

# INSPECTION REPORT

## **ST SCHOLASTICA'S RC PRIMARY SCHOOL**

Hackney, London

LEA area: Hackney

Unique reference number: 100274

Headteacher: Ms E Stubbs

Reporting inspector: Mr A Shield  
3569

Dates of inspection: 2<sup>nd</sup> – 5<sup>th</sup> June 2003

Inspection number: 246052

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Voluntary aided

Age range of pupils: 3 to 11 years

Gender of pupils: Mixed

School address: Kenninghall Road  
London

Postcode: E5 8BS

Telephone number: 0208 985 3466

Fax number: 0208 533 0014

Appropriate authority: The governing body

Name of chair of governors: Mr S Griffiths

Date of previous inspection: June 2001

## INFORMATION ABOUT THE INSPECTION TEAM

| Team members |                 |                      | Subject responsibilities   | Aspect responsibilities  |
|--------------|-----------------|----------------------|--|--|
| 3569         | Mr A Shield     | Registered inspector | Science<br>Art and design<br>Music<br>Educational inclusion, including race equality   | What sort of school is it?<br>The school's results and pupils' achievements<br>How well are the pupils taught?<br>How well is the school led and managed?<br>What should the school do to improve further? |
| 9545         | Mr K Greateorex | Lay inspector        |  | Pupils' attitudes, values and personal development<br>How well does the school care for its pupils?<br>How well does the school work in partnership with parents?  |
| 20832        | Mr M Galowalia  | Team inspector       | Mathematics<br>Design and technology<br>Information and communication technology<br>Geography<br>English as an additional language |  |
| 32378        | Ms P Benny      | Team inspector       | English<br>History<br>Physical education<br>Special educational needs  |  |
| 10422        | Mr M Greenhalgh | Team inspector       | Foundation Stage   | How good are the curricular and other opportunities offered to pupils?   |

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Bench Marque Ltd  
National Westminster Bank Chambers  
Victoria Street  
Burnham-on-Sea  
Somerset TA8 1AN

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

### **INFORMATION ABOUT THE SCHOOL**

St Scholastica's RC Primary School is a voluntary aided school for boys and girls aged three to eleven. There are 235 pupils on roll, including 28 in the nursery. The school is over-subscribed. Most pupils come from the Parish of St Scholastica's RC Church which is an area of social and economic disadvantage, and live in either social or local authority housing. The proportion of pupils eligible for free school meals at 33.6 per cent is above the national average. The percentage of pupils on the register of special educational needs is also above average at 26.3 per cent. Four of these have Statements of Special Educational Need. Most pupils with identified special educational needs have either learning or emotional and behaviour difficulties. The majority of pupils are of black (African) heritage, with relatively few pupils from other ethnic groups. One hundred and sixty three pupils have English as an additional language, and 38 of these are at an early stage of language acquisition. The school has above average rates of pupil mobility, and around one in three pupils in the current Year 6 has joined the school since Year 3. Although there is a full spread of ability in all years, attainment on entry is below average. In common with many schools in London, the school suffers from its inability to recruit and retain permanent teachers.

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

This is an improving school, providing a sound education for its pupils. While standards in English and mathematics in Year 6 are below average, most pupils are nevertheless achieving at least satisfactorily given their attainment on entry. In Year 2, standards are average. Teaching has improved and is no longer unsatisfactory. Much teaching observed during the inspection was good or very good. The good leadership provided by the headteacher and governors is strongly promoting improvement. The school offers satisfactory value for money.

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

- The effective and committed leadership of the headteacher ensures a strong focus on the school's Christian values and a commitment to improve.
- The hardworking and caring approach of all staff, including support staff, ensures pupils feel safe and enjoy coming to school.
- Very good relationships encourage very positive attitudes to learning amongst the pupils and a strong sense of community.
- Pupils' personal development is supported through the good provision for their spiritual, moral, social and cultural education.
- The school fosters very good relationships with its parents and parish community.
- The behaviour of pupils which is very well managed.

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

- The quality of teaching to ensure it is more consistently good.
- The accommodation is cramped and hinders a wider range of approaches to teaching and learning.
- The provision in the Foundation Stage.
- The use of information and communication technology (ICT) to support learning in all subjects.
- The role of subject co-ordinators to lead developments in their subject.

