

# INSPECTION REPORT

## **ADAMSRILL PRIMARY SCHOOL**

Sydenham, London

LEA Area: Lewisham

Unique Reference Number: 100671

Headteacher: Mr Chris Childs

Reporting inspector: Jo Cheadle  
23233

Dates of inspection: 3<sup>rd</sup> – 6<sup>th</sup> December 2001

Inspection number: 230289

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Nursery, Infant and Junior

School category: Community

Age range of pupils: 3 to 11

Gender of pupils: Mixed

School address: Adamsrill Road  
Sydenham  
London

Postcode: SE26 4AQ

Telephone number: 0208 699 8548

Fax number: 0208 291 5581

Appropriate authority: The Governing Body

Name of chair of governors: Ms Abiola Onatade

Date of previous inspection: 26<sup>th</sup> January 1998

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
23233	Jo Cheadle	Registered inspector	Information and communication technology	The school's results and achievements. How well are pupils taught?
9595	Susan Cash	Lay inspector		Pupils' attitudes, values and personal development. Pupils' spiritual, moral, social and cultural development. Attendance. How well does the school work in partnership with parents?
23658	Stephen Parker	Team inspector	English; history; the provision for pupils with special educational needs	Staffing and accommodation.
27654	Robina Scahill	Team inspector	Science; music; equality of opportunity	How good are the curricular and other opportunities offered to pupils?
21687	Helen Davis	Team inspector	Physical education; religious education; areas of learning for children in the Foundation Stage	How well does the school care for its pupils? (support)
31421	Susan Rogers	Team inspector	Geography; design and technology; the provision for pupils learning English as an additional language	How well is the school led and managed?
1503	Terry Browne	Team inspector	Mathematics; art	How well does the school care for its pupils?

The inspection contractor was:

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## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>HOW HIGH ARE STANDARDS?</b>	<b>11</b>
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
<b>HOW WELL ARE PUPILS TAUGHT?</b>	<b>13</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>	<b>16</b>
<b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>	<b>18</b>
<b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS</b>	<b>19</b>
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	<b>20</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>23</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>24</b>
<b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b>	<b>28</b>

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

### **INFORMATION ABOUT THE SCHOOL**

There are currently 451 pupils at Adamsrill Primary School, including 50 children in the nursery class who attend part-time. While almost half of the pupils come from white UK backgrounds, the school benefits from the very wide diversity of pupils' ethnicity. Pupils from black-Caribbean, black-African and other black backgrounds are represented at around 10 per cent each. Seventeen pupils at the school, approximately four per cent, are from refugee backgrounds. In comparison with the national average, a very high proportion of pupils speak English as an additional language and approximately a quarter of these pupils are at the early stages of learning English. The proportion of pupils who are eligible for free school meals is well above the national average. The proportion of pupils who have special educational needs for a variety of learning difficulties is also above the national average. A feature of the school is that a high number of those pupils who take tests in Years 2 and 6 are not those who began in the reception classes. While there are variations, the majority of pupils who join the school at the age of five attain standards that are well below average overall. Standards in English and mathematics at the age of five are well below what would be expected. In addition, in many cases, young children's social and personal skills are underdeveloped when they begin school.

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

Adamsrill is a good and effective school. The overall quality of teaching is good and pupils achieve well. At the end of Year 6 in 2001, pupils attained standards in national tests that were very high compared with similar schools. The school is well led and managed and there is a very clear direction for future improvement. All staff and governors know what the school needs to do to improve further and are committed to supporting this. Very positive relationships encourage pupils' interest and motivation. The school offers a good range of appropriate learning opportunities for pupils that are very well supported by interesting extra-curricular activities. Learning is also further enhanced by very good links with the local community and a real desire to involve parents in their children's learning. The school provides good value for money.

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

- In national tests at the end of Year 6, pupils at the school achieve far higher results than pupils in similar schools.
- The overall quality of teaching is good.
- There is a very clear direction for the improvement of the school.
- The school encourages and enables parents to be very involved in their children's education.
- Children are enthusiastic and keen to learn.

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

- The standard of pupils' writing and its use in all subjects.
- Pupils' attendance and punctuality.
- Identifying and sharing good practice throughout the school.
- The use of information that the school gathers about well it is doing and the measurement of progress towards the targets that are set.

*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. Strengths from the previous inspection, such as the school's work with parents, have been well maintained and there has been good improvement in many other areas. The quality of leadership and management has improved and is now good. New management structures have been put in place and there is a very clear and shared direction for the work of the school. Standards in national tests have improved and, by the end of Year 6, are very high in comparison with similar schools. Teaching has improved significantly since the last inspection. The percentage of good and very good teaching is now much higher and there is some excellent teaching. During this inspection, there was no unsatisfactory teaching. The overall provision for children in the Foundation Stage is now good and teaching is of a consistently high standard. This is a marked improvement since the last inspection. Management of subjects of the curriculum is now strong and, as a result, the curriculum is well planned and relevant to the needs of the pupils. The school has effectively addressed the key issues of the previous inspection. There are now appropriate and regular opportunities for collective worship and pupils' spiritual development is satisfactory. Levels of attendance and punctuality have declined however, and this impacts on standards achieved overall.

## 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			
	all schools			similar schools
	1999	2000	2001	2001
English	E	C	B	A*
mathematics	E	B	C	A*
science	E	B	A	A*

Key	
highest 5% of schools	A*
well above average	A
above average	B
average	C
below average	D
well below average	E
lowest 5% of schools	E*

While there have been fluctuations in test results at the end of Year 6, the school's performance is improving at a better rate than the national trend. The results for 2001 were in the highest five per cent when compared with similar schools. Schools set targets for the proportion of pupils they think will reach the expected level of attainment in English and mathematics. In 2001, the school exceeded its targets. Challenging targets have been set for test results in 2002. Strategies have been put in place to support Year 6 pupils in their progress towards these targets, but those to develop writing skills are still not effective enough.

Children start school with well below average levels of attainment and their achievements are good during the Foundation Stage. In Key Stage 1, pupils' achievements continue to be good, though attainment at the end of Year 2 is currently below average. Standards are lower than would be expected because many pupils do not speak English fluently to attain better levels. The school makes very good provision for these pupils and also places very appropriate emphasis on developing pupils' social and personal skills so that they can be good learners. This is very much valued by parents.

Inspection evidence showed that in the current Year 6 standards in English and mathematics are below national expectations and do not match the results achieved by the previous Year 6

group. There are a higher proportion of pupils in the year group who have special educational needs for a variety of learning and behavioural difficulties. In addition, the year group has previously been affected by staffing changes and a periods of long-term cover by temporary teachers. Also, approximately a quarter of the pupils in the year group joined the school at times other than in the reception classes. However, based on the levels from which pupils began, they have made good progress and achieve well in all subjects.

Standards in reading are better than in speaking and writing. In science and information and communication technology (ICT) standards are average. Pupils are currently making very good progress in ICT. In religious education pupils achieve standards that meet the requirements of the locally agreed syllabus. Pupils' attainment in music is better than would be expected for their age.

### PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are enthusiastic in lessons and most are keen to come to school and join in activities. They show good levels of concentration and try hard.
Behaviour, in and out of classrooms	Good overall. While most pupils know the difference between right and wrong, some find it difficult to behave well at all times, due to their very specific behaviour needs. Pupils generally behave well in the playground and there is little evidence of bullying.
Personal development and relationships	Very good. Adults in the school are very good role models and create a very positive ethos in which pupils are helped to become self-confident and mature. Pupils willingly take on various responsibilities. Relationships throughout the school are very good.
Attendance	Poor. Levels of attendance are well below those found nationally and unauthorised absence is very high. This is affecting the learning of many pupils.

### TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years1-2	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 key strengths of teaching are the way in which teachers manage behaviour and encourage pupils to behave well, effective planning and the very positive relationships that teachers have with pupils, encouraging them to be confident and enthusiastic about their work. Where there are particular strengths and expertise in teaching, these are not shared consistently enough so that minor differences in subject expertise, teaching methods and teachers' confidence are overcome. During the inspection, no unsatisfactory teaching was observed. In one or two lessons, however, teachers talked for too long and this resulted in pupils losing concentration. The development of writing skills is also not effective enough in all lessons.



Teaching in the Foundation Stage is good overall because teachers use very appropriate methods to develop children's language skills and encourage their personal and social development. In Key Stages 1 and 2, very good behaviour management ensures that pupils concentrate on their work and make good gains in their learning. Teachers plan lessons carefully and make clear what pupils are expected to learn. As a result pupils work quickly and with interest. Teachers' positive and patient attitudes throughout the school encourage pupils to try hard and be confident in their abilities. In Years 5 and 6 in particular, there are very high proportions of pupils with learning and behavioural needs and teachers have to be very skilled to ensure that they make good progress.

The national strategies for literacy and numeracy have been effectively implemented throughout the school. During the inspection, teaching in English and mathematics was good overall and examples of excellent teaching were seen in both subjects. While mathematics skills are well developed through other subjects, the development of writing and speaking skills is not fully exploited in all lessons.

### OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum is broad and balanced. It is enriched by a wealth of additional opportunities through extra curricular activities and the expertise of specialist teachers.
Provision for pupils with special educational needs	Good. These pupils' needs are identified early and individual education plans meet pupils' needs effectively. Specialist teachers and learning assistants provide very good support.
Provision for pupils with English as an additional language	Very good. These pupils make very good progress in learning to speak English, which means that in other subjects, they achieve just as well as all pupils.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. The school makes good provision for pupils' personal development with their social development being a particular strength. Provision for pupils' spiritual development is satisfactory, but not as strong as other aspects.
How well the school cares for its pupils	Good. The school takes good care of its pupils. The use of assessment to set targets, support pupils and guide curriculum planning is satisfactory overall, but is an area the school is developing.

The school greatly encourages parents to support and be involved with their children's learning. There is an active parents' group that organises regular social events and provides help with work and activities in school. Parents feel confident to approach the school with suggestions and complaints, knowing that they will be listened to and comments acted upon. The contribution that many parents make to pupils' learning is highly valued by the school.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher provides strong leadership and commitment. He has created very good vision for the direction of the school's work. There is a clear management structure and good teamwork. The assistant headteachers are good teaching role models for their colleagues. Co-ordinators lead and manage their subjects well.
How well the governors fulfil their responsibilities	Good. The governors know the school well and are supportive of its work. They have established good lines of communication and are known to staff and parents. There are statutory omissions from the report to parents.
The school's evaluation of its performance	Satisfactory. The school undertakes very thorough analysis of test results and appropriately prioritises what it needs to do to improve. Performance management of staff is good. The school does not set measurable targets for improvement so that it knows how well it is doing. The school provides good value for money.
The strategic use of resources	Satisfactory. Although financial planning is satisfactory, expenditure is not linked clearly enough to identified areas for improvement. All funds and resources are used appropriately to support pupils' learning.

The school building is clean and attractive. There are adequate teachers to support the needs of the pupils and the curriculum, and resources are satisfactory. Very good displays celebrate pupils' work and are evidence of the great belief and respect for all individuals and their backgrounds.

## 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>▪ Parents feel very comfortable to approach the school with suggestions and complaints</li> <li>▪ Parents feel that their children are expected to work hard and behave well.</li> <li>▪ Parents think that teaching at the school is good.</li> <li>▪ Parents think their children make good progress and enjoy coming to school.</li> <li>▪ Parents state that the school is well led and managed.</li> <li>▪ Parents believe that the school helps their children to become mature and responsible.</li> <li>▪ Parents feel well informed about what goes on at school.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Some parents are concerned about the amount of homework their children are given.</li> <li>▪ Some parents are not aware of the range of extra activities that support their children's learning</li> </ul>

Inspectors agree strongly with parents' positive comments. The amount of homework that pupils receive is felt to be appropriate. The school offers a very wide range of extra-curricular

activities for pupils. Many parents know about the range of activities and are highly appreciative of how they motivate and enthuse their children.

