn very effectively because good quality support and, where appropriate, individual or small group teaching is provided for them. Higher attaining pupils are provided with appropriate extension tasks which interest and challenge them.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The overall quality and range of the curriculum are good and take into account the cultural and ethnic diversity within the school. The curriculum is enhanced by a good range of extra-curricular activities.
Provision for pupils with special educational needs	This is very good. Pupils are assessed early and their individual needs carefully identified. Work planned is matched carefully to these needs and support provided in the classroom is of high quality.
Provision for pupils with English as an additional language	This is very good. Pupils are effectively assessed and very good quality teaching and support provided for them within the classroom.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Overall provision in these areas is very good and a strength of the school. The school celebrates its cultural and linguistic diversity. Pupils are taught to respect each other's values and beliefs. They are given opportunities to take responsibilities and participate in the setting of the code of conduct. Standards have been maintained since the last inspection.
How well the school cares for its pupils	The school provides a secure, caring and supportive environment in which its pupils can grow and develop.

All National curriculum requirements are met. There is very good provision for the pupils' welfare and their health and personal education. The school works hard to involve parents through a range of projects, for example, the family literacy project, and is generally successful. Parents are made to feel part of the school community.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides strong, coherent leadership and has a clear sense of direction for the school. She is well supported by her deputy and senior management team as well as subject co-ordinators. There is a strong spirit of teamwork and commitment among staff.
How well the governors fulfil their responsibilities	Governors support the headteacher and school effectively. They are keen and enthusiastic and aware of their responsibilities, which they carry out effectively and efficiently. They play an active part in the school's development and improvement.
The school's evaluation of its performance	The staff analyse results, teaching and the curriculum well and take action to improve. They consult widely on the school's further development. The improvement plan outlines immediate priorities well and effectively communicates the long-term vision.
The strategic use of resources	Very good overall. Funds are directed to priority areas and their use is controlled and monitored well.

The management of the school is effective in seeking to ensure best value in its spending decisions by questioning what it does and ensuring that funds are spent wisely. The school has a large carry over from previous years but this is earmarked for further building improvements and staffing requirements. The school has appropriate qualified teachers and support staff. The quality of resources is generally good and they are used well. The accommodation is very good and the school makes very wisely considered use of the space it has available.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their children like coming to school.</li> <li>• The children make good progress because the teaching is good.</li> <li>• Behaviour is good and pupils are involved in the setting of class rules.</li> <li>• Staff have high expectations of children's work and behaviour and help them become more responsible.</li> <li>• The headteacher and staff are very approachable and are always ready to sort out any problems.</li> <li>• The school is very well led and managed.</li> </ul>	<ul style="list-style-type: none"> <li>• Parents expressed some concern that there were too few places available at out of school activities.</li> <li>• Homework tasks are the same for all pupils in a class and are too challenging for some pupils but too easy for others.</li> </ul>

The inspection team agrees with the parents' positive views. Out of school activities are well prepared for and planned in order to cater for as many pupils' interests as possible. They are held on one night of the week, but are regularly changed. A high percentage of pupils attend the activities on offer and the inspection team felt that the planning ensured that places were allocated as fairly as possible. Homework has improved since the introduction of homework booklets. Inspectors found that most homework set during the inspection was relevant and related to class work.

## **PART B: COMMENTARY**

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

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

1. Children enter the nursery having experienced a wide range of pre-school experiences. A very few have well-developed social, linguistic and mathematical skills. However, the great majority enter with low speaking and listening, reading and writing skills. Mathematical skills are also well below those expected of other three and four-year-olds. During their time in the nursery and reception classes, children make good progress. Many children develop confidence in literacy and numeracy, although by the time children move into Year 1 most will still not have achieved the Early Learning Goals in language, literacy and communication, mathematical development, and knowledge and understanding of the world. The majority of children meet the requirements for personal and social development, physical and creative development.
2. In the national tests at the end of Year 2 in 2000, results in reading were below average, and in writing well below average when compared with schools nationally. However, when compared by pupils in similar schools results were well above average in reading and close to the average in writing. In mathematics, standards attained were well below average when compared with pupils of the same age both in schools nationally and in those of a similar kind. Pupils in Year 6 attained results that were well below average in English and below average in science and average in mathematics, when compared with schools nationally. However when compared with schools of a similar kind the results achieved were above average in English and science and well above average in mathematics. It is irrelevant to compare the results achieved in Year 6, with those obtained by the same year group when they were in Year 2, as the school has such a high rate of mobility that only a comparatively small percentage of the original pupils still attend the school.
3. There has been an improvement in the results achieved by pupils in Year 6 in English, mathematics and science over the five years since 1996, which is broadly in line with the national trend. However, the rate of improvement over the last three years has been considerably in excess of this. The results of tests taken last summer (2001) by Year 6 pupils, were similar to those attained the previous year. They were affected by an influx of pupils shortly before the tests were taken, many of whom had special educational needs. Year 2 pupils achieved results which showed a much greater improvement than that shown nationally in both writing and mathematics, although slipped back slightly in reading. The school's results at Key Stage 2 are adversely affected by the factors previously described in the summary of the report.
4. Inspection evidence shows generally that standards in mathematics and English are higher than test results would indicate. Standards in English are below average throughout the school although pupils make good progress. All pupils, including those with special educational needs and English as an additional language, achieve well against their prior attainment. A high focus is given to developing pupils' speaking and listening skills and good improvement is shown overall. In reading, pupils make good progress and a significant percentage of pupils obtain the higher levels in the tests in Years 2 and 6. In writing, pupils make good progress in Years 3 to 6. In Years 1 and 2 pupils make satisfactory progress but spelling and punctuation skills are insufficiently developed. Following the analysis carried out subsequent to the most recent test results, the school has already identified the need to develop these skills in writing and also the need to develop the pupils' understanding of a wider vocabulary in reading. In mathematics, pupils are achieving standards which are below average in Years 1 and 2 and average through Years 3 to 6. The numeracy strategy has been effectively introduced but some younger pupils have difficulty in understanding basic number concepts and can not apply what they have learned, for example, when adding numbers together. In Years 3 to 6 pupils show more understanding of all elements of the curriculum, and have a greater ability to apply what they have learned in problem solving situations although this needs continual re-inforcement. Pupils' attainment in science is below average at the ages of seven and 11. Although most lessons were well taught, the school operates a two-year rolling cycle, which means that pupils do not cover all elements at the required level - particularly in Years 1 and 2. In Years 3 to 6 the same applies, so that, for example, a topic covered at the start of Year 5 will not be repeated before the tests at the end of Year 6.
5. There has been an improvement in standards across the school since the last inspection although standards in Years 1 and 2 have been slower to rise. This is often because many pupils who have English with an additional language are still consolidating basic language skills in order for them to understand more clearly what they are being taught. However, there is good evidence to suggest that

effective action is being taken to accelerate the rate of improvement in English. The school met its targets for 2001 in both English and mathematics with some ease. It has predicted targets for 2002 in English and mathematics, which are likely to be met by the current Year 6. These are based on an accurate assessment of the pupils' abilities and take into account that a high percentage of the current Year 6 are on the register of pupils with special educational needs. They also take into account the likelihood that the composition of the current Year 6 is unlikely to remain as it is now if the evidence of the past prevails.

6. By the age of 11, pupils' achievement in information communication technology (ICT) is in line with expectations and pupils are gaining a wide experience in all elements of the subject. In religious education, pupils are meeting the objectives of the local agreed syllabus and are showing a sound level of learning which involves a mature understanding of the importance of reflection. Levels of attainment in art are above average overall. This is because pupils have the benefit of being taught in small groups and have the opportunity to experiment with a wide range of media under the guidance of a knowledgeable specialist. Standards in design and technology, geography, music and physical education are in line with expectations. These subjects all show good improvements since the last inspection. It is not possible to make an overall judgement on standards in history as although little evidence was available from last year, the school has introduced a new scheme of work from this September, which ensures a more comprehensive coverage of the requirements.
7. Skills learned in literacy are well used throughout the curriculum. Pupils record their investigations appropriately in their science work, write descriptive accounts of life in the village of Chembokali in geography in Year 4, and write and perform play scripts as part of their work in religious education in Years 4/5. Numeracy skills are used to help make calculations in science and geography. ICT is fully integrated into the curriculum and pupils and staff are confident in its use.
8. Pupils who are identified as having special educational needs are very well supported and make good progress towards the targets set in their individual education plans, although their overall attainment is below average. Those pupils who have been identified as being gifted and talented are suitably extended in their learning and make good progress through the use of specially designed programmes of work and well planned and constructed booster classes.
9. Progress made by pupils learning English as an additional language is good, particularly when specialist support is given on an individual basis and in small groups. They are well integrated in the school, relating well to each other and their teachers. This contributes to their progress. Sometimes progress slows down when specialist support is not available, particularly when pupils are at early stages of learning English. Evidence shows that some pupils learning English as an additional language who have acquired proficiency in English are also represented at the top end of the attainment spectrum across the school.
10. There is little overall difference in the attainment of boys and girls although a possible weakness in the performance of older girls in English had been identified prior to the inspection. This was not discernible either in the work examined or in the lessons observed.
11. From observation of lessons and through the examination of previous work, pupils in both key stages are achieving good standards given their attainment on entry. This is enabling them to leave the school at the age of 11 having achieved higher levels of attainment than might have been expected.

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

12. Most pupils at both key stages have very good attitudes to school and this enables them to learn effectively. The attendance of pupils at all the school clubs is very good. Pupils enjoy coming to school and are generally very enthusiastic about their work. For example, during a Year 5 art lesson, pupils took turns to pose and to show movement, whilst their partner sketched the appropriate stance. They thoroughly enjoyed the challenge and tried hard to fulfil the requirements of the task. Pupils concentrate well during class, especially during group work, when the teacher is working with a different group. This has a positive effect on the standards achieved.
13. Pupils' behaviour is very good. The vast majority of parents at the meeting and those who completed the questionnaire are happy with the standards of behaviour in school. The behaviour exhibited by pupils in assembly was excellent. They sat quietly in the hall waiting for it to begin. They listened attentively and with great interest to the class taking the assembly, and warmly showed their appreciation at the end. Behaviour in lessons is very good. During an outside lesson when pupils in Years 3/4 were trying to identify sounds in the environment all pupils listened sensibly and carefully

for the different noises. Staff have very high expectations of behaviour and pupils across the school respond to this. On the few occasions when pupils' behaviour is poorer, the staff use a wide range of very good strategies to bring about improvements in order for the lesson to proceed smoothly. Out of class the good behaviour continues. Breaks are very well supervised and pupils play well together. Behaviour in the dining room is very good; pupils mix well and a sociable atmosphere prevails. Pupils report that bullying is not an issue and if they saw anyone being bullied they would tell the headteacher.