*The strengths of the school outweigh its weaknesses. The areas for improvement will form the basis of the governors' action plan.*

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

Overall the school has made good progress since the last inspection in June 2001. The quality of teaching in particular has improved and as a result the school is no longer judged to have serious weaknesses. Although performance in national tests in Year 6 dipped in 2002, results are still higher than at the time of the last inspection. The quality of teaching has improved, with considerably less

unsatisfactory teaching and more good or better teaching observed during this inspection. The good quality leadership of the headteacher has continued to drive the school forward and she has the committed support of all the staff. Progress on key issues identified at the time of the last inspection has been at least satisfactory, although the accommodation remains too small in Years 3 to 6, and more work remains to be done to ensure that the use of assessment is confidently used by all teachers.

## STANDARDS

The table shows the standards achieved by eleven-year-olds (Year 6) based on average point scores in National Curriculum tests.

| Performance in: | compared with |      |      |                 |
|-----------------|---------------|------|------|-----------------|
|                 | all schools   |      |      | similar schools |
|                 | 2000          | 2001 | 2002 | 2002            |
| English         | D             | A    | C    | A               |
| mathematics     | D             | C    | C    | A               |
| science         | C             | A    | D    | C               |

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

Standards in national tests in English and mathematics in 2002 taken at the end of Year 6 were average, and in science they were below average. When compared with schools with a similar proportion of pupils eligible for free school meals, their performance was well above average in English and mathematics and average in science. Results have varied considerably over the last few years, but have been improving in line with the national trend since 1998. There is no significant difference between the attainment of boys and girls, and pupils of all ethnic groups achieve at least satisfactorily. The school's challenging targets for Year 6 test results in 2002 were exceeded in English but not quite met in mathematics.

Standards in national tests and tasks taken at the end of Year 2 in 2002 show standards to be above average in writing, below average in reading and well below average in mathematics. Higher attaining pupils did particularly well in writing. In comparison with similar schools, the results are well above average in writing, average in reading and well below average in mathematics. Results in all three subjects dipped in 2002 following a steady improvement in earlier years. Boys have done better relative to the performance of boys nationally than girls relative to their performance nationally.

In work seen during the inspection, attainment overall in English, mathematics and science and most other subjects is broadly in line with the national average at the end Year 2. This is higher than last year's results but more in line with results in earlier years. In Year 6, attainment in work seen is below average in English, mathematics and science, lower than results in 2002. This is because the current Year 6 is a less able group. Their achievements, given their attainment on entry, are nevertheless satisfactory. Most pupils make at least satisfactory progress through all years. Standards in other subjects in Year 6 are average except art and design where they are below average.

In the nursery and reception classes, the children are making satisfactory progress across all areas of learning and by the time they reach the end of the reception year most achieve the early learning goals expected for their age.

## PUPILS' ATTITUDES AND VALUES

| Aspect                                 | Comment   |
|--|---|
| Attitudes to the school                | Very good. All pupils show great enthusiasm for the school. They are very interested and involved in their work. They come happily to school, eager and ready to learn and keen to do well.   |
| Behaviour, in and out of classrooms    | Good. In assemblies, in the playground, in the dining hall and when moving about the school, pupils are self-disciplined and behave very well. Behaviour in lessons is good. Pupils are courteous and well mannered.  |
| Personal development and relationships | Good overall. Pupils work co-operatively with each other and with adults. They demonstrate patience, tolerance and understanding of others. Very good relationships amongst the whole school community contribute strongly to pupils' personal development and the school's values. |
| Attendance                             | Very good and well above average. Pupils are punctual when they arrive enabling the school to make a prompt and efficient start to the school day.  |

## TEACHING AND LEARNING

| Teaching of pupils:  | Reception and Nursery | Years 1 and 2 | Years 3 - 6  |
|----------------------|-----------------------|---------------|--------------|
| Lessons seen overall | Satisfactory          | Satisfactory  | Satisfactory |

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

The quality of teaching is satisfactory overall, although much good teaching was observed during the inspection. Strengths of the teaching include the very good relationships between staff and pupils, the good quality of support offered by classroom assistants and effective classroom and behaviour management which encourage pupils to respond positively. Planning is detailed and thorough.

The teaching of literacy and numeracy is satisfactory. Teaching is usually well planned to meet the needs of all pupils, but there needs to be a sharper learning focus to the planning of some lessons. Pupils make at least satisfactory progress in the vast majority of lessons. Their learning is characterised by a keen and lively interest in their work.