## **PART B: COMMENTARY**

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

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

1. Pupils begin school with a wide range of ability, but the overall attainment when they start school is well below average. Despite the fact that children achieve well in the Foundation Stage, by the time they join Year 1, their literacy and mathematical skills are still well below what would be expected and many have very underdeveloped social and personal skills.

2. In the 2001 national tests at the end of Key Stage 1 pupils' results were well below average in writing and below average in mathematics and reading when compared with all schools nationally. Girls did better than boys in all subjects in the 2001 tests, although there is no significant pattern of differences in their attainment over time. In science, teachers assessed overall attainment to be below the national average, but the proportion of pupils achieving at the higher level was similar to the national average. The trend in results over the past five years has shows improvement, although there has been fluctuation in results dependent on year group starting levels. In reading, mathematics and writing until 2000 improvement trends had been much better than the national picture. In 2001, improvement in writing results remained better than the national trend but dipped in mathematics and reading. In comparison with similar schools however, pupils' results were average in writing and mathematics and above average in reading. These results show good achievement on pupils' skills at the beginning of Year 1. In particular, pupils develop confidence and enthusiasm for learning, which are essential aspects of good progress.

3. The trend in pupils' results at the end of Year 6 has been upwards overall, although there has been fluctuation from year to year. Results in science have improved at a greater rate than nationally. The fluctuations in results are caused by a number of key factors. A significant percentage of pupils join or leave the school after finishing Key Stage 1 or at various times throughout Key Stage 2 and more pupils with lower levels of attainment join the school than leave. In addition, identification of pupils' special educational needs reveals that some year groups are notably weaker than others. In the past, the impact of staffing difficulties, when different temporary teachers taught some classes has undoubtedly also affected results. In the 2001 tests, compared with all schools, pupils' results were above average in English, average in mathematics and well above average in science. In all three subjects, pupils' results were very high in comparison with similar schools. Compared with schools where pupils achieved similar results by the end of Year 2, the Year 6 results are very high, signifying that in the three subjects combined, pupils achieve well during Key Stage 2.

4. Attainment in the current Year 2 classes is below average in speaking and reading and well below average in writing. In mathematics attainment is below average and in science attainment is average. These standards are consistent with test results in reading, writing and mathematics from 2001 and previous years. In science pupils are currently doing better than indicated in teacher assessments in 2001, because greater emphasis has now been placed on developing language to help pupils talk about their work. In other subjects standards achieved by pupils are in line with national expectations, except in music where they attain higher than expected standards. By the end of Key Stage 1, in relation to standards on entry pupils achieve well in all subjects. From a very low starting point in

language for many pupils, clear progress is seen in reading. Pupils learn to listen well, which is essential to their overall learning.

5. In the current Year 6 classes, attainment is below average in English and mathematics and average in science. These standards show a decline on the test results of 2001. While there are pupils in the Year 6 classes who are capable of achieving above the nationally expected levels, the percentage of lower attaining pupils and pupils with special educational needs in these classes is much higher than in 2001. Even though there is some time before 2002 tests are taken, indications are that the schools targets for attainment by the end of Year 6 are very demanding. Targets set for 2001 were well met. Targets for 2002 have been based on these figures. However, teachers know the pupils well and are aware that targets may be unachievable. The school has created strategies to address this issue. Additional teaching support is already being provided in the Year 6 classes and very appropriate time is given to the teaching of literacy and numeracy. It is clear that pupils should achieve well in relation to their prior attainment even if targets set for results are not reached.

6. By the end of Year 6, pupils attain higher than expected levels in music. While pupils attain at least expected levels in all other subjects, better attainment is restricted by their below average speaking and writing skills. In mathematics, weaknesses in standards attained are in the areas of problem solving and exploration. In information and communication technology, pupils do not have enough access to computers in all lessons and this restricts their achievement. However, in relation to attainment at the end of Year 2, pupils achieve well overall by the end of Key Stage 2.

7. The school has a large proportion of pupils with special educational needs. Pupils are assessed as soon as possible after entry to the school, and those with special needs are noted on the official register. This early identification means that these pupils are given close attention over a long period, and they make good progress as a result. They are given good individual education plans that set out specific targets for their progress and guide the help they are given. Careful monitoring of progress and regular adjustment of targets means that they sustain a good quality of learning. The level of need of many is reduced as they progress through the school, and few pupils require a formal statement of special needs. Pupils with special educational needs achieve equally as well as other pupils and achieve well in relation to their starting points. The school is at an early stage of identifying pupils who are gifted and talented and noting possibilities to extend their learning, and there is no formal register as yet. Pupils who speak English as an additional language receive very specific and good support. They make very good progress in terms of their acquisition of English, which means that their achievement overall is good, and no different to other pupils.

8. Since the last inspection, good progress has been made overall. Pupils' achievements have improved in the Foundation Stage. Test results have improved in both key stages, and in comparison to similar schools, pupils achieve much higher standards. Pupils with special educational needs now make good progress and the school now works to support effectively those year groups where there are a higher proportion of pupils with specific needs so that all pupils consistently achieve well.

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

9. Pupils have good attitudes to their lessons and work hard. They are enthused by the good teaching and so concentrate well and join in the activities they are given to do. For example, in an excellent Year 3 music lesson, pupils listened to each other and the teacher's instructions and were able to join in with singing and playing on time. Year 2 pupils were excited by a mathematics lesson, so that they were confident and keen to answer questions.

Some Year 6 pupils are fussy and do not always behave well. Overall, pupils take turns sensibly, for example when using laptop computers in ICT, and work independently, staying on task and concentrating on their work.

10. All teachers consistently make their expectations of behaviour very clear, in a positive and supportive manner. This is an improvement since the last inspection. Pupils respond to this guidance by behaving well. The youngest pupils quickly learn not to call out but to put up their hand. All pupils know the class and school rules and the consequences of breaking them. They are pleased to be given stickers or marbles in a jar for being particularly good. Around the school and in the playground, pupils also behave well. There are plenty of games to play at lunchtime and supervision is good. Any disagreements are quickly sorted out, by getting both children to talk about what has happened and think about what they could have done instead.

11. There is a significant minority of pupils who find it difficult to behave appropriately, but they too are managed well and given good support, so that they usually behave well. Eight pupils have been temporarily excluded in the past year, for physical violence and uncooperative behaviour. The school has clear procedures, which it follows consistently.

12. Pupils say that there are sometimes incidents of bullying but they know they must tell an adult and they are confident that the problem will be handled well. Racial harmony within the school is a strong feature. There are many examples of mixed-race friendships and the ethos of the school supports respect for and inclusion of everyone. Relationships throughout the school are very good, influenced by the very good example set by the headteacher and senior staff. This, too, is an improvement since the last inspection.

13. Pupils respond well to the opportunities they are given to use their initiative and take on responsibilities. The youngest pupils very carefully take the register to the office, while older pupils organise and run cake sales and other fund-raising activities on a regular basis. Each class has a VIP for the day, so that everyone has a turn at helping and leading. There is no school council at present, but this is under review. In lessons, there are some good opportunities for pupils to plan their work, often in collaboration with a partner or in a small group. Pupils who have special educational needs or speak English as an additional language demonstrate the same positive attitudes as all other pupils at the school.

14. There are too many pupils who do not come to school regularly or on time. Levels of attendance are well below those found in most schools and levels of unauthorised absence are very high. This is a deterioration since the last inspection. Some unauthorised absence is due to extended holidays or because families move away and do not tell the school where they are going. Much is due to pupils frequently having odd days off and parents not explaining why they were absent. This disrupts pupils' learning and contributes to the low standards some are attaining. Many pupils also arrive late and so miss the important first part of the lesson when the teacher is explaining new work. Many parents are late collecting their children at the end of the day and this puts unnecessary pressure on teachers as they try to prepare for the following day. Attendance and punctuality are poor and their improvement is a key issue for the school.

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

15. The overall quality of teaching is now good and an area of significant improvement since the last inspection. Teaching in the Foundation Stages was consistently good and in over a third of lessons seen was very good. Teachers have very good knowledge of how young children learn and plan very effectively to develop language and personal and social skills in particular. Teachers provide a range of exciting activities that stimulate children's

interest. The teaching areas are very well planned both inside and outside. In Key Stages 1 and 2 teaching was very good in nearly a half of all lessons seen and in five lessons teaching was excellent. There was no significant difference in the quality of teaching seen in Key Stage 1 and 2. In those lessons judged to be satisfactory strengths outweighed weaknesses. Nonetheless, weaknesses resulted in satisfactory rather than good learning for pupils. There was no unsatisfactory teaching seen during the inspection.

16. Common strengths of teaching throughout the school are the very effective way in which teachers manage pupils and encourage them to behave well, and the very positive relationships that teachers have with pupils, encouraging their confidence and enthusiasm for learning. There are a number of pupils at the school who have specific behavioural needs. Teachers have high expectations of how all pupils will behave and communicate this clearly in lessons, but they also recognise that some pupils need to be supported in learning how to behave well. Remaining calm and patient, teachers are good role models for pupils. This was demonstrated in a Year 5 science lesson, where pupils were involved in testing pulse rates. The teacher quietly but firmly insisted that pupils listened well, motivating them to do so by praising those who did so. Work was set for pupils that was very well matched to their abilities, which meant that they were able to succeed and therefore concentrate well during practical activities and recording of work. Teachers are consistent in their expectations and because of this, pupils receive clear messages about what is good behaviour and how it helps them to learn well. In Year 6 lessons, where there are also a high number of pupils who need support with their behaviour, teachers set clear guidelines about what is acceptable behaviour and work very hard to ensure that learning is continuously good for all pupils. Pupils respond well to this, learning how to behave and achieve the best that they can. In a numeracy session in Year 6, the lesson was very well paced and held pupils' interest. Activities were very well matched to the abilities of pupils and the teacher's subject knowledge was very good. All these factors motivated the pupils to concentrate well and make good progress.

17. Good planning based on very relevant learning intentions for pupils is also a common strength of teaching. In the best planning, such as in a Year 4 English lesson, the teacher included opportunities during the course of the lesson when she assessed how well pupils were learning and moved to the next stages accordingly. Recognising that pupils had understood well the use of synonyms, the teacher set appropriate challenges for pupils of all abilities in relation to the type and amount of work they were to do. The pupils had clear challenges set for them, settled very quickly to work and sustained concentration for the entirety of the lesson. In the Foundation Stage, planning is consistently very good and demonstrates teachers' very good knowledge of how young children learn. In Key Stage 2, teachers plan group work that is most often very well matched to the needs of the pupils. For this reason, when pupils are required to work without support, they do so without problems, settling to tasks quickly and really concentrating on their work. In an ICT lesson, Year 3 pupils worked with a partner and were totally absorbed in their work. They had been taught skills that enabled them to work independently and partners were carefully chosen by the teacher to ensure that pupils could support each other. Progress in this session was very good, because the level of challenge for the pupils was totally appropriate. Pupils used their established knowledge and skills to access the computer program, making independent choices and applying their knowledge and understanding of many subject areas, such as navigational skills, numeracy skills and scientific understanding of electrical circuits. In a Year 2 literacy session, very clear targets for all groups revealed the teachers very good knowledge of pupils. Planning indicated the level of challenge to be used in questioning groups of pupils and where pupils could be used as role models for others. Learning was excellent in this session, because the teacher had an extremely clear understanding of when support was needed and when pupils needed to be challenged to work independently. This was an integral part of the lesson planning.