14. The personal development of pupils is very good. Pupils are encouraged to take on responsibilities from an early age. For example, pupils in the infants are expected to help themselves to salads at lunchtimes, being very careful not to spill anything or take too much. As a result of the school's involvement in the Cognitive Acceleration Project (CASE) pupils in Years 1 and 2 are developing their thinking skills and learning how to co-operate and work together as a team. This is effective and the results can be seen to be effective in the way older pupils in Year 2 work together in class. Pupils contribute to their record of achievement by reviewing what they do well and identifying aspects to be improved. Pupils are encouraged to take care of the school environment and there is a weekly rota for pupils Years 3 to 6 to help with the gardens in the playground. Residential visits take place for pupils from Years 4 and 6. These have a very positive effect on their personal development. Pupils from a wide range of cultures and faiths in Years 4/5 wrote, produced and presented 'The Feeding of the Five Thousand' to the whole school. This showed a tolerance towards and respect for the religious beliefs of one of the many groups within the school. It also contributed very positively to the pupils' personal development and to the very good relationships within the school. Pupils in each class discuss and agree their rules at the beginning of the year. This allows pupils to have ownership and an understanding of why the rules are important. Relationships throughout the school are excellent. All staff are good role models and show respect when listening to pupils and expect this to be reciprocated. Pupils are very well aware of the impact of their actions on others. This is particularly evident in the way they make new pupils to the school – who often have little or no English - feel welcome.
15. Attendance is well below the national average but it is broadly in line with similar schools in the borough. There has, however, been a slight improvement in the attendance figures since the last inspection. The vast majority of pupils attend school regularly. The rate of unauthorised absence is very high and is well above the national average. This is due in part to the school's meticulous identification of unauthorised absence. For example, almost half of the unauthorised absence is due to a small number of traveller children not attending school. Holidays in term time that exceed ten days are also recorded in registers as unauthorised absence and are discouraged by the school. These absences have a negative effect on the progress and attainment of those pupils who do not attend school regularly. The school is aware of this and has introduced several initiatives to help to bring about improvements in the coming months.
16. Registrations are taken promptly and lessons begin on time. The majority of pupils arrive on time, but a small number of pupils arrive a few minutes late each day. The school is aware of this and has introduced new procedures to target specific pupils for improvement in their punctuality.

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

17. The quality of teaching is good overall. Ninety eight per cent of teaching was at least satisfactory and good lessons were observed in every class in the school. The quality is uniformly good across the school although a higher percentage of very good teaching was observed in Years 3 to 6. In 77 per cent of lessons teaching was good or better and in 25 per cent it was very good or better. The figures should be treated with some caution as each lesson represents rather more than one percentage point. There has been a significant improvement in the quality of teaching since the last inspection.
18. The quality of teaching for children under five is good overall. Classrooms are enhanced by attractive, relevant displays designed to stimulate children's interest. Both teaching and support staff work well together to provide children with an appropriate range of learning experiences. There is a good balance of free choice and teacher directed activities particularly in the nursery. In the reception class the range of activities provided is limited by the small number of pupils and the greater involvement of the adults in children's learning which occasionally leads to over direction. However, the good organisational skills demonstrated by the class teacher ensure that all areas of the Early Years curriculum are taught effectively.

19. Literacy skills are generally taught well. Learning objectives are clearly defined and are shared with the pupils during the introduction to the lesson. This opening session is effective in helping pupils to improve their skills in reading and the subsequent tasks are well matched to the differing needs of pupils in most classes. The teaching of reading has significantly improved since the last inspection and is well organised throughout the school. Pupils make good progress in their learning through the teaching of specific skills which enables them to tackle unfamiliar vocabulary confidently. Teaching of writing skills is satisfactory in Years 1 and 2 although spelling and punctuation skills are not sufficiently well developed. Teachers do not always use sufficient aids - such as word cards and pictures - to enable pupils to make maximum progress. In Years 3 to 6 pupils practise their skills effectively through extended writing opportunities and show a high level of understanding of the necessity to engage the interest of the reader. Regular mental mathematics at the start of each numeracy session is used effectively as a 'warm-up session' and has helped improve the pupils' recall of number facts. However, some younger pupils have difficulty understanding some number concepts - often because of a lack of knowledge and understanding of the English language. This is recognised and teachers try to provide good opportunities to reinforce practice in number skills.
20. The quality of teaching for pupils with special educational needs is good across the school and allows pupils to learn effectively. The identification and assessment of their individual needs is in accordance with the Code of Practice. Teachers and support staff work well together as a team to ensure needs are met. Pupils receive appropriate support in class from learning assistants who are very well briefed by class teachers. Pupils with special needs are included in all subjects of the curriculum. All staff have a role in supporting pupils with special needs and regularly report on their progress.
21. The teachers funded under the Ethnic Minority Achievement Grant are fully aware of the need to provide the pupils learning English as an additional language with access to the curriculum and achievement by teaching them English. They have established good partnership teaching with the teachers whose pupils they are currently supporting. Their activities are well planned and relate to the main activities in the classroom. Support given in a one-to-one or small group situation is relatively more effective as this accelerates pupils' learning and progress. Some Year 1 pupils observed on such an occasion gained a great deal in developing their listening skills as the specialist teacher drew their attention to what the class teacher was saying. Pupils learning English as an additional language benefit from classroom strategies such as questioning employed by their teachers. Most mainstream teachers explain points in a way that encourages all pupils to participate in activities.
22. The quality of teaching and learning in the school is good because teachers plan their lessons carefully. The learning objectives are set out very clearly and shared with all pupils at the start of each lesson. These are revised at the end of the lesson when outcomes are assessed and many teachers ask pupils directly: 'What have you learned in this lesson?' The teachers know their pupils well. They have very good knowledge of their prior attainment levels because work is marked carefully and regularly. This enables teachers to plan tasks which are challenging and individualised to meet the needs of each child within the overall context of the lesson. This ensures that learning for each pupil is at an appropriate level. For example, in science, higher attaining Year 6 pupils were expected to write independent accounts of the movements of the earth. Most pupils were given a teacher generated worksheet to complete, whilst lower attaining pupils were also given word lists and some received individual, targeted support to ensure that they understood and were learning effectively. Marking is generally helpful and identifies ways in which pupils could improve their work. Teachers' expectations of what their pupils can achieve are high and when pupils are working there is a business like atmosphere in which they are attuned to producing the best work they can. Teachers' questioning is of high quality and sharply focused so that they can effectively assess whether pupils have understood new learning or not. It encourages pupils to think carefully and solve problems for themselves. Teachers' expectations of behaviour are high. There is a consistent application of the school's discipline policy, and a very good rapport and mutual respect exist between teachers and pupils, which have a positive impact on pupils' attitudes and their rate of learning. Teachers move around the room and ensure that they work with as many pupils as possible. This high quality individual attention ensures that all pupils receive the maximum benefit from the lesson.
23. A few weaknesses were identified. Occasionally introductory sessions were too long and the balance of the lesson was changed. Too little time was left for written tasks or practical activities, and often the final evaluation session had to be rushed. In some English lessons in Years 1 and 2, too few practical resources, such as word lists, illustrations or cards, were provided for pupils in order for them to complete their written tasks successfully. In some lessons tasks were set which were too difficult. This occurred in science when Year 3 pupils were setting up a fair test with more than one variable, an idea generally beyond the understanding of pupils of this age.

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

24. The curricular opportunities offered to the pupils are good and prepare pupils well for the next stage of their education. There have been good improvements in curriculum planning so that all teachers focus on learning intentions and work to the same system, representing a significant improvement since the last inspection.
25. The curriculum provision for children at the foundation stage is good, and is planned to fully cover the Early Learning Goals. Children are provided with an effective and well planned range of learning opportunities that allow them to develop their skills well in both the nursery and reception classes. However, because of the lack of accessible outside space and the organisation of the day there are insufficient opportunities for exploratory and social play for children in the reception class.
26. The school has adopted nationally recommended guidelines for all National Curriculum subjects. These ensure that pupils' learning opportunities cover the required ground, build effectively on what they already know and that pupils in the same year group have similar opportunities irrespective of which class they are in. However, there are weaknesses in the curriculum planning for science. The two year rolling programme does not present a wide enough coverage of all the attainment targets in each year group. This means that pupils do not know enough about each topic by the end of Years 2 and 6.
27. In order to raise standards, the school's main priorities are English, mathematics and science. However, the school has ensured that all other subjects are allocated an appropriate amount of time in which to cover the required curriculum. Additional literacy and mathematics support are provided for specific groups of pupils in order to raise standards still further. To broaden pupils' experiences and support their learning a wide range of visits and activities are provided. For example, the science dome visited the school in order to give greater meaning to the topic being explored in Years 5 and 6. The school has an effective homework policy and teachers regularly set appropriate homework in support of their day-to-day class work.
28. The National Literacy and Numeracy Strategies have been effectively implemented. Teachers' planning is consistently and securely based on these strategies and this has resulted in significant improvement in pupils' achievement.
29. The wide range of activities outside school, which are offered to all pupils, considerably enhances the curriculum. There are two school trips, clubs and events such as the autumn fair, which the pupils help to run. The school takes every opportunity to invite people to the school and makes very good use of borough initiatives and facilities such as athletics lessons in the Linford Christie Stadium. The school has a good range of out of school clubs, which have a good balance of sporting, cultural and academic themes. Children like to attend these clubs and work seen in music and art was contributing positively to their development.
30. The school has good links with the local secondary school to ensure smooth transition of pupils when they leave. Year 5 and 6 pupils make visits and meet the teachers, and teachers work together on some elements of the curriculum. Good arrangements are made to ensure that information about pupils with special educational needs is passed on. The pre-school toddler club brings children into the building so that they can become familiar with school. Links with other schools and educational institutions have a positive impact on the work of the school. Members of staff join other teachers for training purposes and to discuss relevant issues.
31. The provision for personal, social and health education is very good. Sex education and drugs awareness are planned into the curriculum through the visiting Life Bus, and the Junior Citizen programme. A play and workshop organised by the borough provides opportunities for pupils to work their way through relevant issues. The CASE project develops pupils' co-operative and thinking skills and aids their own personal development considerably.
32. The school has a high commitment to pupils with special educational needs and ensures that these pupils are very well supported. Their needs are carefully analysed and the school employs a wide range of strategies to make sure these are met. Specialist support is curriculum related whether it is given in-class or out-of-class.