## OTHER ASPECTS OF THE SCHOOL

| Aspect  | Comment  |
|---|--|
| The quality and range of the curriculum   | Satisfactory. The breadth and balance of the curriculum is satisfactory, The good range of extra-curricular activities contributes strongly to the range of opportunities for learning.  |
| Provision for pupils with special educational needs   | Good quality provision and effective support ensure pupils make satisfactory progress against their targets in individual education plans.   |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | Good overall. Provision for pupils' social and moral development is very good and makes a strong contribution to pupils' personal development through the school. Provision for both spiritual and cultural development is good. Christian values are reflected in the school's caring and sympathetic working atmosphere and ethos. |
| Provision for pupils with English as an additional  | Satisfactory. Good support is given to pupils and as a result they are able to access the curriculum effectively.  |



|          |  |
|----------|--|
| language |  |
|----------|--|

| Aspect                                   | Comment  |
|--|--|
| How well the school cares for its pupils | The school very effectively promotes the welfare, health and safety of the pupils in a warm, caring and secure environment. Educational and personal support is satisfactory. There are good procedures for assessing and monitoring pupils' progress. |

The school works hard to involve parents and to work in partnership to ensure that all pupils achieve their potential.

### HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect   | Comment   |
|--|---|
| Leadership and management by the headteacher and other key staff | The good leadership of the headteacher is providing clear educational direction and inspires the trust of the whole school community. Her deputy gives her committed and effective support. The role of subject co-ordinators is not well developed, staffing problems mean that there is insufficient delegation of responsibilities to other staff. |
| How well the governors fulfil their responsibilities             | Governors are committed and hardworking. There are good procedures for monitoring the school's work, and through their regular visits and meetings, governors have a good insight into the school's work.   |
| The school's evaluation of its performance                       | Good. The school's procedures for self-evaluation are increasingly effective.   |
| The strategic use of resources                                   | Satisfactory. The school applies the principles of best value to its spending decisions whenever possible, and the budget is appropriately targeted on priorities in the school's action plan.  |

The school is adequately staffed but suffers from too high a rate of teacher turnover. At the time of the inspection, six members of staff were agency staff on short-term contracts. Classroom assistants provide effective support for individual pupils. Resources are adequate in most subjects, and the recently installed computer suite is proving increasingly effective. The accommodation is unsatisfactory, particularly in Years 3 to 6 where classrooms are too small and limit the range of teaching and learning strategies which teachers can use.

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

| What pleases parents most  | What parents would like to see improved  |
|--|--|
| <ul style="list-style-type: none"> <li>• That the school expects their children to work hard and achieve his or her best</li> <li>• That there is good teaching and that as a result their children are making good progress</li> <li>• That their children like coming to school and that the school is helping them to become mature and responsible</li> <li>• The approachability of all the staff</li> <li>• That the school is well led and managed</li> <li>• The information provided about their children's progress</li> </ul> | <ul style="list-style-type: none"> <li>• The high turnover of staff</li> <li>• Some parents feel that the range of activities outside of lessons is too limited</li> </ul> |

Inspectors agree with the positive views expressed by parents and the strengths identified are confirmed by inspection evidence. Inspectors also agree that the high turnover of teachers does not promote

continuity in the pupils' learning. Inspectors judge the range of extra-curricular activities, including clubs, educational trips and visits, to be good.

## **PART B: COMMENTARY**

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

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

1. On entry to the school, tests indicate that attainment is below average. Although children of all abilities are represented in school, there are fewer children of above average attainment on entry, and the proportion of pupils with special educational needs (26 per cent) is above average. Most of these pupils are identified as having learning difficulties; some pupils also have emotional and behavioural difficulties.
2. A number of pupils join and leave the school at times other than the usual time of admission. Although numbers joining last year were not particularly high, in the current Year 6 class, six out of 28 pupils have joined the school since Year 3. One half of the pupils in the class were not present in the reception class at the school. In most cases, this has the effect of lowering further both the ability profile of pupils in the junior years, and of standards in tests at the end of Year 6, since a number of these pupils are new to the country with often limited or disrupted prior educational experience.
3. Standards in national tests and tasks taken at the end of Year 2 in 2002 show standards to be below average in reading, well below average in mathematics but above average in writing. Comparison with schools with a similar proportion of pupils eligible for free school meals indicates standards to be average in reading, well above average in writing and well below average in mathematics. Pupils of all abilities, including those with special educational needs and all ethnic groups, make satisfactory progress. Results in each subject dipped in 2002 following a steady improvement in earlier years. Over the last three years boys have done better relative to the national performance of boys than girls, although the difference is not significant.
4. At the end of Year 6, standards in national tests in English and mathematics in 2002 were around the national average, but well above average in comparison with similar schools. In science, the results were below average but average in comparison with similar schools. In relation to prior attainment in Year 2, performance in English and mathematics was also in line with the average, while in science it was below average. However, one in five pupils taking Year 6 tests in 2002 joined the school after the start of Year 3 and did not take their Year 2 national tests at St Scholastica's. The impact of these new, often lower attaining, pupils joining the school during Years 3 to 6 is considerable. Of those pupils on roll throughout Years 3 to 6, most make at least satisfactory progress through the junior years and progress through at least two National Curriculum levels. For example, pupils who reached Level 2 in Year 2 reached Level 4, and those who were at Level 1 reached Level 3. Higher attaining pupils achieve their potential and reach higher levels, particularly in mathematics, where 38 per cent of pupils reached Level 5 in 2002. In English, 23 per cent reached this level, while in science the percentage was 31. Results dipped in 2001 but results overall have been improving in line with the improving national trend. In all three subjects, there are no significant differences between the performance of boys and girls or of the performance of different ethnic groups.
5. Year 6 targets set by the school for 2002 were exceeded in English but not quite met in mathematics. Targets set for 2003 are realistic and challenging given the particular ability profile of the current Year 6 group.