18. Relationships throughout the school are very positive. Teachers respect pupils and pupils respond positively. Those pupils who need particular support in terms of learning how to behave well are dealt with firmly but fairly. On occasions, teachers need to be very firm with some individuals and this is very appropriate and well handled. Despite the concerns of a few parents, inspection findings are that there is not over emphasis on the management of behaviour, particularly that of boys. Some boys do have to be reminded frequently, in order that the good progress of all pupils is maintained. As a result of very good relationships, pupils are confident and enthusiastic. In many lessons, they initiate their own questions to make sure that they have understood the task that is set for them so they can get on with their work. In some English lessons, teachers do not encourage this self-initiation of spoken language and therefore miss opportunities to improve standards in English further. Many pupils think of ways to organise and improve their own work. In a Year 6 ICT lesson, pupils worked independently on media presentations, rehearsing and refining oral commentary. Higher attaining pupils in a Year 3 literacy session, independently thought of a novel way to present their work as a group. The atmosphere for learning enabled pupils to feel comfortable to try new ways of doing things. However, there is not a consistent approach to the development of drafting and proof reading skills throughout the school.

19. While the quality of teaching has improved well throughout the school, there are still some minor issues about consistency between classes in some year groups. In the Year 2, classes, management of learning differs and where it is not as effective, the pace of lessons is slower and pupils make less progress. In Year 3, subject confidence and knowledge is inconsistent in some lessons, with the result that pupils make better progress in different subjects with the same teacher. In Year 4, the quality and amount of work in pupils' books and on display in the classrooms is of a different standard in some subjects. All teachers in the school have strengths, but as yet they do not share their expertise, skills and knowledge regularly or thoroughly enough in order to ensure that the overall quality and consistency of teaching throughout the school improves even further and that pupils make consistently good progress.

20. The teaching of music by a specialist teacher is very effective and encourages pupils to reach standards that are above expectations for their ages. A specialist teacher for dance encourages excellent learning for pupils in a lesson in Year 3. Her demonstration sets high standards for pupils and a good model for teachers. In Years 5 and 6, teaching arrangements for numeracy and literacy ensure that pupils' with particular needs are well supported. Additional teachers in these sessions effectively support those pupils with learning and behavioural needs, so that all pupils achieve as well as they can. For the most part, teachers make very effective use of support staff, who very capably assist pupils' learning. There are a few occasions however when teachers have no extra support in lessons while a support assistant is not fully occupied in the lesson for which she is timetabled. In some lessons, the length of activities needs to be shorter in order to maintain pupil's maximum concentration. An example of this was in a Year 2 science lesson, where initial discussion began well, but carried on for too long. The teacher had to work too hard to maintain pupils' attention and their learning slowed. Teachers sometimes also talk for too long themselves. Encouraging pupils to talk and explain is not a key feature of all lessons, despite the fact that pupils' speaking skills need to be developed. Where this is done well, such as in a Year 1 mathematics lesson, pupils make very good progress. In this session, the teacher greatly encouraged pupils to fully explain their answers, checking their mathematical understanding and furthering their speaking skills.

21. Pupils with special educational needs are very well taught when given specialist help either within the class or on withdrawal to another area. They take part in a carefully chosen range of activities that engage them mentally, physically and emotionally. As a result, these

sessions are productive and happy because pupils realise for themselves that they are learning well. In class lessons, they work with other pupils at a similar level and are given additional support wherever possible so that they make progress in line with that of other pupils. Their progress is carefully monitored and adjustments are made to their individual education plans so that future lessons meet their needs. Teaching of children who require support in English is also of a very good standard. The school employs a specialist teacher who goes to great lengths to ensure inclusion by planning with class teachers. Her preparation is very thorough and methods used, such as engaging in continuous dialogue that involves the repetition and consolidation of vocabulary, are exemplary.

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

22. The quality and range of the learning opportunities offered to the pupils are good. Statutory requirements, including those for religious education, are met. The curriculum is broadened by the addition of Italian for the older pupils. The provision for design and technology has improved, but the weakness in information and communication technology identified in the last inspection report remains, in that older pupils have insufficient opportunities to use the computer for controlling and modelling. At the last inspection, teaching time was less than that recommended and the balance both within and between subjects was unsatisfactory. Since then, the school has made good progress in improving the time, balance and quality of the curriculum. Procedures for planning are more consistent and schemes of work for subjects are satisfactory, being based on national recommendations or local authority guidelines. All aspects of the curriculum identified as in need of improvement at the last inspection have been strengthened.

23. The curriculum for children in the nursery and reception classes is very good and is based on the national guidance for children of this age. Throughout the rest of the school, the National Literacy Strategy is well established. Additional literacy support provides the opportunity for Year 6 pupils to be taught in smaller groups. However, literacy skills, especially writing, are not developed sufficiently in other subjects. Mathematics is used well across other areas of the curriculum such as science, geography and information and communication technology. The school has started to identify pupils with particular gifts or talents, but has not yet established a register. The curriculum provides equal access for all pupils.

24. Pupils with special needs have full access to the curriculum. Specialist teachers use their expert knowledge well in designing individual education plans (IEPs) to meet each pupil's needs, taking account of their background, personality and the ways in which they learn. Class teachers generally plan appropriate work following the guidance given in IEPs, so that a consistent approach is assured. Learning support assistants give very good support to small groups of pupils who are withdrawn regularly for additional instruction, generally in literacy, guided by well-structured schemes of work. There are an increasing number of children in the school who require support in English, as this is not their first language. There are a number of refugee children, mainly from Kosovo, who have suffered traumatic experiences and are adjusting to a very new lifestyle. There are 13 children out of the current 25 in the nursery who require English support and 35 children on the support register in the school as a whole. The local education authority's stages of attainment are used to ascertain need and measure progress. A large number of those on the register enter at stage one which indicates no spoken English at all. Many make good progress at the school and often achieve levels 4 or 5 within a few months. At this stage they are monitored and continue to be supported by the class teacher. Of the pupils at the school who have special education needs, thirty-nine are identified as also needing support to learn English.



25. The coordinator for the gifted and talented programme has begun to identify after-class activities to extend the learning of these pupils. She has started book clubs that meet each week, one attended by seven pupils in Years 3 and 4 and the other by seven pupils in Years 5 and 6. The coordinator skillfully leads these pupils in discussion to share and develop their responses to a novel that they have all agreed to read for homework. The novels are much more challenging than usually set for the age groups concerned, and the level of discussion seen in the inspection was very well focused to challenge their powers of expression and deepen their response to literature and the issues it raises.

26. Pupils' learning is enriched by very good provision of extra-curricular activities which are numerous and varied, covering sports, art, music, dance and information and communication technology. Parents feel that the extra dimension brought to the curriculum by visitors and educational visits is very valuable and encourages their children to be enthusiastic about their learning. The school organises a variety of visits to theatres, concerts, places of local interest and places of worship, which support all areas of the curriculum. For example, Year 3 pupils have recently been to a concert at the Royal Festival Hall as part of their music work. Year 4 pupils had a series of dance workshops that has led to a regular dance club. The school offers opportunities for residential visits for the older pupils, to study aspects of geography, science, information and communication technology and physical education and to enhance their social development. Visitors to the school also add a further dimension to the curriculum as pupils learn to appreciate the music and art of other countries. This enriches the curriculum and is demonstrated in the lively and stimulating displays in the classrooms and around the school.

27. As the pre-school Toddlers' Club is on the same site and children make regular visits to the nursery, they feel happy and comfortable when they start school. The school also has good links with secondary schools and colleges. The good relationship with a local secondary school has extended from day visits of Year 5 pupils to Year 6 pupils' regular use of the computer suite.

28. The school provides good opportunities to promote pupils' personal and social development. In circle time, pupils have the opportunity to discuss their thoughts and opinions, which develops their self-esteem and the understanding that their opinions are valued. As part of personal, health and social education, the school is providing suitable instruction in sex education. The dangers of drug misuse and awareness of the proper use of medicines are taught with the help of a local theatre group. The police and fire brigade contribute to pupils' education in safety matters.

29. Provision for pupils' spiritual development has improved since the last inspection and is now satisfactory. The school has improved arrangements for collective worship and there is a sound programme for year group assemblies. Hall space is limited and the whole school can not gather in one place, so different groups of pupils have to meet in different places. On one day each week there are no group assemblies and provision is made within the classroom for any act of collective worship. However, there is no monitoring to ensure that classroom assemblies fulfil statutory requirements. Planned class discussion times do not always provide time for reflection and worship. There are sometimes good opportunities for pupils to be moved by what they are doing or learning. For example, in a class assembly, one class taught others a dance based on African rhythms. The pure joy on the faces of even the oldest pupils, as they joined in this communal dance, was delightful to see. Sometimes pupils can reflect on their work when they share what they have been doing at the end of lessons. Religious education lessons make a sound contribution to pupils' understanding of spiritual matters. While some opportunities to develop a sense of awe and wonder arise spontaneously in lessons, this is not identified and planned for as carefully as it could be.

30. The school makes good provision for pupils' moral development. School rules are discussed and agreed so that pupils develop an awareness of right and wrong. When misdemeanours occur, these are discussed and explained so that pupils know what they should have done, and why. The positive way pupils are treated by adults in the school also engenders a strong sense of fairness. Pupils are helped to develop an awareness of the environment and how they can take care of it by litter picking expeditions in the park and visits to a nearby allotment.

31. Provision for pupils' social development is very good. Adults provide very good role models in how to relate with others and treat them with respect. Mid-day supervisors support pupils as they play at lunchtimes, encouraging reconciliation and mutual understanding. Adults and pupils alike thank those who hold doors open and who are helpful. Pupils raise money for a number of charities and are aware of those less fortunate than themselves. Harvest gifts are given to the elderly and Christmas carols sung to them. Many pupils have the opportunity to play in sports teams and musical events, and to take part in school productions. The older pupils go away on a residential visit to an activity centre. These opportunities make a very strong contribution to pupils' personal development. Their parents agree that the school helps them to become mature and responsible.

32. Pupils' cultural development is well provided for through the celebration of the wide range of cultures that exist within the school. Pupils experience a variety of musical traditions, both in the very good music lessons and through the music played in assemblies. In art, they draw African masks and paint in the 'pointilist' style. They visit museums and art galleries and places of religious worship and enjoy visits from African musicians. The major festivals of the world religions are celebrated. They learn about historical figures such as Mary Seacole and Florence Nightingale and take part in Black History month. The youngest pupils can dress up in saris. Pupils learn about different foods from around the world.

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

33. The school has a positive ethos of inclusion and concern for each individual's needs. The school is a clean and safe environment. Pupils are looked after well if they are ill or hurt themselves. They are carefully supervised. Staff are adequately aware of child protection issues but neither the head teacher nor any of the staff have had recent training. They are planning to update their expertise.

34. The school provides a good standard of care for pupils who have special educational needs. There are sound assessment procedures to identify and monitor their progress, and the information is used well to identify the support from within school and from outside agencies that each pupil needs. Teachers and other adults give these pupils positive encouragement to promote their self-esteem so that they play a full part in all aspects of school life.