33. The school celebrates its cultural and linguistic diversity. Pupils from minority ethnic backgrounds have full access to the curriculum and all additional activities. Traveller pupils receive appropriate support from a specialist teacher. There is provision of English classes for parents, particularly mothers who are speakers of other languages.
34. The school is committed to equal opportunities both in policy and in practice. This has enabled it to become an inclusive institution. Equal opportunities issues are generally reflected in the school's aims, objectives and subject policies. Relevant role models are provided for all pupils. Boys and girls have equal access to all activities including sports.
35. The contribution of the community to pupils' learning is very good. There are excellent links with the Housing Association, which support the curriculum and the environment. Pupils visit houses, which are being refurbished and are involved in mapping and how to improve the design of the houses. The school makes very good use of the sports stadium to support its teaching of physical education. The fire service, police and visiting theatre groups all make a valuable contribution to pupils' education.
36. The school's provision for pupils' spiritual, moral, social and cultural development is very good. In the last inspection it was identified as a particular strength of the school. It continues to be so and makes a significant contribution to pupils' personal development.
37. Spiritual development is very good. Pupils are given very good opportunities to explore values and beliefs, for example as they learn about the importance of valuing everyone's contribution to the school community, whatever their size, colour, gender or cultural background. In assemblies, in particular, there is a strong focus given to reflection and moments of silence are used very effectively. It is recognised that pupils have the right to their own inner thoughts and feelings, and these are respected. This was also noticeable in a religious education lesson in Year 2 where the teacher confirmed that the list of characteristics that each pupil wished to 'wash away from him or herself' would not be read by anyone else including the teacher. Throughout the curriculum the school makes very good use of opportunities to help pupils gain a sense of wonder about the world in which they live. As part of the Year 5 science topic about the earth in space pupils expressed total astonishment at the simulation of the night sky which was set up for them inside a blackened dome.
38. Provision for pupils' moral development is very good and based on giving pupils a high level of responsibility for their own actions and developing their self-esteem. The school's code of conduct, class and playground rules were drawn up by the pupils. Consequently, pupils are very clear about the reasons for having particular rules and can explain what these are. Pupils who have identified difficulties with behaviour are given a high degree of support so that they understand the implications of their actions on others and develop strategies for self-control. A noticeable feature of the school is the positive re-inforcement given by all staff to ensure that pupils build on their successes, even if they are very small. The word 'excellent' is used discerningly and pupils glow with pride when it is said to them. Staff are very open about the difference between 'right' and 'wrong' and there are specific opportunities to learn about issues such as bullying, the misuse of drugs and not speaking to strangers. As a result pupils are very clear about what they should do if they are confronted with any of these situations. Pupils are also encouraged to consider moral issues, which affect the whole of society and the world, for example environmental issues, and they are able to speak about these knowledgeably. The school is in the process of setting up a school council and in this way encouraging pupils to take further levels of responsibility.
39. The provision for the social development of pupils is very good with excellent relationships between adults and pupils, and between the pupils themselves. Pupils are given plenty of opportunities to work co-operatively, in pairs or small groups to share ideas and equipment. Many staff are around the school at lunchtime and breaks; pupils enjoy chatting to each other and to the staff making these pleasant and sociable occasions. A wide range of out-of-school activities is organised including a residential for Year 4 and another for Year 6. These are used very effectively to give pupils time to simply enjoy being together and also recognise that each has an important part to play if the event is to be a success. Pupils of all ages learn about the significance of being part of a community. They are taught to take an active part in the community immediately around the school, for example when they deliver harvest baskets to senior citizens in the area and contributed their ideas about how to renovate nearby houses. Pupils socialise with pupils in other schools, for example when the older pupils take part in the local swimming gala, football cup event and the district athletics. These events also provide very good opportunities for pupils to learn about how to react to 'winning' and 'losing'.
40. Provision for pupils' cultural development is also very good. The map near the school entrance very effectively makes a statement that the school celebrates the wide range of cultures present. Pupils' awareness of different cultures is developed very well through open discussion about their



backgrounds and what life is like for grandparents who often still live in other parts of the world. Educational visits and the use of theatre and dance groups in school make a noticeable contribution to pupils' understanding. There is an appropriate emphasis on learning about different religions and older pupils can describe different traditions associated with these. For example they describe things that happen during Eid and also what happens at Christmas. A good appreciation of art is fostered by introducing pupils to the work of artists such as Mondrian and Kandinsky. Very good opportunities are presented for pupils to gain understanding of music from around the world. The musical instruments alone give pupils good understanding about the sounds which are traditionally associated with different cultures.

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

41. The school provides a safe, supportive and caring environment for the pupils. Pupils are well known by staff and there is evident concern for their welfare and development. The staff are caring and committed to the well being of each child.
42. The procedures for child protection are very good. The headteacher is the named person and has attended the appropriate training. Procedures follow the local authority guidelines and all concerns are recorded. All staff have recently attended training on the awareness of child protection issues. Procedures for first aid are good. Good procedures are in place to inform parents when there are head bumps or if there are any other concerns. All first aid incidents are dealt with efficiently and recorded. The school makes very good use of outside agencies to provide effective support for the pupils. Parents report that the staff are very helpful and supportive when there are concerns about a child. Procedures for health and safety are satisfactory. There are termly risk assessments and the report is presented to the governing body. Requirements are met with all fire regulations.
43. The school rigorously follows up reasons for absence. Staff contact parents on the first day of a pupil's absence if they are unaware of the reason for it. The school works very hard at trying to improve the attendance of pupils. Staff use a range of good strategies and also involve the educational welfare officer who visits termly and is available on request to deal with pupils who are causing concern. The newly introduced learning mentor is currently working with nine targeted pupils and is meeting with some success. The school is developing the use of computer printouts of absence and is becoming more adept at analysing and using the information to target specific pupils. The Travellers' educational welfare officer is also very supportive of the school.
44. Staff have very high expectations of pupils' behaviour and they expect pupils to take responsibility for their own behaviour. Pupils respond very well to this system, which is proving to be very effective. Staff generally act as good role models; they speak to pupils with respect and the pupils respond to this. The school promotes good behaviour through the use of praise, which is consistent across the school. The school has a strong anti-bullying policy, which is promoted at assemblies and in personal, social and health education lessons. All incidents of poor behaviour are logged and the action taken is recorded along with comments from the pupils involved. When there are particular concerns about a pupil's behaviour the school draws up a contract with the pupil. These contracts are tailored to individual pupils and have very clear boundaries and expectations. The policy is very effective and the pupils are very well behaved.
45. Procedures for monitoring and supporting pupils' personal development are very good. Teachers and learning support assistants provide effective monitoring and support by working closely together and sharing information. Pupils' personal development is also monitored by the many formal and informal discussions, which take place between staff and parents.
46. There are very good procedures in place to both identify and review the progress made by pupils with special educational needs. The special needs register includes pastoral and academic information for each pupil and their personal development is monitored through the progress they make towards the targets on their individual education plans. The school works closely with parents and outside agencies to ensure that targets are set which meet the pupils' needs. The annual review procedures for pupils with statements of special educational need are very well organised so that they are purposeful.
47. The school's positive approach to meeting the needs of pupils for whom English is an additional language is reflected in the commitment of class teachers and support staff. This enables pupils to integrate well into the school community. Pupils' need for support is initially identified by the specialist

teacher. She maintains an up-to-date record, which includes information on pupils' linguistic background and stages of learning English.

48. The school's assessment procedures have improved since the previous inspection particularly for the core subjects of English, mathematics and science. The good procedures in the nursery have been maintained and extended to include the reception class. Nursery and reception class teachers know the children well and use this information to plan for the next steps in their learning. Initial assessments of the children entering reception classes are carried out and the information used appropriately. Optional tests for the core subjects are taken in Years 3, 4 and 5 and the Year 2 and 6 national tests are analysed and information used to identify where improvement in learning is needed. Assessments procedures however have not been effective in identifying gaps in the science curriculum for Year 2. The procedures for measuring the progress of other subjects are still largely informal and not standardised throughout the school.

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

49. Parents view this as a very good school. Those who attended the meeting and completed the questionnaire are very happy with the education and the care which their children receive. A high percentage of parents completed the questionnaire and the great majority were very supportive of the school. A very few parents raised concerns about homework and the range of activities outside of school. The inspection team agreed with the positive comments about the school. They judged that the homework set by the school is generally satisfactory and the range of extra-curricular activities is sound and contributes significantly to the quality of life and learning in the school.
50. The school's links with parents are effective and the quality of the information which the school provides is good. Class teachers write to parents at the beginning of each term and provide information about class routines and about the topics which their children will be studying. The headteacher sends regular newsletters to parents reminding them about forthcoming events that are happening in the school. The headteacher and deputy head are available at the start of the school day. There are termly parent-teacher meetings when pupils' progress is discussed. Pupils' records of achievement are given to parents at the parents' evening so they can be fully discussed with the class teacher. The records of achievement are very detailed and show clearly what pupils know, understand and can do, although some are a little too positive and do not always identify areas for development. The records are not always levelled to National Curriculum levels. They do not provide parents with information about their child's progress relative to age and national expectations. However, the school are aware of this and are reviewing the format of the reports for next year. The prospectus is well written, informative and provides all the required information. The school provide a number of workshops for parents each term and these are well supported by parents.
51. The contribution of parents to their children's learning at home is satisfactory. The impact of parents' involvement on the work of the school is good. The school works very hard at involving parents in their children's education. Parents are invited to class assemblies and class workshops for mathematics and literacy. These are well attended. Parents help their children with reading at home and with homework. The school works very closely with outside agencies and the parents of pupils with special educational needs to ensure that a co-ordinated approach is achieved. The adult education department holds English classes for non-English speaking parents in the school three times a week. This is proving to be very effective in involving parents in their children's education. The Friday lesson is devoted to parents reading their children's storybooks and this enable parents and children to learn together at home. In order to improve parents understanding of life in school, open mornings are held when parents are invited to work with their children in the classroom. Although there is no parent teacher association, the school put on a number of social events, which are well supported by parents.

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

52. The headteacher provides outstanding leadership and has a clear vision for the future of the school. She is ably supported by a strong deputy headteacher and senior management team. Together with the subject co-ordinators and other staff they share a very clear sense of educational direction for the school's progress. They are all wholly committed to the aims of the school and have embraced the need for on-going improvement wholeheartedly.