6. Provision in the nursery and reception classes is satisfactory and children are making satisfactory progress from their often very low starting point. Progress is such that most children are now reaching the early learning goals in all six recommended areas by the time they leave the reception class. The children's progress in language and mathematical development prepares them well for entry into the Year 1. Above all, children learn to enjoy school and to approach work in Year 1 with good attitudes and commitment.
7. In Year 2, the standards of work seen were average overall. This is higher than the 2002 test and task results indicate but more in line with results in recent years and in line with the school's own predictions. Most pupils are achieving satisfactorily in reading, writing, mathematics and science. In addition, this group of pupils benefited from some particularly good provision in the Foundation Stage.
8. Standards in Year 6 in work seen were below average overall and in English, mathematics and science during the inspection. This is lower than the 2002 results suggest, but more in line with results in 1999 and 2000, and the school's own predictions. Pupils' achievements, given their attainment at the start of Year 3, are satisfactory. In other subjects, attainment is average except in art and design where standards are below average.
9. Pupils with special educational needs make satisfactory progress overall during their time in the school, but the rate varies from class to class and between subjects. Progress of these pupils is stronger in Years 1 and 2 and this is reflected in the termly assessments. No significant variations in the progress of boys and girls or of any ethnic groups in the school were noted.
10. Pupils who are learning English as an additional language (EAL) make satisfactory progress. For example, a Year 6 pupil could clearly describe her work in design and technology. This consisted of a design and make project in which the pupil made a motor propelled, four-wheeled vehicle. She was fluent in evaluating her work including difficulties she faced when making her vehicle and mounting the motor. A Year 5 pupil with EAL compared and recorded similarities and differences in climate of the Kapiti Plains in Africa and the United Kingdom making good use of language to express his observations. Good support in the reception class ensures that children with EAL who are at an early stage of language acquisition make good progress.
11. In English, standards are average in work seen at the end of Year 2 and below average in Year 6. Pupils' achievements are satisfactory throughout given their prior attainment on entry. Most pupils are reasonably confident readers and enjoy both fiction and non-fiction texts. By age seven, most read simple texts fluently and accurately and show understanding of the plot, while at age eleven, many pupils are reading more demanding texts. Speaking and listening skills are also average. Many pupils are articulate and enjoy talking about their work and interests. Standards of writing are below average. While some pupils throughout the school write interestingly and imaginatively, and are confident in writing, others show weaknesses in handwriting, spelling and grammar. Pens are not used regularly enough.
12. In mathematics, standards are average at the end of Year 2 and below average in Year 6. Pupils achieve satisfactorily throughout the school. Most pupils are able to use and apply numerical skills satisfactorily. Other aspects, including pupils' knowledge of shape, space and their ability to handle data, are generally satisfactory, though less strong.

13. Standards in science are also average at the end of Year 2 and below average in Year 6. Pupils achieve satisfactorily throughout the school. Pupils' knowledge across the range of science is reasonable and they understand the principles of a fair test. Most are able to make predictions and record observations accurately. They are increasingly confident in using their scientific knowledge to draw conclusions from the evidence.
14. In most other subjects, pupils' attainment is average and their achievements satisfactory, except in art and design in Year 6 where attainment is below average, and in music in Year 2 where it is above average. Throughout all subjects, pupils' achievements are satisfactory.