35. The behaviour policy of the school is now consistently implemented, an improvement since the last inspection. Adults set high expectations of behaviour, both in lessons and around the school, and make it plain when pupils fall short. Good use is made of positive reinforcement of good behaviour and pupils enjoy receiving stickers and certificates. Sanctions are firmly but fairly applied, always with an explanation as to why the pupil's behaviour was unacceptable. The school provides good support for those who find it difficult to behave, usually by providing extra adults to help in classrooms and by the good management techniques used by teachers. Circle time and assembly themes often focus on behaviour and social development. Those who have barriers to learning, for example their behaviour or attendance is very poor, are supported by a mentor, who works with them and their families. This is funded through the 'Excellence in Cities' initiative and has been of

demonstrable benefit to many of the pupils involved. Overall, procedures for monitoring and promoting good behaviour are very good and make a significant contribution to the standards pupils' attain, as they enable teachers to teach and pupils to learn.

36. Assessment procedures are sound overall. Teachers know the pupils well, recognise their needs and respond well to them. However, since the last inspection little significant progress has been made in the use of information gained from assessment. The school has recently introduced a system to track the progress of individual pupils in English and mathematics through each year of the school. Assessments are based on the national tests at Year 2 and nationally produced optional tests in Years 3, 4 and 5. Although regular tests are used in mathematics and science, there are weaknesses in assessment in English. In ICT and other non-core subjects, assessment is at an early stage of development.

37. A current weakness is that the school monitors the progress of different groups of pupils really only by gender. It has not specifically checked the performance of groups, such as pupils who speak English as an additional language, those from different ethnic backgrounds, or those who are summer-born, in comparison with their peers. Usefully though, the school has identified a number of pupils as gifted and talented and is making extra provision for them, as part of a national scheme aimed at such groups of pupils.

38. The current school management plan identifies improvements needed in assessment. These include establishing assessment in ICT and RE, giving pupils clearer targets to improve writing, doing question by question analysis of SATs results, incorporating assessment information in planning and improving the analysis of assessment data. The school also recognises the need to share targets and review performance with pupils in a more focused way, including refining the reports, to contribute more to pupils' personal and academic development.

39. The monitoring and promotion of attendance is sound overall, but needs to be improved in order to tackle the high level of unauthorised absence. Parents are asked to let the school know if their child is absent, but at present, the school is not seeking explanations for all absences with sufficient vigour. A new computerised registration system has been introduced, but explanations given for absences have not always been recorded accurately. The school is planning to address this with a revised lateness and attendance policy that will be better tailored to the new system. Registers are marked punctually and efficiently. As at the time of the last inspection, the school does not have the support of an education social worker. There is no system of rewards for good attendance, to encourage those who are reluctant to come to school. A classroom assistant is employed to make a list each morning of those pupils who arrive late, and to note what time they arrive. Letters are then sent each week asking parents to make sure their children arrive on time. This has yet to have a significant impact on punctuality.

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

40. Parents express very positive views about the school. Over 60 per cent of those responding to the questionnaire agreed strongly with all but three of the questions. They are confident that their children enjoy school, are comfortable to approach the school with questions or problems and feel that it has high expectations of what their children will achieve. The inspection confirmed these opinions. Some parents were concerned about homework, some feeling that there was too much, others that there was not enough to prepare their children for secondary school. In the opinion of inspectors, the amount of homework is similar to that found in many schools and is linked well with what pupils are doing in lessons. A few parents were critical of the number of activities available for Key

Stage 1 pupils outside lessons. Some others were unaware of the range of activities offered as a whole. The inspection found that extra-curricular provision is very good.

41. The school works hard to involve parents in its work. They are very welcome to help in the classrooms and on trips, and several do so. For example, children in the reception classes benefit from a mother who comes to cook with them and another who helps them with the computer. There are regular, well-attended curriculum evenings when parents can experience the work their children are doing. There is a pre-school toddler group on the site, funded by the school, and some have taken part in a successful parenting course. Personal communication between parents and teachers is good. The nursery staff go to visit the children at home before they come into school and builds up a good relationship with parents. This enables the school to provide appropriate support and so the children settle quickly and happily. Reception teachers pay home visits to any children who join the school but have not attended the nursery. Teachers are readily available to speak to parents after school. Most parents come to meet their child's teacher at open evenings. A significant minority do not hear their children read regularly and this lack of practice is holding back some pupils' progress.

42. There is a strong body of parents who support the school well. A very active parent teacher association organises social and fund-raising events that all the family can enjoy. Money raised has recently been used to provide playground equipment and computers. This greatly benefits pupils, both academically and socially. Many parents enjoy coming to the plays and concerts and other events that the school organises.

43. Written information for parents is satisfactory. Each year group writes a letter outlining the topics for the forthcoming term. This enables parents to support their child's learning if they wish. Newsletters are sent home frequently. These keep parents well informed about the day-to-day happenings in school. However, sometimes the key information in these is not sufficiently highlighted. For example, a change of date was squashed in between other items of news so many parents missed it and sent their children to school on the wrong day. Both the prospectus and the governors' annual report to parents have some statutory information missing, but also contain some good information about the school. Reports to parents about their child's work are variable. Teachers use a computerised statement bank to compile the reports and these do not give specific information about how well each child is doing. For most subjects, there is a brief outline of what has been studied during the year and sometimes a comment on the pupil's attitude to the subject but very little about how good they are or how they compare with others. Some teachers have written good, very detailed reports that show that they have kept good records about what each child can do. There is no opportunity for the child or parents to comment on the report. Some reports include a target for English and mathematics, which is useful, but, again, this is inconsistent. A good feature is the termly interim reports, which comment briefly on behaviour and attitudes. This enables any problems to be identified quickly and appropriate support given.

44. Parents are given clear information about the school's special needs policy and practice. They are kept fully informed of their children's progress and are invited to attend annual reviews. Whenever they have concerns, they are able to contact the class teacher and special needs coordinator.

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

45. There has been a substantial improvement in the leadership and management of the school since the last inspection, and it is now good overall. The senior management team is formed by the partnership of the headteacher and two fairly recently appointed assistant headteachers. There is a clearly outlined management structure with three more teachers

forming a middle management tier. The school has a good structure for managing its day-to-day work and the development of subjects. All the managers know exactly what they should be doing so the school runs smoothly and enable good teaching and learning to take place. Tasks and areas of responsibility are appropriately and clearly delegated. Co-ordinators manage their subjects well and information and communication technology, mathematics and music are very well managed. There is not currently a co-ordinator for geography but the head is planning to appoint one. Special needs and the teaching of children with English as an additional language are also very well managed.

46. The headteacher works very well with all his staff. He provides very good leadership for the school, which has led to considerable improvements in pupils' attainment and the quality of teaching and learning. He has created a clear vision of how the school needs to improve and has communicated this well to staff, governors and parents, who are all supportive of his work. Recent staff restructuring and new appointments have enabled the headteacher to build a team in which he has great confidence and can build on the successes of the school. The assistant headteachers support the headteacher ably and are both very good teaching role models. As a senior management team, the headteacher and his assistants intend to further improve levels of pupils' attainment in basic subjects and focus on Information and communication technology, maintaining the successful initiatives already underway in this subject. They also have plans to create a welcoming and more organised foyer to the school, in order that parents have an initial point of contact with administrative staff that should help with efficient systems of communication. These priorities are entirely appropriate for the school at its current stage of development. They are outlined in a school management plan, which is drawn up in consultation with all staff and with governors and is very much a working document. However, the plan has no direct quantifiable links with the raising of standards. It is difficult to gauge priorities from reading it and the objectives are not specific or measurable. As a result, developments in the school are not as focussed as they could be and progress towards achieving targets is not always easy to track.

47. The school mission statement features in prominent positions throughout the school. It is clear that the whole staff are very committed to raising standards. They aim to create an atmosphere in which the children come to school to learn and behave well enough to do so. All their actions support this aim. A detailed analysis of test results is made. This is done partially using computer programs, and there are plans to develop the school's use of technology with new software packages for data analysis. The school will then be able to track the scores of individual pupils and groups of pupils.

48. The governing body are also a very committed group of people. They are knowledgeable about the school and clear about priorities. They play an active role in decision and policymaking and offer good support to the headteacher. They do not hesitate to ask questions to ensure they are fully briefed. Governors have been matched, individually, to different school subjects. They make visits to the school to monitor work in their subject, principally by meeting with the subject co-ordinators. They attend, between them, a large number of training courses and so have a clear understanding of their role and of education initiatives in general. They work hard to make good links with, and involve parents, although the annual report to parents is not yet entirely in line with statutory requirements.

49. The headteacher, senior staff and co-ordinators of core subjects have all been involved in the monitoring of teaching. The performance management cycle is well underway. Targets for teachers are appropriately linked both to their personal development and to the management plan priorities. They are attached to job descriptions, being made available to all staff in the school so that everyone is clear about each other's responsibilities. As with development plan objectives, these targets are not sufficiently specific and

measurable and therefore monitoring of progress towards targets can not be clearly focussed.

50. The newly qualified teacher in school has been very well supported. She has an effective mentor, the recommended non-contact time, and lessons have been modelled for her. There is no staff induction policy and so no method of ensuring similar good treatment for all new staff.

51. The school budget reflects the school's priorities but is not linked directly to costings in the management plan. The school claims various support grants, including a substantial amount to fund English as an additional language teaching and National Opportunities Fund grant. These are appropriately spent. Despite requesting one, there has been no official audit of school finances since 1997, and governors have not carried out a check of budget systems.

52. The school fulfils its statutory responsibilities for special educational needs and complies with the official Code of Practice. There is a named governor for special needs who makes formal reports to the governing body on all relevant matters. Funds are used appropriately to provide high quality support. The special needs coordinator manages provision well, ensuring that members of a large team of support teachers and assistants are deployed effectively. Such staff are well qualified, highly committed and experienced. The regular training that they undertake is a very good feature, leading to effective teaching when individuals and small groups are withdrawn for intensive instruction.

53. The coordinator for gifted and talented pupils is making good progress in identifying those with high potential in such areas as art, language, music and physical education, and in identifying elements in existing or new provision that can be used to develop their potential.

54. Staffing levels are good and have a positive impact on standards. Teachers have a wide range of skills and use them effectively to support learning. The good number of well trained support staff help pupils to learn well, especially those pupils who have special educational needs. Sometimes support staff are not needed in lessons for which they are timetabled. This is of great significance when there are a high proportion of pupils with learning and behavioural needs in other classes who would benefit greatly from extra support. The two administrative assistants help the school to run smoothly on a day-to-day basis, but do not play a large role in being the first face of welcome at the school. This is in part due to the location and layout of the reception area that the school hopes to soon improve. There have also been some problems with routine administration of registers that has caused some concerns with parents. Lateness and attendance figures are not always rigorously and accurately recorded.

55. Accommodation is satisfactory. The school is kept very clean and is well maintained. Although classrooms are spacious and attractive, there is a lack of space for indoor physical education. However, the school does well to overcome these problems and pupils' learning does not suffer. Good use is made of the playground and playing fields for physical education lessons, and pupils also have swimming lessons at a nearby leisure center. Outdoor facilities have been improved since the last inspection, with the youngest children, in particular, benefiting from the attractive new play area. The school has realistic plans for further improvements to the school's accommodation, including developing a wild life area.

56. Resources for learning are satisfactory, with no significant strengths or weaknesses. They have improved since the last inspection in ICT, although computers are not available in all classrooms at all times or used well throughout the school. Resources for children in their first year in school are much improved. The school now has satisfactory resources for

pupils with special educational needs. The library has a wide selection of fiction and non-fiction books that are used very effectively for private study and research.