53. The headteacher's awareness of the school's strengths and weaknesses has led to clear priorities for the school's development and thorough planning of the initiatives necessary for improvement. The headteacher's very good management skills and very effective day-to-day management of the school contribute significantly to the good quality of relationships at all levels and the development of a shared sense of purpose amongst teaching and all non-teaching staff. The deputy head works successfully to ensure the smooth running of school routines as well as being the highly effective special needs co-ordinator. At the last inspection it was found that subject co-ordinators had little understanding of their role and there was not a unified approach to identifying school priorities. Particular emphasis has been given to the delegation of responsibility and the development of corporate objectives and decision making. All staff are responsible co-ordinating or shadowing the management of a subject area and they carry out the responsibilities associated with this effectively. Curriculum development as a whole and the development of good, manageable systems of assessment are very good achievements by staff.
54. The school's aims and values are integrated very well in all its work and, following the example set by the headteacher and her deputy, all staff show high levels of concern for pupils' welfare. There is thus a very positive ethos that reflects the school's commitment to creating a caring environment for all pupils in which they are helped to achieve improving standards in their academic and personal development.
55. The school implements its equal opportunities policy very thoroughly. Pupils with special educational needs are well catered for in terms of staff support and are totally integrated into all aspects of school life. The management of special educational needs provision within the school is very good. There is accurate identification of pupils' needs and monitoring of progress is very conscientiously carried out by the co-ordinator. These pupils are effectively taught by good quality support staff. The special educational needs co-ordinator provides very good support where it is deemed necessary both in the classrooms and in withdrawal groups. Pupils for whom English is an additional language are fully integrated into all school activities. They are accepted into this school where cultural diversity is welcomed and celebrated and measures are taken to ensure their ability to full participate in the school curriculum.
56. The school has very good systems for monitoring and evaluating its own performance as a result of the successful introduction of a range of procedures for monitoring and evaluating the curriculum, the quality of teaching and the standards of pupils' work. The strength of these arrangements is the ongoing review of the curriculum that enables new initiatives, including national initiatives and subject guidelines to be incorporated into what is taught. Standards are also monitored very effectively through thorough analysis of test papers, particularly in English and mathematics. The strengths and weaknesses of each year group are identified and appropriate attention is given to identified weaknesses. The monitoring of teaching is carried out by the headteacher, senior management team and subject co-ordinators on a regular basis. Other forms of monitoring take place, for example through the examination of pupils' work, although this is not always rigorous enough in identifying specific weaknesses - such as the lack of coverage of work at the appropriate levels in science.
57. The governing body fulfils its responsibilities well. Governors have a good awareness of the school's strengths and weaknesses. The school's overall management is strengthened by the very good working relationship between the headteacher and the governors. The governing body provides good support for the work of the school and individual members visit the school to assist in a variety of ways. Governors are very familiar with the school's working methods. There is constructive monitoring of the school's developments by the governing body through visits and the reports received from teaching staff. It was found at the last inspection that governors were not provided with enough information to enable them to make informed decisions as to whether the school was making sufficient progress in raising standards, or whether strategies adopted were effective. This issue has been fully dealt with and governors receive a range of good quality information including regular full, informative reports from the headteacher, analysis of test results, and regular budget breakdowns. The commitment to achieving higher standards and improvement is central. The information provided enables the governors to gain a better understanding of the strengths and weaknesses of the school.
58. The headteacher consults widely about proposed improvements, seeking the contributions of all staff and governors and developments proceed with the commitment of all concerned. As a result, the school development plan provides a very good framework for school improvement and combines a review of what has been achieved with appropriate detail of prioritised targets for the current year, with an excellent programme identified over the next three years. It is a detailed document, and a valuable working resource. The financial and resource implications, including the demands on personnel, are identified and detailed costings and success criteria are included.

59. The governing body evaluates the cost-effectiveness of major spending decisions through the reports of the headteacher, and the highly efficient administration of the school's financial systems bought in from the local authority. Financial control and office administration are very good. Very good use has been made of the additional money made available to the school through specific grants. For example, as result of a successful bid to the 'Excellence in Cities' project the school is funding a learning mentor for pupils who may otherwise become disaffected. The deployment of the Ethnic Minority Achievement Grant is appropriately targeted to provide specialist staff. The school carried forward a relatively large surplus to this school year. It is earmarked for further building improvement and maintenance work and also to ensure current staffing levels. The school has identified clear targets for development, focusing on raising achievement and has improved provision for pupils with English as an additional language. Overall, the school uses its resources shrewdly and productively.
60. The professional skills of the headteacher and teachers enable them to make the best possible use of the staff, accommodation and learning resources available and this is leading to the increasing success of the school. The headteacher is held in very high regard by parents, she recognises the strengths of her staff and delegates wisely which enables very effective academic and financial planning and administration. Performance management has been well established in the school and the headteacher and senior management team hold development interviews with staff as part of this process.
61. There is a very good match of teachers and support staff to the demands of the curriculum. There is a generous, but very necessary, number of learning support assistants who make a major contribution to the pupils' learning and there is good administrative support. The entire staff, including the caretaker, midday assistants and cleaning staff are committed to the success of the school and the care of their pupils. The building has been adapted over the last few years as more of its space has become available for use by the school. This is put to very good and imaginative use and the overall accommodation is very good. The school is fortunate in having separate halls for dining and general purposes such as physical education and both are used effectively. The library is bright and cheerful with attractive displays and has a reasonable book stock although this is somewhat limited at present. Playground space is enhanced by the addition of an amphitheatre and quiet area, where the gardens are tended by pupils. The provision of learning resources is good overall. This is an improvement since the last inspection. The library is stocked with a satisfactory range and quantity of books and is well catalogued. Resources are stored well and their use is appropriately controlled. As at the last inspection the school continues to make good use of visits and visitors to the school to enhance and extend pupils' learning experiences.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

62. Old Oak is a good school and makes good all round provision for its pupils. However, in order to be even more effective the headteacher, governors and staff should:
1. Raise standards in English and science across the school, and mathematics in Years 1 and 2 by :
    - providing appropriate support structures, strategies and resources to enable pupils to improve their writing skills; (see paragraphs: 4, 19, 92, 96.)
    - increasing the opportunities for pupils to apply their knowledge of number in order to gain greater understanding particularly in Years 1 and 2; (see paragraphs: 4, 19, 103)
    - reviewing the scheme of work in science to ensure that there is sufficient coverage of all elements of the curriculum at an appropriate level in all year groups; (see paragraphs: 4, 25, 108, 110)
    - ensuring that appropriate monitoring procedures are used more accurately identify specific areas for development; (see paragraphs: 48, 56, 114)
  2. In the light of the recent curriculum changes, review the role of the early years co-ordinator to ensure continuity throughout the foundation stage. (see paragraph: 64)
  3. Closely monitor and regularly review the strategies used to improve attendance in order to ensure their effectiveness. (see paragraphs: 15, 43)
63. As well as the key issues identified above, the governors, headteacher and staff should also consider the following minor issue:
1. As funds permit, install outdoor accommodation for the reception class. (see paragraphs: 25, 64)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed

60

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

29

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	14	31	13	1	0	0
Percentage	1.5	23	52	22	1.5	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than one percentage point.

### 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)	46	225
Number of full-time pupils known to be eligible for free school meals	0	153

FTE means full-time equivalent.

Special educational needs	Nursery	YR– Y6
Number of pupils with statements of special educational needs	0	3
Number of pupils on the school's special educational needs register	0	110

English as an additional language	No of pupils
Number of pupils with English as an additional language	126

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	40
Pupils who left the school other than at the usual time of leaving	49

### Attendance

Authorised absence	%
School data	5.8
National comparative data	5.2

Unauthorised absence	%
School data	1.8
National comparative data	0.5

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

### Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	15	25	40

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	9	7
	Girls	21	19	21
	Total	32	28	28
Percentage of pupils at NC level 2 or above	School	80 (64)	70 (61)	70 (58)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	10	7	7
	Girls	21	20	18
	Total	31	27	25
Percentage of pupils at NC level 2 or above	School	78 (50)	68 (67)	63 (72)
	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 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	19	18	37

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	15	17
	Girls	11	9	16
	Total	24	24	33
Percentage of pupils at NC level 4 or above	School	65 (46)	65 (39)	51 (75)
	National	75 (70)	72 (69)	79 (75)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	13	10
	Girls	9	11	9
	Total	19	24	19
Percentage of pupils at NC level 4 or above	School	51 (54)	65 (39)	51 (75)
	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	25
Black – African heritage	32
Black – other	1
Indian	3
Pakistani	8
Bangladeshi	0
Chinese	1
White	128
Any other minority ethnic group	77

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

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

	Fixed period	Permanent
Black – Caribbean heritage	1	0
Black – African heritage	0	0
Black – other	0	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)	14.8
Number of pupils per qualified teacher	16.8
Average class size	25

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

Total number of education support staff	9
Total aggregate hours worked per week	192

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

Total number of qualified teachers (FTE)	2
Number of pupils per qualified teacher	24
Total number of education support staff	4
Total aggregate hours worked per week	69
Number of pupils per FTE adult	5

*FTE means full-time equivalent.*

### **Financial information**

Financial year	2000/2001
	£
Total income	865729
Total expenditure	851578
Expenditure per pupil	2956
Balance brought forward from previous year	71217
Balance carried forward to next year	85368

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	5
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*



## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	299
Number of questionnaires returned	114

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	82	16	1	1	0
My child is making good progress in school.	79	18	2	1	0
Behaviour in the school is good.	68	28	2	1	1
My child gets the right amount of work to do at home.	50	36	8	1	5
The teaching is good.	85	12	1	1	1
I am kept well informed about how my child is getting on.	62	29	4	1	4
I would feel comfortable about approaching the school with questions or a problem.	83	15	1	0	1
The school expects my child to work hard and achieve his or her best.	77	18	3	0	2
The school works closely with parents.	67	25	1	3	4
The school is well led and managed.	76	20	0	0	4
The school is helping my child become mature and responsible.	75	20	1	0	4
The school provides an interesting range of activities outside lessons.	64	19	7	1	9

### Other issues raised by parents

No other issues were raised by parents.

## **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**

64. The nursery has maintained the high standards found in the previous inspection and the provision for reception children has been improved, as they are now separate from Year 1 pupils. The curriculum is well planned to meet children's needs and to give them the opportunity to meet the Early Learning Goals set for children of their age. There is, however, no direct access to outside space for the reception children to enable them to develop fully the social and imaginative play that this kind of provision promotes. Neither is there a management structure to ensure that the foundation stage shares common values and practices such as the approach to the overall organisation of the day. One result of this is that the reception children have little opportunity for exploratory play.
65. Although there is a wide range of attainment on entry, for the majority this is very low. All staff work very effectively as team. Despite good teaching throughout the foundation stage, in most aspects of development this poor start remains a factor in the standards reached. By the end of the reception year attainment is still well below average and the majority do not reach the Early Learning Goals for English, mathematics and knowledge and understanding of the world. Most children are expected to reach the goals for personal, social and emotional development, creative and physical development by the time they leave the reception class.
66. There is a good level of expectation from the teaching staff, who are supported very well by a highly skilled and committed team of nursery nurses. The environment for the children is caring and stimulating and is enhanced by a good range of resources. There is a good range of assessment procedures and evaluation exercises, which include national documentation, baseline assessment and pupil profiles. These inform planning and are regularly reviewed and updated. The provision also includes very strong liaison between home and school.

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

67. Many children come to the nursery displaying immature behaviour. They respond well to the positive approach of the adults which encourages achievement and at the same time has very clear messages about what is acceptable. Children are shown how to behave and interact with others. Adults politely, but firmly ensure that children use suitable language when talking to each other. Independence is very well promoted; children make choices about activities and are familiar with the routines of the nursery. For example, they put their own paper on an easel, and then the finished painting on the drying rack. They learn how to take turns playing games such as 'pairs'.
68. Children are encouraged to persevere with tasks such as cutting wool; adults intervene just enough to enable the child to succeed without taking over. As a result of skilful teaching the older nursery children are able to work independently in the computer suite needing very little support to complete tasks.
69. In the reception class encouragement for a girl in a wheel chair to do as much as she can for herself was impressive. The provision for a child with particular special needs is especially good, being very firm but fair and considered. However, the small number of children in the present class in relation to the number of adults, and the way activities are organised, gets in the way of children trying out things for themselves and their spontaneous interaction with other children. By the end of the reception year it is likely that most pupils will have met the Early Learning Goals in personal, social and emotional development.
70. The quality of teaching in this area of learning is consistently good. In all classes teachers and support staff provide very good role models. Every opportunity is used to reinforce this aspect of children's learning, whether it is planned or spontaneous. When the children enter the nursery, teachers' planning ensures that there are appropriate activities and opportunities for the children to gain confidence and develop the necessary skills, and this planning is adapted to meet their needs as they progress through the year. It is also implicit in the daily life of the classes. Teachers have high expectations for the behaviour and attitudes and ensure that the children are aware of these expectations, at the same time providing a warm and caring atmosphere, where they can develop their self-esteem and confidence.