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

15. Pupils' attitudes to learning, their standards of behaviour and the relationships throughout the school have improved since the last inspection. They are now strengths and have a positive effect on the quality of teaching and learning.
16. Virtually all pupils have positive attitudes to the school and their work. They show enthusiasm for what they are asked to do and apply themselves well to the tasks set. In a Year 3 physical education lesson, pupils were creating a new game; throughout they showed a determination to do well and a good capacity to work together as a team. Pupils sustain good levels of interest and concentration, particularly when teachers organise activities that challenge and motivate them. They take great pride and enjoyment in producing good quality work and are keen to share their results with others and adults.
17. Behaviour is consistently good and often very good. When they come to school, in assemblies, at lunchtimes and at playtimes nearly all pupils demonstrate considerate and thoughtful behaviour. Pupils move around the school in an orderly manner particularly in the confined playground area and have a clear understanding of the standards expected of them. In most lessons, behaviour is good and all pupils conform to the high expectations set by teachers. Only in a very small number of lessons are pupils mildly disruptive. There have been no exclusions in the last year. During the inspection there was no evidence of bullying or lack of respect for school property.
18. Relationships in the school are very good. Pupils form extremely constructive relationships with each other and with adults. They work and play co-operatively together, demonstrating that they will listen to each other and will try to understand the other person's point of view. This was particularly well illustrated in a Year 4 mathematics lesson observed when groups of three and four pupils were working very constructively to sort and classify two-dimensional shapes. Pupils show genuine pleasure in the achievements of others. Nearly all pupils act in a mature and responsible way even when playing physical games in the playground. They show respect and courtesy to each other, to staff and to other adults. They consistently demonstrate patience, tolerance and understanding for others.
19. Pupils' personal development is good overall and satisfactory through the Foundation Stage. The school provides a satisfactory range of opportunities for the pupils to show initiative and take responsibility and they demonstrate that the trust is well placed. Pupils make good progress in their personal, social and emotional development as they perform jobs within the classroom. As they progress through the school, pupils respond with increasing maturity to opportunities to act as 'buddies' to younger pupils. The only weakness in relation to pupils' personal development is their lack of willingness to take responsibility for their own learning.

20. Attendance is consistently well above the national average and is very good. There is very little unauthorised absence although in a very few instances, several weeks elapse before justification is obtained for the absence. Virtually all pupils are punctual and many arrive early. They come happily to school ready to learn, enabling the school to make a prompt and efficient start to the school day.

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

21. The quality of teaching is satisfactory overall in Years 1 to 6 and in the nursery and reception classes. However, much good or better teaching was observed in all years. The quality of teaching has improved since the time of the previous inspection, when it was judged to be unsatisfactory overall. Teaching was judged to be at least satisfactory in over 92 per cent of lessons observed during the inspection. Almost two out of three lessons were good. Teaching was unsatisfactory in just three lessons observed.
22. In English, mathematics and science the quality of teaching is satisfactory throughout the school. It is also satisfactory in all other subjects except in music in Years 1 and 2 where it is good. Teaching was not observed in design and technology and history in Years 1 and 2 and in music in Years 3 to 6 so no judgement can be made. There is a very close link between the quality of teaching and the quality of learning, and pupils' progress in lessons is directly related to the quality of teaching.
23. The teaching of literacy is satisfactory. The school has invested in training to ensure that all teachers are familiar with the National Literacy Strategy. As a consequence the strategy is used effectively to set clear objectives for learning, to plan interesting and involving activities and to consolidate learning through review and evaluation. Opportunities to reinforce literacy skills are taken in all subjects. In art and design, for example, teachers encourage pupils to discuss and express their opinions, thereby reinforcing and extending their vocabulary. However, some opportunities are missed. In history, for example, there are insufficient opportunities for pupils to consolidate their learning through extended writing activities. Teachers emphasise correct spelling and grammar and good presentation in all subjects, although the quality of much work is not consistently satisfactory in this respect. Some good examples of writing for different purposes and audiences were observed during the inspection. A particular strength is the emphasis given to the learning of specialist subject vocabulary. As a result, pupils in Year 6 talk convincingly on a good range of different subjects. Effective use of questions encourages pupils to develop and extend their verbal responses. In a Year 3 science lesson, for example, the teacher skilfully drew out the conclusions from the class during the summary, insisting that the pupils explain their results carefully.
24. In mathematics, numeracy skills are given satisfactory emphasis in lessons, but apart from in science, insufficient attention is given to developing these skills. In science, good attention is paid to the accurate reading and recording of results, and to presenting these in the form of bar charts and line graphs. However, in other subjects, such as geography and physical education, teachers do not always emphasise the teaching of numeracy skills in unfamiliar contexts.
25. It is the expectations that teachers have of what pupils can achieve that distinguishes the best teaching from the less effective. Where expectations are high, pupils are challenged, the pace of lessons is brisk and the pupils' learning is at least good. This takes place within a well-planned and well-ordered lesson that meets the needs of all pupils, taking account of their different starting points. For example, in a very good Year 4 English lesson, pupils were asked to write a Haiku poem. Lesson planning was

detailed and the teacher gave a clear introduction to the task. Very good pace was maintained throughout and the pupils were keen to respond and get involved. Probing and challenging questions ensured pupils thought deeply about what they were doing and developed their use of language. Work was set which challenged all pupils at their own level. The support provided for the high proportion of pupils with special educational needs was sensitive and very effective.