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

57. In order to improve the work of the school, the headteacher, staff and governors should now:

1. Raise standards in writing by ensuring that:
  - A consistent policy for handwriting is implemented throughout the school;
  - The results of teachers' marking are used to guide subsequent work for individuals and groups with similar needs;
  - Pupils are given more responsibility for proof-reading and improving their own work;
  - Opportunities to develop literacy skills are identified in the planning of other subjects.(Paragraphs 4, 18, 23, 36, 71, 74)
  
2. Improve attendance and punctuality by:
  - Creating rewards for good attendance and punctuality;
  - Ensuring that systems for reporting justified absences are clear and applied consistently, and that administrative staff carry out their responsibilities efficiently;
  - Maintaining good contact with and support for families of children who regularly arrive late, or miss frequent days from school without good reason;
  - Carrying out further analysis of the effect that poor attendance has on standards achieved by individual pupils so that parents can be fully informed.(Paragraphs 14, 37, 39)
  
3. Create clear success criteria for school improvement initiatives, so that progress towards targets can be carefully monitored and evaluated.  
(Paragraph 46, 49)
  
4. To further improve pupils' learning throughout the school:
  - Ensure that the best and most effective teaching practice and specialist subject knowledge in school is used as an example to improve teaching overall;
  - Think more flexibly and creatively about teaching arrangements so that pupils in the same year groups all benefit from very good and excellent teaching in certain subjects.(Paragraph 18)

## **PART C: SCHOOL DATA AND INDICATORS**

## Summary of the sources of evidence for the inspection

Number of lessons observed

81

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

70

## Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	5	27	27	19	0	0	0
Percentage	6	35	35	24	0	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)	25	451
Number of full-time pupils known to be eligible for free school meals	0	125

FTE means full-time equivalent.

### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	8
Number of pupils on the school's special educational needs register	0	155

### English as an additional language

	No of pupils
Number of pupils with English as an additional language	127

### 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	56

## Attendance

### Authorised absence

	%
School data	4

### Unauthorised absence

	%
School data	3.4



National comparative data	5.6
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National comparative data	0.5
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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
	2001	28	28	56

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	24	22	26
	Girls	23	20	24
	Total	47	44	50
Percentage of pupils at NC level 2 or above	School	84 (75)	75 (75)	89 (92)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	23	24	24
	Girls	21	21	19
	Total	44	45	43
Percentage of pupils at NC level 2 or above	School	79 (72)	80 (90)	77 (80)
	National	85 (84)	89 (88)	89 (88)

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
	2001	30	27	57

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	22	24	28
	Girls	25	23	27
	Total	47	47	55
Percentage of pupils at NC level 4 or above	School	82 (74)	82 (83)	96 (91)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	21	26	28
	Girls	25	25	26
	Total	46	51	54
Percentage of pupils	School	81 (61)	89 (69)	95 (77)

at NC level 4 or above	National	72 (70)	74 (72)	82 (79)
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*Percentages in brackets refer to the year before the latest reporting year.*

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	31
Black – African heritage	34
Black – other	39
Indian	3
Pakistani	2
Bangladeshi	1
Chinese	3
White	186
Any other minority ethnic group	42

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

### **Teachers and classes**

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

Total number of qualified teachers (FTE)	19.2
Number of pupils per qualified teacher	20.9
Average class size	33.4

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

Total number of education support staff	2
Total aggregate hours worked per week	64

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

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	25
Total number of education support staff	1
Total aggregate hours worked per week	32
Number of pupils per FTE adult	12

*FTE means full-time equivalent.*

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	5
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

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

	Fixed period	Permanent
Black – Caribbean heritage	3	0
Black – African heritage	2	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	3	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.*

### **Financial information**

Financial year	Apr 2000 – Mar 2001
	£
Total income	1117178
Total expenditure	1095926
Expenditure per pupil	2571
Balance brought forward from previous year	1336
Balance carried forward to next year	5088

Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0
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*FTE means full-time equivalent.*

## Results of the survey of parents and carers

### QUESTIONNAIRE RETURN RATE

Number of questionnaires sent out	454
Number of questionnaires returned	87

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	77	23	0	0	0
My child is making good progress in school.	62	35	1	0	2
Behaviour in the school is good.	61	36	3	0	0
My child gets the right amount of work to do at home.	46	34	14	3	3
The teaching is good.	66	32	1	0	1
I am kept well informed about how my child is getting on.	59	32	8	0	1
I would feel comfortable about approaching the school with questions or a problem.	69	24	6	0	1
The school expects my child to work hard and achieve his or her best.	64	35	0	0	1
The school works closely with parents.	55	36	6	2	1
The school is well led and managed.	61	32	5	0	2
The school is helping my child become mature and responsible.	63	35	1	0	1
The school provides an interesting range of activities outside lessons.	44	36	9	2	9

## **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**

58. Children enter the nursery in the year that they become four and attend part-time for one year, after which they move into the reception classes. Children from other settings also join the reception classes. Younger reception children remain part-time until January. At the time of the inspection there were 80 children in the Foundation Stage. A key issue at the previous inspection was to ensure that there is consistent, high quality, direct teaching and adequate provision in the Early Years. This is now the case and is a significant improvement. Leadership and management of the Foundation Stage are now very good. Attainment on entry to the nursery is well below average overall, and standards in personal and social development and communication, language and literacy skills and mathematical skills are well below average for many children. Children achieve well overall in the Foundation Stage, and learning is appropriate to their needs. However, by the time they start the National Curriculum in Year 1 many will still not have achieved the early learning goals in personal and social development, communication, language and literacy development, and mathematical development. Most will achieve the early learning goals in knowledge and understanding of the world, creative and physical development.

59. In the Foundation Stage the quality and range of learning opportunities are good and an appropriate curriculum is in place, covering the six areas of learning. The nursery and reception classes plan their work together to ensure a consistent approach throughout the Foundation Stage. Assessment is ongoing, and baseline assessments are carried out on entry to the reception class, which give staff a good picture of each child's individual needs and helps them to group children appropriately for activities. Children with special educational needs are identified as early as possible and suitable provision is made to meet their needs. Children learning English as an additional language are supported appropriately. The quality of teaching in the Foundation Stage is good.

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

60. The quality of teaching and learning in this area is good. Children of all abilities make steady gains in their learning. However, it is likely that many children will not achieve the early learning goals by the end of the Foundation Stage. Children are lively and interested in the activities offered in all classes. Younger children sometimes find concentration difficult and need support to remain at activities for reasonable periods of time. Established routines in the nursery help children to develop these skills. Older children in the reception classes are developing skills of perseverance and concentration effectively. They are supported well by classroom assistants and other volunteers. Some children find turn taking and sharing resources difficult, and staff regularly remind them to share. For example, when putting away equipment one child was determined to be responsible for a piece of equipment, even though another child was already taking it to the storage area sensibly. The teacher intervened to explain the importance of sharing classroom tasks. Some children show care and concern for living things and the environment and this is fostered well in the nursery by caring for the pets, for example when feeding the guinea pigs and rabbit. Children make very good relationships with adults who provide very good role models. This is a good feature throughout the Foundation Stage. Behaviour is good overall. Children have an awareness of what is expected of them and most respond appropriately to these expectations. Simple and effective class rules help children to understand what is expected of them. Teachers reinforce standards of good behaviour by praising children and being positive in their approach. All children are involved in tidying away at the end of each session developing independence and a sense of responsibility.

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

61. The quality of teaching and learning in this area is good. Children achieve well from a well below average starting point. However, it is likely that many children will not achieve the early learning goals by the end of the Foundation Stage. When children enter the nursery a significant number have immature and unclear speech. Staff encourage speaking and listening skills by providing children with many good opportunities to talk to each other, for example in the home corner while dressing up and outside while playing with large apparatus. Listening skills are developed well in story sessions using finger rhymes and familiar tales that children can join in with. Children learning English as an additional language or with particular needs are supported well during these sessions. Some children are confident speakers, for example when describing cakes that they have made. Others only respond to the teachers' questions. Children are developing a love of stories. In one lesson a child said, "that was a lovely story". Some children predict what is going to happen next by using the pictures. Many children understand that a book has a title and that the author writes the story. They know that marks on paper convey a meaning and they are beginning to "write" their own words and copy words. Younger children make marks on paper while older children practise their names, and some write their names independently. Some can copy a short sentence but few write sentences on their own.

### **Mathematical development**

62. The quality of teaching and learning in this area is good. Children of all abilities achieve from well below average levels when they start nursery. However, it is likely that many children will not achieve the early learning goals by the end of the Foundation Stage. Many good opportunities are provided for children to practise their numerical skills and the recognition of numbers. In the nursery, children sing number songs and play with shapes and puzzles. A few children in the reception classes count confidently to 20, many count to 10, but some are insecure and have difficulty ordering numbers to five. Children use water play to develop their understanding of full, half full and empty. They play in the sand tray and find treasure that they count accurately. Children enjoy number songs and rhymes, which teachers lead effectively, often using props. However, the majority are not yet using mathematical ideas and methods to solve practical problems.

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

63. The quality of teaching and learning in this area is good. It is likely that many children will achieve the early learning goals by the end of the Foundation Stage. Children show curiosity, and they observe and manipulate objects effectively. They describe simple features of objects and events. In the nursery, children demonstrated an awareness of change when investigating the properties of ice. They knew that when it became warm it melted. When using information and communication technology, a few children in the nursery confidently manipulated the "mouse" to colour in the tail of an animal. In one reception class, a child with the support of an adult could drag and drop a six-piece puzzle into place. A broad range of activities is planned to develop children's understanding of the world they live in. Visits to a local allotment, through the year, develop children's understanding of their locality and how things change over time. Children learn to use simple tools and techniques effectively, for example the use of tape to join two boxes together. A range of commercially bought construction materials and sets is available which children enjoy building with. Some children use technology with confidence. They listen to stories on tape, using the headphones and tape recorders themselves. Small world toys help children explore the environment, such as a garage and a collection of plastic animals. Sand and water trays are available freely in classes.

### **Physical development**

64. The quality of teaching and learning in this area is good. It is likely that most children will achieve the early learning goals by the end of the Foundation Stage. Outside provision is

very good and effective planning means that children are offered many good opportunities to enhance their physical development. Children ride bikes confidently and they “drive” cars carefully. Children have appropriate levels of skills, moving around with good control and increasing confidence, showing suitable awareness of themselves and others, generally avoiding other children and fixed obstacles. All children in the Foundation Stage have opportunities each day for outdoor play with a very good variety of stimulating equipment and toys. Children have opportunities to climb and balance on apparatus. Children in a reception class combined dance and drama effectively, using space well to move like Jack Frost and snowmen. Many chances are available for children to develop their fine motor skills, in cutting and sticking activities, along with modelling and painting.

### **Creative development**

65. The quality of teaching and learning in this area is good. It is likely that most children will achieve the early learning goals by the end of the Foundation Stage. Children are offered a broad range of creative experiences, which are stimulating and enjoyable. Children explore colour, texture, shape, form and space in two and three dimensions. They recognise and explore how sounds can be changed they sing simple songs from memory, recognise sound patterns and match movement to sound. Many children use their imagination in art and design, dance and role-play. Children respond in a variety of ways to what they see, hear, smell, touch and feel. Children have looked at the work of some famous artists, such as Matisse, and produced effective work in the style of this artist. This successfully broadens children’s ideas and understanding about art. Children sing with enjoyment, learning a range of simple songs and rhymes. Children listen to music when it is played in assembly, gaining experience of music from different cultures. They use simple percussion instruments and play them correctly. Role-play areas provide children with good opportunities to play creatively and imaginatively.

### **ENGLISH**

66. Results in national tests for pupils at the end of Year 2 have been well below average in writing since 1998 and generally below average in reading. Inspection evidence indicates that the attainment of pupils presently in Year 2 is below the national average in speaking and reading, and well below average in writing, but they are achieving well compared with pupils in similar schools.