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

71. In both the nursery and reception class support for oral language is exceptionally good. Teachers and other staff take every opportunity to develop children's communication by providing very good models in the way they talk to each other and to the children. In their interactions with the children, they develop vocabulary and model the appropriate way to say something, encouraging and questioning the children so they talk about the activity. For example, a nursery nurse talked about 'spreading the tomato paste to the edges and corners', then asked politely 'Would you pass the cheese please?' The teacher helped children to recall the process of making pizzas by asking what happened next, enabling all the group including children very new to English, to explain what they had done.
72. In the reception class adults phrase questions effectively so that children new to English have a model to follow and can answer. Despite good teaching the overall low level of English language development is a factor in the poor level of literacy attained by the majority by the end of the reception year.
73. When they start at the nursery some of the younger children are not clear which way up to hold a book and pay only scant attention to information conveyed by pictures. With good teaching the children make progress so older and higher-attaining pupils are able to find rhyming words to match cat and snake, and to recognise initial sounds using photographs of children in the group.
74. The reading skills of the current reception pupils are a little below that expected. Of the sample listened to, one read a simple text accurately but wrote much less confidently; another was reliant on a repetitive refrain while one had very limited ideas about print. Pupils take books home and comments by the teacher for parents provide good guidance. In general by the time they reach the end of the reception year the majority of children will read at levels below that for their age. Only higher attaining children are likely to achieve the Early Learning Goals for writing. These children are beginning to spell simple words and form simple sentences.
75. Teaching is good overall. Teachers show that they have a good understanding of the needs of the children, and apply appropriate strategies to motivate and arouse their interest. Every opportunity is used to develop language and literacy skills. Good use is made of continuous assessment so that each learning opportunity is well matched to individual needs. Teachers establish a good, working atmosphere, where time is best used to the children's advantage. The quality of support provided by nursery nurses is good. They are well prepared and know the children well.

### **Mathematical development**

76. The teaching of this area of learning is good throughout the foundation stage and as a result children make good progress from their low level at entry. However, the majority do not reach the Early Learning Goals by the end of the reception year. Many of this year's reception class are on course with number recognition, counting and simple addition but are less secure in problem-solving and explaining the method they use.
77. Teachers know children well and provide effectively for the next steps in their learning. For example, two nursery boys putting unifix counters into numbered columns could count accurately up to ten, find out which columns would fit and were helped to make comparisons and helped with their understanding of order. Children making pizza could cut these into halves and were encouraged to estimate how many there would be if the halves were cut again.
78. In the reception class, the different levels of attainment were well met by the tasks set for groups of children. The teacher's questions were carefully targeted to challenge pupils' thinking and at a level to ensure they could succeed. Consequently children were keen to learn. Tasks were usually sufficiently practical to develop children's understanding. For example one group of children learned to add one more using peg boards, while a higher-attaining child worked out how many sets of three were needed to complete a sum in three bowls. A special needs child was very well supported, the assistant questioned well and ensured that she responded appropriately to increase her understanding of 'more than'.

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

79. Many children enter the nursery with very limited general knowledge. The nursery staff effectively build on their limited experiences through the activities they provide and by talking to the children. One boy was very keen to explain about the models the children had made and how these were put together. Adults are adept at picking up on children's interests to extend their thinking. For example, the teacher set up a ramp to help children playing with balls and wheels predict how far the different objects would roll. They discovered that more force equals further but could not yet distinguish between differences due to wheels and balls. A boy demonstrated good notions of time and place using a group photo to explain which children were still in the nursery, which were now in reception and which had gone to other schools.
80. Very good progress is made in children's understanding ICT. As a result of very good teaching children know how to select tools and use the mouse to create a picture. A few described processes such as 'click on the paint pot' to select a tool, one or two could draw a face suggested by the teacher and all experimented with line, colour and the rubber. They are aware that rules have to be followed. Reception children build on this experience to type their names in different colours.
81. There is less opportunity for exploratory play in the reception class where lessons are more formal and there is little contact with the natural world. Pupils learned about the bones in their bodies by singing an action song and talking about their experiences of broken bones and X-rays in hospital. They were beginning to see where bones join; some identified a skull and skeleton from pictures. Children knew less than is usual about how books are made, lacking experience in looking for information from the cover.
82. Teaching in this area is good overall. Teachers are very aware of pupils limited early experiences and take care to provide tasks which will build on what they already know and understand.

## **Physical development**

83. The outdoor area is a factor in the good progress the nursery children make in their physical and imaginative development. They play together in groups inventing games. The majority climb, slide down slides and in a game with an adult one boy learned different ways to put hoops over cones. A few children are unable to use pedals when riding a tricycle but most ride confidently, steering their way around obstacles. Teachers provide good quality tools such as hammers for woodwork and knives for cutting vegetables. They supervise these activities effectively for safety and the development of finer movements. Consequently children become proficient in cutting up peppers and tomatoes to put on their pizzas and even learn how to grate cheese.
84. During a physical education lesson in the hall reception children showed good co-ordination and control when jumping and balancing and used the space in the hall well. However, they did not have the opportunity to initiate ideas or respond imaginatively in movement. Most pupils are likely to achieve the Early Learning Goals by the time they leave the reception class.
85. Teaching in this area is good overall. Teachers have appropriate expectations for both achievement and behaviour. This results in good management, and ensures that lessons take place in a safe and secure atmosphere. Teachers give firm guidance, and provide good learning opportunities. However children in the reception class do not always have the opportunity to explore movement and creativity with imagination and control. Support staff are used effectively and this contributes much to the children's progress. An outdoor area and equipment makes a further contribution to the children's physical development in the nursery.

## **Creative development**

86. Children have plenty of opportunity in the nursery to paint, make models, and create pictures by cutting and sticking together a variety of materials. They can return to an activity and one little girl makes more than one cut out of a person with hair and facial features stuck on, improving her skills. They draw parts of the body showing some of the internal functions. Children experiment with line and colour by making pictures using ICT.
87. Reception children print with numbers to reinforce learning of numerals. Some use the numbers to make more creative pictures. They sing enthusiastically in music lessons and find out about the difference between knocking and ringing sounds. All play instruments with vigour but do not yet keep in time. They have a good experience playing together and loved listening to the recording they

make. In the lesson there was no opportunity for them to work independently or in small groups to make their own compositions. The majority are likely to achieve the Early Learning Goals for this area by the end of the year.

88. The quality of teaching is good. Teachers ensure that the children are presented with a wide range of opportunities to explore paint, cutting and sticking and materials. Teachers plan carefully and all the children know what is expected of them so that the children make good progress in this area. Classroom support is efficiently used to provide direction and help.

## ENGLISH

89. Significant improvements have taken place since the last inspection when overall standards were low at the end of both Year 2 and Year 6. The 2000 test results showed substantial improvement even though, taken overall, standards were still well below the national average by the end of both Year 2 and Year 6. These results, however, compared very well against those for similar schools. The 2001 results show further improvement.
90. The inspection findings confirm the improvement. Overall standards in reading and writing are still below average by the end of Year 2 and Year 6, but all pupils, including those with special educational needs and those who speak English as an additional language, generally achieve well against their earlier attainment. Pupils make good progress in reading throughout the school, with a reasonable number attaining the higher levels by the end of Year 2 and Year 6. In writing, pupils make good progress overall through Years 3 to 6. It is often very good in the older classes. In Years 1 and 2, pupils make satisfactory progress overall, but by the end of Year 2, too few attain the higher levels and more can still be achieved.
91. Pupils' skills in reading are developed systematically in all year groups. In Year 2, above-average readers read fluently and with expression. Most know how to use an index and contents list, and can explain how books are organised. Less confident readers make good use of letter sounds to help them read new words. In Year 6, pupils read different genres and the majority can explain the features of these; for example they mention that plays are have stage directions, speech marks and are written in 'scenes' and make sensible comparisons with features of text in a book. Pupils can find information from books and can describe how to use the reference system in the school library. Most of the better readers read regularly at school and at home, and can talk knowledgeably about different authors. However, many pupils say that they do not read regularly out of school and are less confident in describing their preferences in reading. Many pupils can recall the main events and characters in a story, only a few show understanding beyond the literal and are able to describe underlying themes or ideas.
92. Writing is developed satisfactorily by the end of Year 2. It is developed well by the end of Year 6. In Years 1 and 2, pupils learn to use different forms of writing, for example lists and instructions as well as writing recounts of their own personal experience. They gain good levels of confidence in getting ideas down on paper, for example when writing a description of fruit or when writing about themselves. However, spelling and punctuation are often not sufficiently well developed. There have been improvements in handwriting but still too few pupils establish a legible and joined script by the end of Year 2. In Years 3 to 6, many pupils develop a good understanding of the need to write in different styles for different purposes, with the above-average pupils in Year 6 showing a high level of understanding about how to engage the reader. A particularly good example being when a pupil wrote about being a headteacher in a school which was very different to their own. She wrote 'I was standing in my office, looking out of the window and scanning the playground to see if there were any disgusting little creepers doing anything wrong'. This has immediate impact and makes the reader want to carry on. Pupils of all abilities in Years 3 to 6 take great care with their handwriting. Books are usually well-presented and, for many the standard of handwriting is good. Pupils usually have positive attitudes to writing and pay suitable attention to spelling.
93. Throughout the school a high focus is given to developing pupils' skills in speaking and listening with good improvement overall. There is very good improvement in developing confidence to speak to large groups, for example in school assemblies. In the Years 4/5 assembly about 'The Five Loaves and Fishes', pupils were very articulate. They spoke out so that everyone, even those at the back of the hall, could hear every word. In lessons, pupils listen carefully. Staff are responsive listeners and set a high expectation, for example, in a Year 5 science lesson, when the pupils and the teacher listened very carefully and respectfully to a pupil who did part of the teaching input. They then questioned the pupil in a way that deepened everyone's understanding and helped to improve their

vocabulary. Discussions between pupils are organised in many lessons. In a Year 4/5 lesson for example, pupils responded very well to the teacher's skilful use of partners to discuss and review their performance in the whole-school assembly which had happened the previous day.