26. Very good relationships and very positive attitudes lead to very good learning. The teacher's effective use of praise ensures that pupils are encouraged and that their learning is reinforced at regular points in the lesson. A fully inclusive summary, in which all pupils were keen to participate, further consolidates the learning. In a very good Year 1 mathematics lesson the teacher's effective questioning of pupils' reasoning at the end of the lesson ensured not only that they revisited the learning, but that their progress was monitored by the teacher, ensuring that all had achieved the objective.
27. The school has worked hard to ensure that there are well-established and consistent routines in every classroom. Similar procedures, for example, are used to gain the pupils' attention during lessons. This helps to make expectations clear. The strategies used by teachers to manage sometimes quite challenging behaviour are effective and a strength of the teaching. During a Year 2 physical education lesson, for example, when pupils were working with a partner to carry and pass an object in relays, some lively and enthusiastic pupils were very well managed to ensure they worked purposefully and with commitment. There were a number of other examples of skilful and effective classroom management observed during the inspection.
28. Whilst these lessons illustrate some of the very best teaching, many other lessons incorporate some of these characteristics: tasks set on the basis of prior learning; varied activities; challenge; and active learning. Less successful teaching lacks some of these qualities, often involving pupils in routine work that fails to stimulate their interest and their thinking. Sometimes the teacher fails to plan and teach explicitly for improvements in performance. In an unsatisfactory physical education lesson with a Year 5 class, while the pupils worked co-operatively and with a sense of purpose, the teacher failed to intervene and inform the pupils how their performance in throwing the javelin might be improved. Merely recording the distance achieved meant that opportunities for teaching pupils how to improve their technique were missed. As a result, pupils made little headway and continued to make the same mistakes.
29. In general, the teaching is inclusive and well adapted to suit the needs of the sometimes wide range of abilities of pupils in the class. This is usually because the teachers know individual pupils well and are able to respond well to their individual learning needs. The quality of the well-directed support provided by classroom assistants and other adults is particularly effective with lower attaining pupils and those with special educational needs. However, this is not consistently so, and not all teaching stretches all pupils.
30. In all lessons the learning intention is defined clearly and shared with the pupils – the 'OLI'. It is often written on the whiteboard and used as a point of reference during the lesson. In addition, the school policy is for the criteria against which learning tasks are set and assessed also to be made clear – the 'WILF' (What I am Looking For). In many cases these are used effectively to set tasks related to prior attainment and build on each pupil's learning. At the end of the lesson, pupils are often asked whether they have met the 'WILF', and as a consequence they are being guided to an understanding of their progress. In other cases, the WILF's are not challenging enough or are used merely to define the nature of the activity rather than the learning to be achieved. It is



not sufficient merely to increase the number of things to be done in order to, for example, challenge the higher attaining pupils. This issue was found across all classes and was observed in English, mathematics and science, where the need for planning which challenges each pupil at his or her own level, is most marked. This lack of precision is reducing the impact of the school's policy in this area. This policy needs to be reviewed to ensure a sharper focus on specific learning outcomes.