67. Standards reached by pupils presently in Year 6 are close to the national average in listening and reading, but below average in speaking and writing. The results of national tests at the end of Year 6 have varied widely over recent years. Staffing difficulties in the past have affected the progress of some pupils through the school, and some year groups contain more pupils with special needs in language. In 1999, results were well below the national average, but in 2001 they were above the national average and very high compared with similar schools. Targets for the group were well met. The Year 6 group of 2001 contained a higher than usual proportion of girls, who in general perform better than boys in English. The present Year 6 is making good progress, but it contains a high number of pupils with special needs in language and is unlikely to repeat the success of last year in the national tests.

68. Pupils begin the National Curriculum in Year 1 with standards that are low in all aspects of language development, but they achieve well throughout the school compared with their standards on entry. English is an additional language for about a third of pupils, which is very high, and higher than average numbers have special needs in language. These pupils are given extra help either in class or when withdrawn in small groups for intensive instruction in basic skills, and they are carefully monitored through the school so that they build on success. However, there are a few higher attaining pupils in each year,



and one of the significant challenges that teachers face is the very wide range of attainment in all classes.

69. Pupils learn to listen carefully in literacy hour and take an active part in discussions. By Year 2, a few pupils give extended answers, though most speak briefly and very quietly. Some do not speak in standard English, but teachers offer good role models and coach careful listening and speaking very effectively when they teach letter sounds and spelling patterns. Through the school, pupils' confidence in explaining their ideas to the class develops well because of the good relationships that teachers encourage. By Year 6, pupils generally use formal language and technical terms correctly in discussions in other subjects. They explain their meaning concisely, though many still do not project clearly. A few pupils, mainly boys, become restless unless questioning is energetic and actively involves them, but overall attentiveness is sound because teachers have good management skills. No instances were seen in the inspection of older pupils taking the lead in making formal presentations to the class.

70. Pupils make good progress in reading through the school, guided in the early stages by a graded reading scheme. By Year 2, most pupils know how to sound out new words to find their meaning, but those with lower attainment are not confident in sounding out beyond the first letter. Overall, pupils understand what they have read, though their reading books are at an easier level than generally found for this age. The range of attainment in reading is very wide by Year 6. Some pupils lack confidence in talking about books and explaining their meaning, though the school is addressing this through guided reading groups. Most pupils are interested in reading and their interest is promoted well through regular silent reading sessions. Not all pupils read frequently at home and so miss the practice they need. Classroom collections contain a good range of fiction and non-fiction, but reading materials are not clearly graded for difficulty in small steps. This creates uncertainty for pupils of average attainment or lower in finding books that do not frustrate them, particularly when they do not have secure skills in sounding out new words. Those with average attainment or higher generally read aloud with dramatic expression and good understanding. They have most experience of reading fiction and can talk about their favourite authors. Pupils generally know how to find information in non-fiction books, but the lack of a school library restricts opportunities for extended study in all subjects, particularly for pupils with the potential to reach the higher levels of the National Curriculum.

71. Many pupils have weak pencil control when they begin school. Standards in handwriting are improving because pupils are given regular practice, following an agreed scheme, though few achieve a joined style by age seven. Higher attaining pupils in Year 2 express their meaning clearly in personal accounts and stories, with a sound grasp of regular spelling patterns and punctuation rules. Most pupils are much less secure, and make frequent errors. Their writing is generally brief, though the school is attempting to boost their confidence through weekly diary writing. Through the school, pupils learn to write for a good range of purposes, and this is an improvement since the previous inspection. A few pieces are word-processed, but this is not a frequent feature. Books for close study are used well to model different kinds of writing and stimulate ideas. Forms of writing that are intensely focused have produced good results. For instance, pupils in Year 3 have produced a class anthology of images on the theme of "It was so quiet". Pupils in Year 5 have produced a very good range of responses to a Harry Potter stimulus. Recent work by pupils in Year 6, imagining the reactions of children in America and Afghanistan to the terrorist attack in New York, shows strong personal feeling. Much of the work of older pupils reaches the level expected for their age when it has been planned, developed and proof-read for a display or class anthology. Some longer pieces, such as news reports and book reviews, are structured using paragraphs, and dialogue in stories is correctly punctuated. By contrast though, the everyday writing of pupils by Year 6 is generally of a much lower standard in all

subjects. Some pupils do not write in a securely joined style when they have to work quickly. The most significant weaknesses are the high level of inaccuracy in spelling and punctuation, coupled with a narrow range of vocabulary and sentence structures. Practice is now improving, but pupils have previously lacked the systematic training they need in planning their ideas and experimenting with different ways of expressing them, in using word banks to refine their thinking, and proof-reading the results for accuracy.

72. In the lessons seen, teaching is very good in Years 1 and 2. One was excellent, one satisfactory and the remainder were very good. Teaching is good in Years 3 to 6. Two lessons were satisfactory and half the others were good and half very good. Teachers generally have a secure understanding of the National Literacy Strategy. They read aloud well, helping pupils to understand and raising their interest in books. Interaction with pupils is brisk, involves all, and challenges them to learn and remember. As pupils work individually, teachers give intensive instruction to one or two different groups each day on a rota basis, which is efficient and effective. Well trained and experienced learning support assistants make a good contribution by supporting individuals and groups during lessons, enabling them to take a full part in activities and helping them to make good progress.

73. In the best lessons, teachers set very well defined targets and teach them with determination through all stages of the lesson. Their teaching of basic skills is energetic, making good use of the board and pupils' writing tablets to clarify main points and check learning. Main points are repeated, so as to impact on pupils with lower attainment, but with variation and intense questioning that also challenges the most able. Questions on material just taught give lower attaining pupils the chance to shine, and an element of competition stimulates most to volunteer eagerly. Such careful instruction prepares pupils across the wide range of attainment for the individual tasks that follow. These are carefully adapted so that groups at different stages are able to manage them successfully. Pupils are able to work independently towards a higher standard than previously because teachers support them with additional guidelines and resources, such as lists of key words. The final review at the end of the lesson is used very effectively to check learning and correct mistakes.

74. In lessons that were otherwise satisfactory, the main weakness was that pupils were not prepared thoroughly to work independently through instruction beforehand or suitably modified work and supporting resources. In a few cases, the work produced was not noticeably better than earlier work. More generally, teachers do not make enough use of their marking to raise standards. They write encouraging comments in pupils' books and identify some errors, but they do not regularly set follow-up work to help individuals learn from their mistakes and develop their strengths. Marking in other subjects generally ignores literacy errors, and expectations for accuracy are too low.

75. The subject is well managed, and good recent improvements have resulted from the close analysis of test results. For example, a scheme of work has been adopted to guide the teaching of phonics to younger pupils. Older pupils, whose attainment is just below the levels expected for their age, are given very effective intensive instruction in withdrawal groups. The curriculum has been imaginatively developed and resourced so that it has a high interest level. There are not enough opportunities to develop reading and writing skills in other subjects to extend the impact of the literacy hour. Good procedures have been developed for assessing attainment in writing, but use of this information to guide the planning of tasks to meet the needs of individuals and groups is not thorough enough. There are no such assessment procedures for reading, speaking and listening. More detailed assessment records are needed to guide the monitoring of teaching and planning by senior management so as to identify inconsistencies and secure good practice.

76. There has been good improvement since the last inspection and standards of attainment have improved. The subject is given a high priority and makes a good contribution to pupils' personal development. The curriculum is very effectively extended through an exciting range of visits and visitors. Teachers and assistants show great skill and commitment in mounting very attractive displays of pupils' work and print of all kinds throughout the school.

## **MATHEMATICS**

77. The school's mathematics results in the national tests have fluctuated since the last inspection. The Year 2 results in 2001 were in line with those of similar schools, and included a good proportion of pupils at the higher level. However, these results remained slightly below the national average. The Year 6 results in 2001 were very high compared with similar schools and in line with the national averages for all schools. The results were very high taking account of the pupils' prior attainment in Year 2, indicating the pupils had made very good progress during Key stage 2. Compared with national averages, these pupils did less well in the mathematics tests than in English or science. No clear pattern can be seen in the performance of boys compared with girls, at either Year 2 or Year 6. In lessons seen there was no apparent weakness in the achievement of pupils with English as an additional language, especially where these pupils received extra support or coped with numerical tasks. The school exceeded the target it had set itself for 2001, although the target set for the 2002 tests are very ambitious, given the prior attainment of these pupils.

78. Inspection evidence shows that standards in the current Year 2 overall are below those that might be expected nationally. However, the higher attaining pupils are extending their understanding of place value to add and subtract numbers up to 100, while the lower-attaining pupils are helped to understand and handle numbers up to 10. All pupils learn about two and three-dimensional shapes, and higher attaining pupils, for example, accurately record the numbers of faces on different prisms.

79. Standards in the current Year 6 overall are also below those expected nationally, although this year group has a large proportion of pupils with special educational needs. The higher attaining pupils competently handle decimals and fractions, and use a range of metric units of measurement. Lower-attaining pupils are helped to understand decimal numbers, for example through placing 0.8 on a number line. Pupils with special educational needs work at an appropriate level with place-value and shapes. All pupils have learnt the basic ideas of probability, and in lessons pupils were seen accurately plotting co-ordinates in all four quadrants. Pupils' skills are generally weaker in problem solving and exploring within mathematics, and some younger Key Stage 2 pupils were seen to have weaknesses in the everyday applications, such as the measurement of time.

80. When pupils start school, their standards in mathematics overall are well below average. In relation to these prior levels of attainment, pupils' achievement is good, both in Key Stage 1 and in Key Stage 2. For example, in a Year 3 lesson pupils were learning how to add up to and beyond the next ten on a number line. In a Year 5 lesson pupils confidently doubled numbers such as 49 by separating the forty and nine and using their understanding of tens and units. Pupils' knowledge about shape builds up through the school. For example, average-attaining pupils in Year 2 record the names and basic characteristics of simple shapes, and by Year 6 pupils are recording some mathematical properties such as parallel sides. Throughout the school, pupils with special educational needs make good progress because the staff know their needs well and provide focused help when pupils are grouped in lessons, or through the separated classes in Years 5 and 6.

81. Overall, the teaching observed was good and this represents a substantial improvement since the last inspection. In well over a third of lessons teaching was very good or better. In one lesson teaching was excellent. A key feature is the impact of the National Numeracy Strategy, particularly in the consistent use of the three-part lesson. Mental and oral starters to mathematics lessons are well established. In the best lessons these actively involved many pupils, especially using equipment such as number cards so that individuals or pairs could attempt answers to problems. Teachers usually introduced the main activities in lessons very effectively, so that pupils start group activities well. In some lessons the match of tasks to the different abilities needs refining, for example where more practical activity could support the learning of low-attaining pupils. But pupils with special educational needs often benefited from the additional adult help and discussion in small groups. Overall, pupils respond very well to the routine of group work.

82. Teachers plan mathematics lessons carefully, with clear learning objectives and group activities. Pupils' written work shows teachers make much use of structured worksheets and this approach helps pupils to build up their knowledge, skills and understanding. For example, teachers use hundred squares to help pupils learn about odd and even numbers, and are systematic in teaching the names and properties of shapes. However, pupils tend to be too reliant on the teacher and this limits their ability to apply or explore ideas independently. Pupils' practice of number across the curriculum is effective. For example, opportunities for number work were taken when young pupils were counting in a PE lesson, and good use of statistics and graphs was seen in science.

83. Teachers have very good relationships with the pupils. In one excellent session the young pupils made very good progress in learning how to estimate and use non-standard measures of length, because the teacher made very effective use of clear demonstration, questioning and praise. Throughout the school pupils take pride in their mathematics exercise books and present their work carefully. This strength is helped by the teachers' regular marking of pupils' work, often with extra guidance and praise. Assessment overall is sound, with useful developments planned to further analyse pupils' performance. In all the lessons seen, management and organisation were good, and as a result the behaviour of pupils in mathematics lessons was good. All classrooms have a good display area for mathematics, key words are emphasised and resources such as number lines and apparatus are available. These good features support improvements in mathematics.