94. Teaching of English is good overall and this has a direct and positive impact on pupils' learning. In Years 1 and 2 the teaching of speaking and listening, and reading is good. The teaching of writing is satisfactory overall although very varied. In Years 3 to 6, teaching of all aspects of the subject is good and there is a significant amount of very good teaching.
95. The school has introduced the National Literacy Strategy effectively so that there is a much more systematic approach to teaching literacy through the school. Staff have benefited from the training and they are secure in the subject and plan effectively. Lessons are very organised with a well-timed introduction and suitable attention is given to both the activity part of the lesson and to the plenary. Good use is made of time and resources, including the wide range of big books available in the school and ICT resources. Teachers make effective use of support staff who are of a high quality and who work well to enhance the team. Staff almost always manage pupils' behaviour very well so that there is a purposeful working atmosphere which ensures good levels of concentration from pupils. There have been improvements in the ways in which staff make use of assessment information which was highlighted as a key issue following the last inspection. A noticeable feature of many lessons is the way in which staff focus questions effectively to ensure the lesson objectives are met and this works very well. Much of this has been brought about because of improvements in teachers' understanding of the standards expected at each level of the National Curriculum. Also, teachers now set individual targets for pupils and a clear marking policy has been implemented. Consequently, pupils are clear about what they need to do in order to improve.
96. The very good teaching of English was seen in the classes taught by the literacy co-ordinators and by staff in the older classes in the school. These staff show particular enthusiasm for teaching English and set a very high expectation. The pupils respond to this particularly well and they are very keen to achieve. In these lessons, success leads to success, for example when pupils in a Year 1 lesson were making their own books. This was very effective because the teacher provided well thought out prompts and support mechanisms, such as words written on cards, pictorial prompts and objects. This ensured that pupils of this age achieved well in independent writing. Where the teaching of writing is only satisfactory in Years 1 and 2, it is because staff do not use such methods to advantage and in these lessons pupils do not achieve as well as they might.
97. The teaching of reading is very well organised throughout the school. The importance of learning to read is made very clear to the pupils and they apply themselves very well. Even older pupils who are attaining well below average levels for their age say that they are determined to get better. A significant amount of time is devoted to reading, and pupils have good opportunities for individual reading, group reading and class reading. They also take books home and often undertake reading as part of their regular pattern of homework. Reading records are well organised and staff, including support staff, give pupils good quality feedback about how to improve their reading strategies. The introductory section to the literacy lessons is usually good and is effective in helping to improve pupils' skills in reading and the guided reading groups generally work well.
98. Pupils have an extremely wide range of learning needs and teachers take account of these very well. They provide very good support to ensure that there are no barriers to learning and pupils maintain their self-esteem and confidence even if they are operating at a level significantly lower than the rest of the class. In lessons, teachers set work which is generally well matched to pupils' needs and teachers and support staff encourage all pupils very effectively. A wide range of methods are used, depending on the pupils' needs, to ensure that they make progress. These include reading recovery sessions, additional literacy sessions, time working with the special educational needs co-ordinator and additional time spent working with the staff who support pupils who speak English as an additional language. All staff use good models of spoken English and, in a very supportive way, advise pupils to repeat words and sentences and this helps to improve their spoken language. This is particularly effective with those who speak English as an additional language. Higher-attaining pupils, including those who have been identified as part of the gifted and talented programme, are provided with very effective opportunities for extension work, for example a small group in Year 5 and 6 are currently planning a 'power-point' presentation for other pupils in their year group.
99. Pupils' literacy skills are effectively developed using ICT; for example when Year 6 pupils sent an e-mail to their teacher showing that they had understood information about their topic on World War Two. The pupils have good opportunities to use computers both in class and in the school's computer suite. Visits out of school, as well as visitors to school, support the development of pupils' skills in

literacy very well, for example last year's Year 6 went to see the play 'The Secret Garden' at the Aldwych Theatre.

100. The management and co-ordination of English are very good. The co-ordinators have worked well along with other senior staff to ensure that there has been focused improvement since the last inspection. They support colleagues very well and effectively help to monitor the standards pupils achieve as well as the quality of teaching and learning. Using the school's action planning procedures, they have helped to bring about improvements in resources so that the subject is now well-resourced. The co-ordinators are clear about the ways in which further improvement can be made and have already set about improving writing in Years 1 and 2. There are also suitable plans in place to develop the library.

## **MATHEMATICS**

101. National Curriculum test results for pupils in Year 2 were well below average in 2000. The attainment of pupils in the current Year 2 shows an improvement, though still below the national average.
102. Pupils' attainment in the 2000 tests for Key Stage 2 was in line with the national average overall. Their attainment was well above average in relation to similar schools. The trend in the subject is one of improvement since 1998. This is reflected in the 2001 national test results in which the school has exceeded its target. The improvement is also evident in the performance of pupils in the current Year 6, the great majority of whom are working towards the national average with some higher attainers expected to exceed it. National test results show boys slightly ahead of girls in mathematics in both key stages but no particular differences were discernible during the inspection.
103. Although attainment has improved overall a minority of pupils in Years 1 and 2 have difficulty with some basic number concepts. They cannot add three numbers unaided; nor are they fully aware of appropriate vocabulary. Some do not have a basic understanding of number. For example, if they are asked to count out five counters they can count to five but will hand out a random numbers of counters. They are unable to match on a one-to-one basis. However, a majority of pupils show a sound understanding of these processes particularly by the time they reach Year 2. Younger pupils in Year 1 show a developing awareness that they can make a pattern by repeating a sequence. The majority of pupils can sort common two-dimensional shapes and a minority of higher attainers can describe the properties of triangles, circles and rectangles. However, many pupils are generally unable to distinguish between and recognise the difference between a square and a rectangle.
104. Year 6 pupils demonstrate an understanding of different methods of carrying out multiplication. Higher attainers can multiply decimal numbers, and their performance shows that they are working towards a level higher than expected for their age. Lower-attaining pupils, particularly those with special educational needs and those learning English as an additional language consolidate their understanding of place value of numbers up to hundred, but not without support. Most pupils in Years 4 and 5 know and understand multiples of ten; use appropriate methods to work out calculations involving addition and subtraction and can check their work using operations of addition and subtraction.
105. Teaching observed was satisfactory with some good features at Key Stage 1 and consistently good with some very good features at Key Stage 2. Teachers have good subject knowledge, and use questioning and resources effectively. In good and very good teaching, very sensitive organisation and management keep pupils on task even when they find task difficult. Such teaching observed in both key stages, also incorporated tasks carefully matched to the needs of individual pupils. The use of assessment to help teachers plan further lessons was somewhat limited.
106. The quality of learning was good throughout the school. Most pupils pay attention, though some younger ones find concentrating for any length of time difficult. Some pupils, particularly those with special educational needs and those at early stages of learning English, are unable to explain what they have to do. Pupils' positive attitudes and good standard of behaviour often contributed to their learning. Most pupils with special educational needs and those learning English as an additional language respond well to individual support and make good progress overall, though limited English prevents some of these pupils from gaining fully from lessons. There was no significant difference observed in the learning of girls and boys.
107. The mathematics curriculum is broad and balanced. The National Numeracy Strategy is well established, though there is some inconsistency in matching activities to the full ability range.

Appropriate emphasis is placed on mental arithmetic and the use of whole class sessions for assessment. The school has made a good start in promoting numeracy across the curriculum, often using ICT. The subject is well resourced, and good procedures for assessment and record keeping are in place, but marking is not always sufficiently positive. The subject is well managed and benefits from joint co-ordination. However, the successful system of monitoring in Key Stage 2 has yet to be extended to Key Stage 1. The co-ordinators are also aware of the need for Key Stage 1 pupils to consolidate and apply their number concepts to real life situations.

## SCIENCE

108. In the teacher assessments for science in 2000, attainment by pupils at the end of Year 2 was very low in comparison to the national average and well below that of similar schools. In the latest tests in 2001 there was a significant improvement in the percentage of pupils attaining the expected Level 2. Inspection evidence shows that pupils in Year 2 are achieving standards just below the national average. An examination of work from the last year shows that they have covered all areas of the curriculum, however, not all of this is at the appropriate level. The two year rolling programme does not allow for repetition of an element of the curriculum at a later stage. For example, although the human body may be taught when pupils are in Year 1 it is not repeated and extended in Year 2.
109. At the end of Year 6, in the 2000 national tests, the percentage of pupils attaining the nationally expected Level 4 was just above average, and the percentage of pupils attaining the higher Level 5 was just below the average. The results were below average when compared to schools nationally, but above average when compared to similar schools. In the tests in 2001, results were broadly similar but the percentage of pupils gaining the expected Level 4 was slightly reduced. Evidence from work seen during the inspection shows that standards of attainment are generally just below the national average.
110. Standards overall are below average because the two-year rolling programme does not allow for the repetition of the elements of the curriculum covered early in the previous year. How this might affect results was forcibly demonstrated in lessons observed in Years 5 and 6. Both classes were studying the movement of the earth as part of the Earth in Space module. The pupils in Year 6 generally showed a sound understanding that the earth takes 365 days to move round the sun and spins on own axis every 24 hours. In addition, higher-attaining pupils in Year 6 were being appropriately extended and some understood that the tilt of the earth is related to the seasons. However, many pupils in Year 5 showed difficulty in understanding the basic concepts and needed considerable support in completing the written task, although some could use appropriate vocabulary such as 'rotate' and 'orbit'. An examination of pupils' work shows that standards achieved in class are generally sound, with appropriate support and tasks set for lower-attaining pupils and those with special educational needs. Higher-attaining pupils are also regularly set extension tasks.
111. Standards have significantly improved since the last inspection when they were well below average. There is no significant difference in the attainment of boys and girls. Pupils are helped to achieve well in relation to their prior attainment, because teachers provide tasks at an appropriate level for them. Pupils with special educational needs and those for whom English is an additional language receive appropriate. good quality support and it is clear that support staff are very well briefed and work closely with class teachers.
112. In their current work about light, pupils in Years 1 and 2 have developed an understanding that in order to be able to see we need light and that certain colours are more easily identified in the dark. Teachers provide simple investigations and first hand experiences in order to reinforce their understanding. The pupils learn very effectively because work is planned at a level to match their needs, and extension work is built into the tasks set. Pupils in Years 3 and 4 investigate the conditions required in order for plants to grow. Pupils generally understand that the plants need light and water and also an appropriate growing medium. They have discovered that plants will grow towards a light source and the higher attaining pupils are aware that plants manufacture their own food. They record their results appropriately taking care over their presentation.
113. The quality of teaching is good overall, although better for the older pupils. Most teachers have a good knowledge of the subject, however, not all fully understand the level of pupils' understanding. For example, it is not appropriate to set up an investigation with Year 3 pupils which involves more than one variable. Effective questioning and clear explanations enable pupils to understand new ideas and learn new scientific vocabulary. Teachers give helpful demonstrations to illustrate different concepts. For example, in a Year 1 lesson, pupils were shown how to conduct a fair test when



establishing which coloured cubes showed up best in the dark. The use of effective scientific enquiry significantly aids pupils' learning. Good use is made of resources to demonstrate principles clearly. The Science Dome recently visited the school. This travelling planetarium has done much to enhance pupils' understanding in their current project. It also, because of the sensitivity of the presentation, increased pupils' awareness of the beauty of the night sky. Literacy and numeracy skills are used effectively in science lessons, and ICT is appropriately integrated into the schemes of work. Pupils are encouraged to take measurements accurately and present their findings using a suitable range of tables and graphs. Pupils are very enthusiastic about science. They work hard, co-operate during investigations and behave very sensibly.