31. Marking of pupils' work often comments on whether the learning objective has been met. Much good practice exists, particularly in English, but it is not consistent. In science, much marking is regular and supportive but misses opportunities to set targets or tell the pupils how to improve. As a result, pupils themselves are sometimes unsure of their progress and how they might reach higher levels of attainment. A more consistent approach to marking and target setting across the school would ensure planning was more focused, help pupils evaluate their own progress better and ensure that they are more aware of how they might improve.
32. The school has improved its teaching of information and communication technology (ICT) considerably since the last inspection. Improvements in resources and training for staff have ensured that pupils' skills are much more developed than at the time of the last inspection. However the use of ICT to support learning in other subjects is unsatisfactory. To some extent this is because access in classrooms remains limited and pupils only use ICT when they can get into the ICT suite. This remains an important priority for school improvement.
33. Pupils' ability to organise their own learning, develop research skills and their ability to solve problems without recourse to the teacher are not being given sufficient emphasis in the teaching. To some extent the limitations of the classrooms, particularly those in Years 3 to 6, impose restraints on the range of teaching and learning strategies. It is often difficult for pupils to work in groups or move about the classroom freely to access resources, books or computers, simply because the accommodation is too cramped. Access to both the junior library and the ICT suite is not always easy. Homework is used satisfactorily to develop some of these skills, but teachers could do more to ensure that pupils develop independent learning skills in different ways through planned learning activities.
34. Pupils with special educational needs are well supported in most lessons. Specific targets and goals are incorporated into lesson planning and work is usually planned specifically to meet their individual needs. In a Year 4 English lesson, for example, targeted questions enabled all pupils, including those with special educational needs, to fully understand syllables, and, with appropriate time allowed, offer answers to questions directed at the whole class. Liaison between teachers and learning support assistants is effective, and pupils are sometimes withdrawn to work with a second teacher or assistant. Work is planned to integrate closely with what is being done in the lesson. Pupils are encouraged to discuss ideas and work co-operatively and benefit from a structured approach to independent learning. In a Year 2 English lesson, for example, pupils created imaginary animals from two known animals. A pre-planned template enabled the pupils to organise their work effectively and confidently share it with the rest of the class. Overall, pupils make sound progress by the end of Year 6.
35. The quality of teaching and learning of pupils with EAL is satisfactory. In most classes, teachers routinely involve pupils in pair and small group discussions, paying particular attention to their language needs. These provide effective models of language and opportunities for the pupils to think and communicate their ideas clearly. For example, increased involvement of a Year 1 pupil in a mathematics lesson improved his grasp of

addition and of a Year 3 pupil of how to solve real-life money problems. Teaching assistants make a valuable contribution, and provide effective and caring support for pupils with EAL.

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

36. There has been satisfactory improvement since the last inspection. The curriculum now meets all statutory requirements and there is sufficient breadth and balance for all year groups and for all abilities. The overall curriculum is enriched through a good range of extra-curricular activities. These activities cover sports (football, basketball and cricket), the arts (visiting artists and visits to local museums, theatres and galleries) and a homework club, as well as a residential trip for Year 6 pupils. Teaching of the basic skills of literacy, numeracy and ICT across all aspects of the curriculum is satisfactory. There is also a comprehensive programme of personal, social and health education provided for the pupils through the school's religious education programme and this includes appropriate coverage of sex education and drugs misuse. However, as identified in the last inspection, there are still too few opportunities for pupils to make independent use of the library despite the re-organisation of this facility.
37. Provision for pupils with special educational needs is good. Individual education plans (IEPs) are prepared by the special educational needs co-ordinator in consultation with class teachers. They are specific and include targets relating to a range of elements which are clearly displayed in the front of pupils' workbooks and are frequently referred to by teachers both verbally and in writing. The provision in Statements of Special Educational Need is implemented well and effective use is made of the support agencies. Teachers are effective in helping pupils to have full access to the curriculum and are helped by suitable support from the Learning Trust. The educational psychologist's records of consultation, for example, usually include short-term, interim targets which teachers find particularly helpful when planning and pacing their work. Records of reviews carried out of the progress pupils make in relation to their IEPs, and annual reviews for pupils with Statements of Special Educational Need show that they make satisfactory, sometimes good, progress against their targets.
38. Provision for pupils with EAL is satisfactory overall with good support provided by the specialists allocated to the pupils to support their class work. However, individual programmes identified for each pupil are not as detailed as those for pupils with special educational needs. Nevertheless the provision for pupils with EAL enables them to access the curriculum effectively. The school's inclusive approach to all pupils ensures equality of opportunity.
39. There are satisfactory links with the local community overall, and links with the local church and parish are very strong. There are good links with the Learning Trust and regular visits are made by advisers to support developments in the curriculum. There are sound links with partner schools, including playgroups and secondary schools.
40. The provision for pupils' spiritual, moral, social and cultural development is good and standards have improved since the last inspection. Spiritual development is promoted well. Assemblies allow time for reflection about spiritual and moral issues when, for example, through role play a circle of friends is broken. Pupils liken this to Judas and how, once a friend of Jesus, he betrays him. Opportunities are planned into lessons for pupils to reflect on the wonder of life and the world, and to explore their own emotions and feelings.