84. Leadership and management of mathematics are very good and have contributed to the good improvements since the previous inspection. The enthusiastic co-ordinator has considerable expertise, and monitors and supports provision well. One area identified for improvement is the use of ICT within mathematics. The good action plan also targets work with gifted and talented pupils and further professional development for staff. The school is very well placed to improve further.

## **SCIENCE**

85. The results of the 2001 teacher assessments at the end of Year 2 were lower than those at the time of the last inspection. They were below the national average overall, although the percentage of pupils attaining Level 3 was in line with the national average. Girls scored considerably higher than boys. Some pupils start Year 1 with below average knowledge and understanding of the world and many have weak skills in language and literacy. Taking this into account, pupils' achievements by the time they leave Year 2 are good overall. In the work seen, in both lessons and pupils' books, standards were in line with national expectations. However, their written work did not reflect their good understanding of the science concepts. For example, in a Year 2 lesson pupils could describe why ice melted

at different rates in different places in the classroom but poor spelling and writing prevented them from recording this precisely.

86. Results in the national tests at the end of Year 6 have risen considerably since the last inspection and overall, the trend has risen at a greater rate than nationally. In 2001, results were well above the national average and very high when compared with similar schools. In the work seen, standards were above those expected for pupils of this age at this time of year, and in lessons they were in line with national expectations. Skills in practical investigation have improved since the last inspection. Pupils explain how to set up a fair test and collect evidence from several observations in order to come to an accurate conclusion. They are encouraged to use their mathematical skills to measure accurately. For example, Year 6 pupils carried out an experiment to discover which type of sugar dissolved in water the quickest. They used the data in information and communication technology to plot their results on graphs. Year 3 pupils identified a range of common materials and tested and compared different papers for absorbency. Year 4 pupils made up electrical circuits, built in simple switches and explained how they worked. In Year 5 pupils investigated the relationship between different forms of exercise and their heart rate. They recorded their observations accurately using the correct scientific language. Pupils with special educational needs make good progress because they are well supported in most lessons.

87. In the lessons seen, the quality of teaching was good overall. Of the seven lessons, three were very good, three were good and one was satisfactory. Teachers' planning is detailed and identifies learning objectives, which are explained to the pupils at the beginning of lessons. Teachers have a sound knowledge of the subject, which enables them to explain new concepts clearly. Astute questioning encourages pupils to think for themselves. The introductions to lessons ensure that pupils recall what they learned previously, and reinforce the correct scientific vocabulary. Teachers plan practical work, which is designed to develop pupils' skills and understanding as well as extending their knowledge. This was evident in a good lesson in Year 3 where pupils showed a good understanding of magnetism and knew that magnets have a variety of uses. They used the facts they had previously learned to predict the outcomes of their investigations. Through well-prepared activities, they tested how well magnets worked through a variety of materials. In a lesson where the pace was slower, pupils were not fully involved, they became noisy and less absorbed in their work. Because pupils work in mixed ability groups, the more able pupils are not always sufficiently challenged at an appropriate level, particularly in writing up work independently. However, in all lessons, the practical approach and teachers' positive relationships with pupils ensured that there was a high level of interest and concentration. Classroom assistants make a valuable contribution to pupils' learning. The good progress pupils make is evident in their recording which is increasingly well organised. Marking is good and designed to show pupils how to improve their work.

88. The action plan to improve working science is good and the scheme of work has been developed systematically from the national guidelines. It supports teachers' planning and has enabled the school to ensure that all elements of the science curriculum are in place. The subject co-ordinator who has taken over responsibility recently is knowledgeable, enthusiastic and keen to see standards in science improve. The good start already made in monitoring pupils' work and teachers' planning has helped to highlight important areas for improvement. She is very clear about the need to develop pupils' scientific skills as well as knowledge and has identified the weakness of the younger pupils in experimental and investigative science. Assessment of pupils' attainment is developing alongside the scheme, but half termly tests are not yet being used to help teachers plan more precisely work at appropriate levels. The observation of teaching, which is planned, should help to ensure that expectations remain high. Resources for science are good and because they are well

organised they are easily available. Information and communication technology is beginning to be used in science to extend work but there is scope to take this further.

## **ART AND DESIGN**

89. Pupils at both key stages attain standards in art that are broadly in line with those expected for their ages. By the end of Year 2, pupils can satisfactorily use a variety of media such as paint, pastels, collage and computer drawing programs. During Key Stage 2, pupils continue to explore and develop ideas, for example in creating still-life pictures, working in textiles, modelling with clay, designing posters and often using artwork to illustrate other subjects such as history and religious education. Pupils draw and paint from observation, such as careful pictures from different viewpoints around the school, and draw from imagination, as seen in some Year 6 illustrations for "The Creation." Pupils' achievement is satisfactory overall.

90. Pupils gain some skills and techniques through activities such as copying or drawing enlargements of photographs. However, by Year 6, pupils' skills, for example in drawing in pencil or using brush techniques in painting are generally below expectations. Current Key Stage 2 pupils do not use sketchbooks as expected to collect visual information and practise their skills. In a Year 2 lesson, the teaching effectively encouraged critical evaluation, and although some Year 6 pupils made sound comments and appreciated each other's artwork, pupils' skills of evaluating and developing work are not good enough.

91. Pupils develop knowledge and understanding of the work of artists and designers. For example, young pupils had looked closely at Picasso portraits and created their own, some Year 2 pupils discussed the work of Bridget Riley, and Year 6 pupils drew careful studies of William Morris designs. As at the last inspection, pupils enjoy art lessons, they behave well and gain in terms of their cultural and personal development. Pupils designed posters for the Black History Month and explored paper weaving as a result of a trip to Horton Kirby. The school's art club have researched African masks and explored the use of colour, shape and size in creating interesting designs.

92. Too few lessons were observed during the inspection to judge the quality of teaching in art. However from the analysis of work and the few lessons that were seen, teachers plan and organise a good range of activity to provide suitably broad and interesting experiences. The school recognises the current weakness in building up pupils' skills and techniques systematically, and plans to address this. In some art lessons, a shortage of resources slows the pace of learning as pupils wait for equipment to become available and they select from a limited range of tools. Although the subject is not the strength that was described at the time of the last inspection, a good range of artwork is displayed around the building and this considerably enhances the school environment.

## **DESIGN AND TECHNOLOGY**

93. The last inspection found standards in design and technology to be below average. There have been improvements since then and design and technology standards are now in line with national expectations, but there are still areas of weakness. Pupils in Year 6 cover little design and technology because of the time taken up by basic subjects. They can talk about and understand the designing and making process. They have had least practice in evaluation, although they understand the need for testing and modification. In Year 6 this year they have made a shelter as part of an Arethusa field trip. Design was not part of the project, but fitness for purpose and strength tests were included.

94. Up to Year 6, pupils achieve well in this subject. From a good grounding in the Foundation Stage pupils move on to look at food technology in Year 1. Here they enjoy designing and making healthy salads. In Year 2, pupils make attractive cars and other vehicles. Wheels and axles and joints are included on the models. Year 2 pupils have also made split pin puppets and papier mache balloons. By the end of Year 2, pupils have a good understanding of the designing and making things. In Year 3, pupils have been involved in the study of packaging, making good links with mathematics as they reconstructed packets and learned to understand nets of cuboids. They studied advertising and made posters to advertise their products, labelling important parts of the packaging. Pupils in Year 4 have designed wallets and were going on to sew these although, unfortunately, their designs do not bear much relation to the materials used or to the end products. Year 5 pupils have been investigating various methods of making bread. They have also made Aztec masks to a design brief. This work shows evidence of attainment in line with expectations for each year group.

95. No design and technology lessons were seen during the inspection, so it is not possible to judge teaching in the subject. It is obvious from looking at models on display that good links are made with other subjects and that design is well integrated into the curriculum. The design and technology co-ordinator was also absent at the time of the inspection and, as a result, it was not possible to discuss the management of the subject.

## **GEOGRAPHY**

96. As at the last inspection standards in geography are in line with national expectations. By the time they reach the end of Year 6, pupils have mapping skills, an understanding of weather patterns and of physical features and some knowledge about political geography.

97. Pupils in Key Stage 1 have a good grounding in mapping skills. In Year 1, achievement is good. Pupils have studied routes to school, and the locality. There are good links made here with mathematics and information and communication technology as pupils have made bar charts of different modes of transport using databases. They have discussed and given reasons for their favourite places and recorded sights seen on the way. From this good beginning, pupils continue to make good progress by studying maps of the United Kingdom. Good links are made with literacy. The Katie Morag books have been utilised to make a village study, comparing Struay in Scotland with Sydenham. The Adventures of Barnaby Bear have also been used to support geographical work. Pupils have completed extensive work describing life on Struay, planning holidays there and sending postcards home. During Key Stage 1, achievement in geography is good.

98. Good progress is continued in Year 3 where work on the weather is linked with holiday planning. Pupils planned holidays and decided on items to take with them, depending on the climate. A good mixture of physical and political geography was therefore included. Achievement in geography continues to be good in Year 4, where good quality work on settlements, mapping and the use of Ordnance Survey symbols was seen. There were differences between the work seen in parallel classes in Year 3 and 4. Much less geography is covered in Year 5 and 6. Pupils learn about location of countries and their flags. Good links were made with current events and pupils in Year 6 had studied location and terrain in Afghanistan. There was no evidence though, that pupils had covered the expected comparative study of locations and not all aspects of physical geography had been covered. The initial good start in geography slows, so that achievement is satisfactory during Key Stage 2.

99. No geography lessons were seen during the inspection. Scrutiny of work suggests that teaching of geography is varied and interesting. Good links are made with other

subjects. There is currently no geography co-ordinator and the headteacher has a watching brief. He plans to appoint a co-ordinator in the near future.

## **HISTORY**

100. Standards noted in the previous inspection have been sustained, and pupils' work meets national expectations at the end of Year 2 and Year 6. Pupils with special needs or with English as an additional language are set appropriate tasks for which they are well supported so that they make good progress.

101. Pupils aged seven have a clear sense of what has changed over time in the context of their own families and everyday life. They have sound skills in identifying and interpreting evidence from a range of sources, including pictures, documents and objects from the past. Pupils in Year 1 show a good understanding in discussion of differences between their own toys and those of the past. Pupils in Year 2 show a sound understanding of the significance of a series of famous people, including Louis Braille and George Stephenson. Those with higher attainment write clear accounts of main features of the lives of such people, while those with lower attainment in writing express their understanding through drawings and diagrams.

102. Pupils in Years 3 to 6 study a range of topics in detail, including the Egyptians, Tudors, Victorians and World War II. In Year 6, pupils generally have a good understanding of how we find out about the past, and a sound ability to identify and interpret evidence from different sources. Pupils with average attainment and above write commentaries that explain cause and effect clearly, with good use of significant detail. They project into the lives of people in distant times through their imaginative writing. Pupils with low attainment in literacy are able to express their learning through brief texts supported by drawings. Pupils show good understanding in discussions, but the quality of their written work is much lower. Their limited writing skills hinder their reaching the higher level of the National Curriculum for their age, and they lack experience in using reference books for independent study. Nevertheless, pupils achieve well, and a very good feature is the use of project books to lift standards of presentation and pupils' pride in their achievement.