114. The subject is generally managed well and efficiently by the co-ordinator. She has reviewed the policy and has responsibility for a sizeable budget, which is wisely used. Science has been identified as a major area for development in the current school development plan, with particular emphasis on the use of scientific enquiry. From the work observed, this is already making an impact. Overall assessment procedures are good and provide a useful guide to pupils' performance on an on-going basis. Some monitoring has been undertaken, but this is not used effectively enough in order to identify specific areas for improvement. For example, test papers are not scrutinised to identify common areas of weakness, and pupils' work is not examined on a regular basis. The two-year rolling programme does not currently offer enough flexibility for the revision of certain elements of the curriculum, particularly those covered early on in the programme.

## **ART AND DESIGN**

115. Only three art lessons were observed during the inspection. However, conversations held with staff and pupils, together with the displays of artwork around the school, show that pupils make good progress in the subject and have experience in using a wide range of media and experimenting with a good variety of techniques.
116. Pupils in Years 1 and 2 are developing an awareness of colour and tone in their drawings and paintings. They are beginning to evaluate their own work. They use a range of media and study work of famous artists and use their ideas to influence their own work. For example, pupils in Year 2 have studied the work of Picasso and then created their own faces using paper. They have used various techniques - cutting, tearing and curling the paper to gain the cubist effects they want. Younger pupils have created patterns and transferred these on to 'Elmer' outlines ensuring they cover the whole of the elephant. Pupils in Years 1 and 2 have created a striking mural of whales in the hall using skilfully placed squares of newspaper, tissue, fabric, pastels and crayons. It has a highly effective jigsaw effect. The use of ICT has been well integrated into the younger pupils' curriculum. Mondrian-style pictures are striking and provide a good representation of his use of line and colour.
117. Older pupils in Years 3 to 6 continue to make good progress and the school is enlivened by the many good quality displays of work often reflecting work in other subjects. For example, pupils in the Years 4/5 class were developing their own pictures and artefacts to display at their assembly on the Feeding of the Five Thousand. Those who were painting, employed different techniques and are clearly encouraged to develop their own styles. For example, one pupil was making a very fine sketch and then went on to use watercolours to complete it. Because pupils are provided with good quality resources such as very fine brushes, they are able to obtain a high quality finished result. Pupils in Year 5 were making 'life' drawings. They were sketching each other and trying to show movements their partners were making. This is a difficult and advanced technique but the pupils persevered and had some success. Again pupils were expected to evaluate their own work. They showed that they had understood the basic concept, although they had some difficulty in meeting the challenge of the task.
118. All pupils benefit from the specialist knowledge of a support assistant who teaches them in small groups. They make good progress in learning a range of more unusual techniques and skills, such as plaster-relief modelling. They successfully create a range of pictures usually closely linked with the topics they are studying in class. Thus, pupils in Year 6 have drawn footwear from the 1950s and 1970s as part of their work in history. There is a full coverage of the art curriculum and pupils have the chance to study the work of a range of artists such as Kandinsky, Paul Klee and Georgia O'Keefe. Often they have extended this by investigating the lives of these artists by using the Internet and ICT programmes. The quality of teaching is good. The pupils learn effectively because they are encouraged to experiment for themselves but are also given appropriate help particularly in learning new techniques and how to evaluate their work objectively. It is evident from the work seen that pupils have worked very hard and gained great enjoyment from creating their own artwork. They have paid meticulous care to detail and shown great sensitivity when creating their work. Even the youngest

pupils show a delicacy of touch and feeling when creating their fishy silhouettes for the hall display. The expertise they have gained in their art has carried over with benefit into other areas of the curriculum so that in geography, for example, illustrations for their work shows the same finesse and sureness of touch as in artwork generally. The majority of pupils achieve well, and many pupils with special needs achieve particularly well, because they have the freedom to experiment with their own ideas and techniques.

119. Standards have improved since the last inspection because the subject is now more structured and more thought has been given to the development of pupils' skills and the need to evaluate and improve upon work. Sketch books are now being successfully used as a means of trying out ideas and experimenting with new techniques. The subject is managed very effectively by the co-ordinator. She shows a good understanding of the requirements for the subject. She has re-written the policy and successfully introduced a nationally recognised scheme of work. She liaises successfully with the support assistant as to what resources are required and needed.

## **DESIGN AND TECHNOLOGY**

120. Standards match what is expected for the age group in both key stages. This represents an improvement since the last inspection which judged pupils' attainment to be below expectation. Most pupils develop their design and making skills by experimenting with a range of tools and techniques. The use of sticking techniques enables younger pupils in Key Stage 1 to copy a computer generated pattern and create patchwork. Key Stage 2 pupils develop appropriate skills through practical tasks such as making a model of an Anderson Shelter as part of their history project. The group of pupils observed were at different stages of development - some working on their floor plan, some selecting their materials while others were making the actual structure. The pupils knew why they were using a particular material for a particular purpose. For example, they knew that plastic would make the structure hard. Most had used the computer to draw their initial plan. Some examples of dolls on display representing people from Victorian times confirm pupils' ability to manipulate a range of tools and materials to solve problems in developing and completing models.
121. Teaching overall is good. Teachers have good subject knowledge and expertise, and planning involves design and technology in some other curricular areas, particularly history. Skilful questioning and imaginative use of resources encourage pupils to think about their work, though this does not always lead to modifications through evaluation. Teachers pay particular attention to the issue of safety in the use of tools and equipment. All of this has a positive impact on pupils' learning which is satisfactory in Key Stage 1 and good in Key Stage 2. The majority of pupils demonstrate high levels of motivation and enthusiasm about designing and making models. They co-operate and share resources readily, demonstrating good standards of behaviour. Most pupils including those with special educational needs and those learning English as an additional language achieve appropriately in the subject. There is no significant difference in the learning of boys and girls.
122. The planned design and technology curriculum is broad and balanced. It has strong links with subjects such as art, literacy, mathematics, history and information and communication technology. It is adequately resourced, though centralisation of resources has implications for accessibility. At present there are limited monitoring and assessment procedures in place and the co-ordinator is aware of the need for these to be developed.

## **GEOGRAPHY**

123. The judgement is based on limited classroom observation but a substantial amount of other evidence including work sampling, display and discussion with staff and pupils. Pupils' attainment in geographical knowledge, understanding and skills is in line with national expectations in both key stages. This indicates considerable improvement since the last inspection which reported standards as being below expectations.
124. Pupils in Years 1 and 2 show a wide range of developing skills when trying to discover information about a given place. Year 2 pupils were observed working out questions they might ask about life in France. Pupils decided they would like to find out what French people have for breakfast, what clothes they wear and what their weather is like. Records of visits to places like the London Aquarium indicate that pupils have a knowledge and understanding of local places and how to get to them. Pupils in Years 3 to 6, consolidate and extend their geographical skills by undertaking projects on the environment. They carry out surveys on the level of noise in their school and suggest ways of reducing it. Many pupils know how to use mapping and keys to record the results of their survey. There is evidence of older pupils using their geographical skills in other subjects. For example, Year 5 pupils have used maps to show the evacuation journey of children on maps of Britain and Europe.
125. Teaching observed was satisfactory in Key Stage 1 and very good in Key Stage 2. Teachers generally have secure subject knowledge and expertise. Comprehensive schemes of work - an improvement since the last inspection - ensure that lessons are planned carefully and learning objectives defined well. Lessons are well resourced. In the best lesson observed, the effective use of a range of resources including the use of ICT enabled pupils to understand and carry out their task successfully. Learning by pupils in Years 1 and 2 was satisfactory. Good learning took place in Years 3 to 6 because pupils developed their geographical knowledge, understanding and skills more effectively. They co-operate and share resources without fuss. Most show good behaviour in the classroom, relating well to each other and adults. No significant difference was observed in the progress made by boys and girls, though pupils having special educational needs or those learning English as an additional language make relatively slower progress, particularly in recording their work.
126. The management of the subject is sound. The co-ordinator is new to the post, and monitoring and assessment systems have not yet been fully developed. The geography curriculum is now based on nationally recognised schemes of work which ensures a broad coverage of the required programmes of study. Planning is effective, and resources are good.

## **HISTORY**

127. No overall judgements are made in history although inspection evidence shows that some of the work in pupils' books last year was rather superficial, showing little development of skills or historical enquiry. However, discussion with a group of the current Year 6 pupils shows that their understanding of their present topic, the Second World War, is good. Not only do they have a good grasp of facts but they are beginning to see the relationship between cause and effect and how this brings about change. In general, their written work does not fully convey what they know and lags behind their overall understanding, which goes some way to explain the lack of depth found in previous work. Year 2 pupils have some recall of work they did about change over time, and can describe what kitchens were like long ago but have only very vague ideas of chronology.
128. Displays of work from Years 3 and 4 last year show that these pupils achieved satisfactory standards. They were introduced to a variety of sources of historical information such as books, maps, artefacts, archaeology and letters. For example, pupils studied letters written by Roman soldiers from Hadrian's Wall in order to write letters of their own from the point of view of a Roman soldier. Teachers also made good links with other curriculum areas. Pupils drew maps of the building of Rome, showing good knowledge of the types of building involved and made a model of the city which links with design and technology. Literacy skills were effectively used to make descriptive menus including dishes such as 'Ostrich stuffed with sea urchins' and persuasive writing was evident in the leaflets advertising Roman baths. Information about Romulus was downloaded from the Internet.
129. Teaching is usually good and drama is often used to make historical events and characters more meaningful to pupils. For example, a Year 1 teacher, ably supported by the teacher for English as an additional language, involved pupils in a role-play to put out the Great Fire of London. As a result, all the pupils became involved including one new to English and totally new to schooling. Working in groups, each with a baker and a Samuel Pepys, helped those with more understanding to recall how

the fire started and that keeping a diary is one way to record history. A Year 3 role-play was effective in helping pupils become more familiar with customs in Ancient Egypt and to use unfamiliar vocabulary such as papyrus and hieroglyphics in a meaningful context. Good resources such as helmets and gas masks stimulated Year 5 pupils' interest in the Second World War. They began to speculate about the effects of bombing, and to see the point of evacuating children. However, because of their lack of skill in extracting information from World War 2 newspapers they were unable to make best use of this resource. In general, teachers use effective questions to probe pupils' thinking. Support for language and vocabulary are consistently good. In all the lessons observed there was room for improvement in the balance of activities. Some introductions were too long which meant there was not enough time for group work.