103. The standard of teaching is good overall. Of the four lessons seen one was satisfactory, two good and one was very good. Lessons are well planned with a clear focus. Good quality resources play a central role in focusing attention on key features of the topics studied. As a result, pupils show strong interest, are keen to answer questions and give good answers that are well founded on evidence. The very good lesson in Year 1 began with a very thorough review of earlier learning, and the teacher worked very perceptively to match her questions to the ability of different pupils and involve all in clear thinking. The stages of the lesson were carefully planned, with well-timed changes of activity to keep the rate of learning high. The board was used very effectively to focus attention on key words, so reinforcing literacy skills. In otherwise satisfactory lessons, discussions went on too long and opportunities were missed to develop literacy skills through use of the board or reading of reference books. Overall though, pupils show interest in the work and stay on task to complete it to the best of their ability.

104. Management of the subject is good. The curriculum has been improved following the adoption of national guidelines, and it is well planned to develop pupils' understanding from simple to more sophisticated concepts. Procedures for assessment are in place, though the information is not fully used in planning appropriate work for pupils across the wide range of attainment in each class. Resources are good, with very good use of visits to sites of historic interest, such as the Museum of Childhood. Teachers work very effectively to make the subject interesting, for example by mounting imaginative displays of objects, books and



posters. An air-raid bunker has been recreated in a corner of a classroom, and Black History Month included a drama performance to bring the study to life. In such ways, the subject makes a very good contribution to pupils' social and cultural development.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

105. By Year 6, attainment is broadly in line with national expectations, although pupils lack sufficient experience of control and monitoring. This was a weakness highlighted at the time of the last inspection that still is evident. Pupils successfully learn to use a word processor, import text and graphics, and save their work to edit it at a later date. In Year 6, progress is currently very good as a result of the use of excellent facilities and teaching at a local secondary school. Pupils learn to create their own multimedia presentations, using graphics and sound. They work individually at a computer and are able to review and improve their work. The development of literacy skills through this work is very good. Pupils develop speaking skills in their multimedia work. They are able to listen to themselves and improve their spoken contributions. Pupils enter information in a database and then interrogate it. Pupils of all ages are achieving well in relation to their previous attainment. Standards have risen since the previous inspection as a result of the good improvements in resources and teacher expertise.

106. In the few lessons seen when laptop computers were used, the quality of teaching was very good overall. Of the three lessons observed, one was good, one very good and one excellent. Evidence from previously completed work supports this judgement. Pupils learned effectively because of the systematically planned lessons, very good subject knowledge, very good organisation and methods, and clear guidance. This helped all pupils, especially those with special educational needs, who benefited from the clear structure and the opportunity to work alongside a more able partner. Pupils work with a partner to investigate computer programs that require demonstration of their knowledge and skills in many subjects. They apply their language, scientific, mathematical and geographical skills to complete the tasks proposed by the program. Pupils work with excellent concentration, because they are clear of what is expected of them and are thoroughly interested by the task. Teachers offer good explanations and guidance, based on very good subject knowledge. The support provided by specialist teaching assistants is excellent.

107. Literacy and numeracy skills are applied well in the lessons where laptop computers are used and when Year 6 pupils attend the specialist lessons. However, all of this cross-curricular work takes place in specific information and communication technology lessons. Teachers plan these well, but do not plan sufficiently for the use of classroom computers and other forms of information technology. This is partly because of the age of some computers and the lack of some equipment. For example, in a mathematics lesson pupils themselves identified the need to use computer technology, but machines were not available. Despite this, the overall level of resources is adequate and the laptop computers are very well used.

108. Subject leadership has been very effective in raising standards, improving resources and introducing a good approach to assessment that involves pupils in assessing their own progress. The co-ordinator is very skilled and has taken on the role enthusiastically and leads well, through a good example of commitment to improvement. The major weakness of the current provision is the lack of opportunity for pupils to access computer and Internet facilities at any time during the school day. Not all classrooms have computers, and even when pupils recognise that they could find or present information with the use of the computer, they are not able to do so. All pupils have opportunities to use other forms of technology such as digital cameras, tape recorders and video equipment, although simple photocopying and printing is not often undertaken by pupils.

## **MUSIC**

109. Throughout the school, pupils' attainment in music is above national expectations and they achieve well. In the lessons seen, the pupils enjoyed the varied, practical activities. They were fully involved, concentrated well and were proud of their successes. Attainment in singing is consistently good and the pupils sing tunefully, with confidence, and understand how to sing clearly and, when required, softly. The infants know many songs, which they accompany with actions. In all classes, small groups of pupils are given the opportunity to accompany the singing by playing percussion instruments. A significant proportion of Year 2 pupils understand the meaning of technical vocabulary, such as dynamics, tempo and duration. In a very good lesson, they developed ideas using long and short sounds with their voices and playing instruments in order to create 'musical conversations'. The pupils in Year 3 were all involved in playing a very polished performance of a whole class composition that accompanied a story. By Year 6, groups of pupils play rhythms on drums, pitched percussion instruments using a five-note scale, and keyboards, as an introduction to the scene of the play they are writing in Literacy lessons. Pupils learn to listen to each other's ideas and co-operate in groups and pairs. This provides well for the development of their personal and social relationships.

110. The quality of teaching in all the lessons seen was at least very good. Excellent teaching in Year 3, enabled the pupils to develop a good understanding of dynamics. They co-operated well in their groups, listened to each other when playing and conveyed the different moods of the story sensitively. The teacher's very good subject knowledge ensured that each lesson developed pupils' knowledge and understanding of several different aspects of the music curriculum. For example, they composed, played musical instruments, listened to other groups, commented on what was good and what could be changed and sang a variety of songs. From an early age, pupils are taught how to play percussion instruments properly. Very good pace, challenging tasks and very good management of activities, together with a lively, fun approach, ensure the pupils in all lessons are fully involved.

111. Pupils benefit from a variety of extra-curricular activities. These include recorder lessons that start in Year 2, the choir for Years 3 and 4 and a samba percussion club for the oldest pupils. A number of pupils learn to play the guitar with tuition by a visiting teacher. The school has very good links with musicians from the London Philharmonic Orchestra and students from the Royal College of Music who come to work. Other musicians such as an African dance group and Taiko drumming performers visit the school. This wide range of musical experience greatly enriches pupils' cultural development.

112. The subject is well managed by an enthusiastic, knowledgeable co-ordinator who teaches all classes from the nursery to Year 6. This, and the good music policy and scheme of work that is linked to the national guidelines, ensure very good consistency of approach as the pupils move through the school. Class teachers are involved in lessons and frequently make notes of pupils' attainment. Classroom assistants help with singing during the lunch times. Resources for the subject are good and the budget is used to acquire new instruments and appropriate CDs and to subsidise the many visits and visitors that contribute to the high standards of attainment. The high standards of provision and work in music have been maintained since the last inspection.

## **PHYSICAL EDUCATION**

113. Observations made during the inspection indicate that the majority of pupils, including those with special educational needs and English as an additional language, reach standards that are expected nationally for their age. Pupils' achievements are satisfactory overall.

Gymnastics, dance, games and athletic activities are taught and all pupils have opportunities for swimming lessons in Year 3 and 4. Standards have been maintained since the previous inspection. Occasionally, in dance, pupils achieve higher standards than expected nationally.

114. By Year 2, pupils explore gymnastic actions and still shapes effectively. They move confidently and safely in their own and general space. They change speed, level and direction appropriately. They carry and place the apparatus correctly and recognise how their bodies feel when still and exercising. Pupils effectively watch, copy and describe what others do and what they do themselves. They try hard to do their best and to improve their performance. They are enthusiastic and enjoy their lessons. In a games lesson, older pupils developed skills of passing effectively but were less confident when stopping the ball.

115. In an excellent dance lesson, Year 3 pupils travelled in a variety of ways using different levels and dynamics. They responded to the stimulating choice of music very well. All the pupils made very good progress and improved the quality of their movements considerably in a short space of time. Behaviour was excellent in the lesson. In a good gymnastics lesson in Year 1, pupils warmed up energetically and carried out different balances effectively. They mirrored each other's movements satisfactorily on the floor and on the apparatus. Pupils began to combine movements to create a sequence to music satisfactorily. Year 6 pupils undertake outdoor and adventurous activities while attending a residential school journey. Pupils participate in a range of activities including orienteering, abseiling, rafting, and treasure hunts and climbing.

116. The quality of teaching and learning is satisfactory overall. Of six lessons seen, teaching was satisfactory in three, good in two and excellent in one. A visiting dance specialist is used very well to provide pupils with a very high standard of teaching. Generally lessons are planned appropriately and provide pupils with satisfactory learning opportunities. The curriculum is enhanced by after school clubs including dance, hockey, netball, gym and athletics.

117. Leadership and management of the subject are good. The co-ordinator is enthusiastic and committed to raising standards for all pupils. There is an effective policy and scheme of work that follows government guidelines. Resources are being built up and a recent National Lottery award of £ 3600 is to fund development in netball and dance. The co-ordinator has monitored some teaching and learning and plans to develop this are effectively in place. Assessment procedures are informal at present. Dance involving music from different cultures broadens pupils' cultural awareness.

## **RELIGIOUS EDUCATION**

118. Observations during the inspection indicate that the majority of pupils, including those with special educational needs, achieve standards which are as expected for pupils of their age. Pupils' achievements are satisfactory and they meet the requirements of the locally agreed syllabus. Standards have been maintained since the previous inspection.

119. By Year 2, pupils learn effectively about belonging to groups and how they care for one another and take account of their own and others' feelings. They learn about the festivals of Christianity and of other religions. In a very effective Year 1 lesson, pupils listened in awe to the Christmas story. Some dressed as the main characters and acted out the story for their friends and this helped to "fix" the story in their minds. Pupils behaved very well in this lesson. They were keen and interested in the story and all were engaged in their learning. Good links were made with literacy and design and technology as they subsequently sequenced the story into pictures and words making zigzag books. Pupils with English as an additional language were well supported by a support teacher. The place of festivals in different religions was explored effectively using greetings cards from different religions.

120. Pupils in Year 4 continue to develop their understanding of the Christmas story and how it relates to their own lives. They understand that individuals are valued for themselves not the material objects they possess, for example, the shepherds watching their flocks in the fields over Bethlehem. By Year 6, pupils discuss the effects of Adam and Eve's disobedience and relate it to themselves and how their actions can have consequences. They relate times when they have not behaved well and what the consequences were to others and themselves. Pupils shared their experiences at the end of the lesson. Pupils have positive attitudes to religious education. They are interested in the lessons and discuss their own feelings well.

121. The quality of teaching and learning is satisfactory. Of four lessons seen, three were satisfactory and one was good. Teachers plan their lessons appropriately, using a long-term grid linked to the locally agreed syllabus and government guidelines. This ensures development and suitable coverage for all pupils. Pupils in Years 1 and 2 study Christianity, Hinduism and Islam. Pupils in Years 3 to 6 study Sikhism, Christianity, Judaism, Buddhism and Islam. The school's long term overview ensures a balanced curriculum. Teachers have very good relationships with their pupils and they organise and manage the pupils well.

122. Leadership and management of the subject are good. The subject is included in the current development plan and the co-ordinator is working hard to raise the profile of religious education in the school. Prominent displays around the school highlight the work of all pupils effectively. For example, there were good displays of religious sayings from different beliefs, the Christian story of the Creation, Divali celebrations and the life of Buddha. The co-ordinator has monitored pupil's work from nursery to Year 6 well. Some effective monitoring of teaching and learning has taken place. Extra funding has been available this year to develop resources. Assessment procedures are informal at present. Religious education makes a positive impact on pupils' spiritual, moral, social and cultural development. Religious themes are well developed through the school's programme for collective worship.