130. The management subject is good. The co-ordinator's priorities have been to improve resources, develop the progression of historical skills and planning, which are all having a good impact on standards. History is now used more as a source of literacy development and teachers of English as an additional language support pupils in the classroom. Visits enhance pupils' learning but they are not yet fully integrated into the new curriculum.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

131. Standards are in line with those expected by the end of Years 2 and 6. In collecting, organising and in communicating information pupils achieve very well. When using technology to control a process pupils achieve well in Years 1 and 2. In common with many schools this aspect is not sufficiently well developed by the end of Year 6 and there is too little use of sensing equipment. However, the school is already well on the way to dealing with this situation.
132. In Years 1 and 2, pupils use the 'mouse' with a good level of control and they use icons effectively, for example to colour in a teddy bear outline on the screen. Pupils use an appropriate range of computer programs. They make effective use of word processing packages and they also use ICT for handling data. They create pictures using simple graphics, for example to create pictures in the style of Mondrian. They can effectively control the movements of a programmable toy, for example they program a 'floor turtle' to move around the floor of the computer room. The pupils can explain how ICT is used by adults in school to undertake particular tasks. In the Year 1 class pupils show good understanding about the use of ICT in everyday life as they play in the role-play area, which is a cyber-space café.
133. In Years 3 to 6, pupils continue to develop suitable understanding across most aspects of ICT. As they progress through these years they continue to develop their understanding about the use of text and graphics and can combine these effectively. Pupils experiment with different fonts and font sizes, check their spelling and use a computer to draft and redraft work. Most can do this successfully. Displays of older pupils' work, where they had designed and made both posters and tickets for the end of year production entitled 'The Fishy Tale', demonstrate these skills very well. Pupils build up clear understanding of the use of databases and spreadsheets. They designed a questionnaire to find out which soap most people in the class preferred. They entered the information and then manipulated it to present the data in a range of different ways to draw out patterns in the data. They made particularly good attempts to present the information for different purposes. Their understanding of this was reinforced very well since they then had to write a series of questions for others to be able to answer based on the information presented. Pupils understand how to access information from a CD-Rom. For example, when finding information from a map. Most confidently use the Internet. They access different websites independently and download information, for example pupils in Year 5 found out details about World War Two to include in their own work. Older pupils learn to use different search engines and decide which is the most effective for the task. Year 6 pupils use e-mail confidently and send an e-mail to their teacher. Pupils use suitable programmes to build up their ideas about modelling and are encouraged to ask 'what if' type questions and adapt a problem-solving approach. Some use of control technology and sensing equipment is undertaken but this aspect of the work is not sufficiently well developed.
134. Teaching is good and this results in pupils' learning being good. The staff present very positive models about using ICT and in turn pupils have very positive attitudes and enjoy using the computers. Staff give good introductions to lessons showing that they are secure in the subject. There is a generous level of staffing to support ICT lessons and pupils receive a good level of individual attention to maintain a good pace to their learning when they work at the computer stations. Pupils who are confident in using ICT are keen to help other class members and they do so very sensitively. Relationships are excellent and there is a good level of discussion between pupils about their work.

Throughout sessions, staff question pupils well and in this way help to move the pupils' learning on. Pupils with special educational needs are very well supported and make good progress using ICT. Towards the end of lessons staff make good use of discussions to reinforce pupils' learning and help to map out what they will do in future lessons. ICT is used very well across the curriculum and pupils make good use of computers in classrooms to reinforce and extend the work undertaken in the computer suite. Work on display in the school shows that ICT is used in all subjects.

135. There have been significant improvements in ICT resources since the last inspection and also in the level of staff expertise. Compatible computers have been introduced throughout the school and now the subject is very well resourced. This along with developments in curriculum planning means that there is now a clear progression through the school. Overall, co-ordination of the subject is good. The co-ordinator works well with the school's newly appointed learning mentor who is also making a very positive contribution to this aspect of the school's work.

## **MUSIC**

136. Standards in music are broadly as expected by the end of Years 2 and 6, but there are considerable strengths. Music has a high profile in the school and pupils generally achieve well. Singing is good because of effective teaching by a committed staff, the effect of the singing club and the effort put into performances. Pupils sing enthusiastically in assemblies. The younger pupils sang a harvest song particularly well, singing with good rhythm and articulation, managing changes in pitch to produce a pleasing melody. The school takes care to identify gifted pupils and give them opportunities to develop their talents. For example, a boy who sings well took a leading role in a class assembly and confidently sang solo.
137. Teaching is good and is characterised by well-planned lessons and high expectations of pupils. Occasionally, introductions and teacher demonstrations are too long so pupils do not have enough time to create, perform, evaluate and then improve on their work. One of the strengths of the teaching is the encouragement for pupils to listen carefully. For example, Year 2 pupils passed sounds around in a circle, listening and watching for their turn to come and so increased their communication skills. As a result of effective questions by their teacher they began to evaluate their performance. Pupils are taught to treat instruments with respect, as a result they take good care of them. In a Year 3 lesson, the teacher ensured pupils listened very acutely to different types of percussion instruments to identify long and short sounds. He drew them into a musical story helping them to improve the sounds they made and to work in groups to put into practice what they had learnt. Pupils also have the opportunity to listen to music of different styles. Year 5 pupils responded well to mood music and moved to this enthusiastically before selecting a percussion instrument to create appropriate sounds.
138. The music clubs make a good contribution to the subject. There are boys and girls in both clubs which are well attended. Pupils work hard to acquire good technique as they learn to play the recorder. The girls and boys in the singing club can pitch their voices appropriately and hold their own well in a round. Their singing is above average and they clearly enjoy the experience.
139. The music co-ordinator has a clear sense of direction for the subject and works closely with colleagues to maintain and improve the good provision. To improve further the standard of teaching and to introduce different ways to teach music, one of the teachers models lessons for others. Music is increasingly linked with other areas of the curriculum and used to enhance learning in other subjects. The co-ordinator takes a role in the borough initiatives for music. Pupils who wish to have individual music lessons can use the borough provision on Saturday mornings. To broaden pupils' experience visiting groups such as an opera company have come to the school and pupils have also been to see The Secret Garden musical.

## **PHYSICAL EDUCATION**

140. Attainment at the end of both key stages is satisfactory and in line with standards expected nationally. The school provides a broad and varied curriculum. During the inspection much of the work observed related to gymnastics and dance. Residential visits for pupils in Years 4 and 6 ensure that the outdoor activities requirements of the curriculum are met. Pupils in Years 3, 5 and 6 also benefit from swimming lessons and the majority of pupils leave the school having met the levels expected.
141. Pupils in Years 1 and 2, develop a good range of gymnastic movements which they perform on the floor and on the apparatus. The floor work is extended by the challenge of putting different movements together to form a sequence. Pupils in Year 1 put together a sequence of movements incorporating a range of rolls. They put out the mats and moved round the hall well. They took care over their movements and had clearly been well coached in how to improve their movements. For example, they pointed their toes and stretched out as much as possible when carrying out pencil rolls, and curled up as tightly as they could when performing 'egg' rolls. Pupils in Year 2 are learning to respond to instructions and able to balance on a 'patch' or 'point' as directed. They travel around the room in a variety of ways thinking about the quality of their movements. In the best lessons, pupils make good progress because they are kept active and are given good ideas of how to improve their performance. Pupils at an early stage of learning English are given additional help through demonstrations of what is required.
142. Only one lesson involving the older pupils was observed. This was a dance lesson in which pupils were developing a sequence of movements in order to deliver a polished performance. Appropriate music and stimuli were used throughout. Pupils effectively performed 'smooth chocolate' and 'sticky' jerky movements. They worked well to combine various elements and ideas were extended by the use of clear demonstration of five different movements. Some pupils found it difficult to effect a smooth transition between different movements but showed considerable improvement after practice.
143. The quality of teaching was good. In most lessons, time was used well and class management was of high quality. As a result, the pupils are very active and work well together. Pupils' evaluation of their own performance is used well and good use is made of demonstration to identify how improvements could be made. All pupils are encouraged to comment on performance, and direct teaching in order to improve performance is used consistently. Teachers emphasise the importance of health and safety during lessons, for example, through the use of warm-ups and when getting out apparatus. Pupils enjoy physical education. The vast majority have good attitudes and behave well during lessons. Pupils are keen and usually listen well to their teacher.
144. In the summer pupils benefit from the expertise of a sports specialist and have athletics coaching at the local stadium. Good quality instruction is provided for the development of pupils' games skills. The management of the subject is very good. Time has been allocated for the experienced co-ordinator to carry out monitoring in the summer and the results of this will feed into school development planning for next year. Pupils have access to a good range of activities within the curriculum and outside normal school hours. This includes a wide range of sports and is enhanced by football, cricket and athletics coaching. The assessment and recording of pupils' progress in skill development is not yet established. The subject makes a good contribution to the development of pupils' social skills through opportunities to work together.

## **RELIGIOUS EDUCATION**

145. By the end of Year 2 and Year 6, pupils attain the expectations for their age in relation to the locally agreed syllabus. Pupils gain good levels of understanding about the values that underpin all religions and achieve well in this aspect. They develop satisfactory understanding about different religions. Overall, they achieve well. Standards in the previous inspection were reported to be similar.
146. Pupils in Years 1 and 2 know some of the stories in the Bible and also appreciate that there are certain celebrations associated with Christianity, such as christenings. They gain an awareness of a variety of religions particularly those represented in the school's own community. Pupils show good appreciation about what having a friend means and the importance of caring for others. Pupils in Year 2 show good understanding about what it means to be a member of a community and how everyone has to contribute to it. In both Years 1 and 2, pupils know that prayer is special to all faiths and respect times of reflection very well.
147. Pupils in Years 3 to 6, continue to build on their knowledge of other faiths. By Year 6 most pupils know about Christianity, Islam and Judaism which are the three key focus religions chosen by the

school as areas for in-depth study. They refer to a range of religious practices, symbols and celebrations associated with each. They talk about the sign of the Cross, the crescent moon and the Star of David and recognise their special significance for people from the different religions. In their lessons they have seen artefacts associated with these religions and discussed their purpose and function. They show particular interest in the holy books, the Bible, the Torah and the Qur'an and can describe features of each. Through the work undertaken for special assemblies pupils often gain insight into particular stories associated with different religions; for example, when the Year 4/5 class presented the story of The Five Loaves and Fishes to the rest of the school. Pupils gain good insights into what all believers see as right and wrong, good and evil, and the ways in which religions inform our thinking about the 'rules for living'.

148. It was only possible to observe three lessons during the inspection. In two lessons, teaching was satisfactory and in the third it was good. Teachers have a suitable knowledge of religious education and lesson planning shows appropriate learning objectives which overall reflect the requirements for teaching religious education. Most lessons begin with good introductions which involve the whole class in a question and answer session and which effectively hold the pupils' attention. Following the introduction, sufficient time is allowed for pupil activity and for them to share ideas and opinions. Teachers provide a suitable amount of information about different aspects of religion in an interesting way and make appropriate use of resources to support pupils' learning. Expectations of pupils' behaviour are very good and pupils respond to these positively and show good levels of concentration. Excellent relationships exist between pupils and staff and pupils respect each others beliefs and faiths and this effectively supports learning. Teachers provide good role models by showing respect and sensitivity towards the beliefs and values of others. One lesson was better than the others because the activities were more practically based. This had a more immediate impact on pupils' learning and enhanced their levels of understanding.
149. The curriculum is broad and reasonably balanced and meets the requirements of the locally agreed syllabus. The work studied in religious education makes a positive contribution to the spiritual, moral, social and particularly cultural development of the pupils and especially their understanding of a multi-cultural society. ICT is used appropriately to support written work in the subject. Co-ordination is effective. Resources have been improved since the last inspection. These are well organised and accessible to all staff. The quality and quantity of available artefacts is good and there are a good number of books in the library to support this subject. The subject has not been a priority for development in recent times and overall improvement since the last inspection is satisfactory.