41. Provision for pupils' moral development is very good and is promoted very well by the school's Catholic ethos. Pupils are constantly encouraged to think about the implications of their actions upon others and what is right and wrong. They are encouraged to take responsibility for their actions through respect for property and others and developing codes of behaviour. The school has an effective behaviour policy which is consistently applied. Pupils are polite to adults and each other. Teaching and non-teaching staff are good role models, set clear expectations and create a learning environment in which pupils can express their views and practise moral decision making.
42. Provision for pupils' social development is very good. Pupils have good relationships with the staff and each other. The sense of community is strong and they are encouraged to recognise and respect social differences and similarities. Racial harmony is promoted well. Older pupils, for example, benefit from opportunities to exercise leadership and responsibility on residential trips whilst younger pupils benefit from the security of the school's buddy system.
43. Provision for pupils' cultural development is good. Cultural diversity is celebrated through stories in assemblies, religious education and from opportunities for pupils to discuss their own experiences. Visits from artists, for example those working with Years 5 and 6 on collage and printing relating to their history topics, trips to museums, sports clubs and access to literature, help extend pupils' cultural awareness.

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

44. The school provides good quality support and guidance and very effectively promotes the welfare, health and safety of its pupils in a warm and caring environment. This atmosphere encourages pupils to learn and develop as individuals and promotes their awareness of the outside world. Teachers and classroom assistants know their pupils well and have a very clear idea of their personal strengths and weaknesses thus enabling them to offer effective support. The input of the dedicated teaching assistants promotes continuity of support for pupils. All staff show great concern for the well-being of pupils and a range of measures exists to promote their development. Updated information is shared regularly between all members of staff to ensure that there is a consistent approach to all pupils throughout the school. Teachers are sensitive to the needs of the pupils and consistently monitor well their personal development and their ability to cope on a day-to-day basis.
45. Overall, the systems for monitoring and promoting attendance are good, although there are a very few minor inconsistencies in the recording of attendance in the school registers. Registers are marked speedily and silently at the start of the school day and after lunch. However, the school has not yet introduced a system to check out absentees on the first morning of their absence. Attendance figures are aggregated and emerging patterns of absence are noted for follow up. There is an effective link with the Education Welfare Service for the isolated occasions that this is needed. The school continues to achieve very high levels of attendance.
46. Staff provide very good role models in promoting high standards of good behaviour. Very good procedures for monitoring and promoting discipline and good behaviour are in place. The school's rules are clearly understood by all pupils. The consequences of unacceptable behaviour have been made clear and are readily accepted. Strategies for addressing disruptive behaviour in class are effectively applied consistently across the school by all staff. The behaviour policy is consistently applied by all members of staff

who were seen to pre-empt incidents of possible misbehaviour with firm, calm intervention, maintaining good tight control.

47. Child protection issues are handled very effectively. All members of staff understand their roles and responsibilities and are aware of the need for vigilance and the steps to take if suspicions are aroused. The school has effective links with the appropriate specialist agencies.
48. Health and safety issues are handled effectively in the school. Regular inspections are carried out to identify and remedy potential hazards. Electrical equipment and fire extinguishers are tested regularly and all hazardous materials are kept securely away from the children. All staff are safety conscious and watch for the health and safety of the pupils. They work hard to maintain an environment in which the well-being of pupils is promoted effectively.
49. The school has good procedures for assessing pupils' attainment, including in the Foundation Stage. Information is collected and analysed on pupils' personal and academic achievement from a range of tests on entry to the school and at the end of each year. These are particularly well established in English, mathematics and science. Pupils' progress in mathematics is assessed weekly, half-termly and termly. Writing is assessed fortnightly and at the end of each term. Reading is assessed weekly during guided reading sessions and formally at the end of each term. Pupils are also given optional tests as appropriate. Scientific enquiry is assessed through focused group assessment every week. Effective procedures for assessing pupils' progress are also applied in most other subjects.
50. The use of assessment in teachers' planning is satisfactory. Pupils' progress is monitored carefully by the class teacher and the headteacher. This enables a profile of each pupil to be completed. This is then used to set targets each half term. The translation of these targets into meaningful learning steps for each pupil is less rigorous, but is currently under consideration. Additional support is given to pupils who are underachieving.
51. The monitoring and assessment arrangements for pupils with special educational needs are satisfactory. The school uses data from termly tests to set targets. The school complies fully with the Code of Practice. Statements are up-to-date and annual reviews are managed well by the co-ordinator. All staff are aware of the requirements of Statements. Teaching assistants do not always take a systematic and formal role in the assessment of pupil's progress. As a result pupils' progress during lessons is not always monitored sufficiently to ensure that planning for the next step is considered.
52. The school analyses the progress of pupils with EAL and all ethnic groups. Information is shared and used satisfactorily to monitor their progress. However, the school does not yet apply the nationally recommended assessment for different stages of acquiring language.

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

53. As at the time of the last inspection, parents are overwhelmingly supportive of the school and confirm that it has many strong features. All parents responding to the questionnaire confirm that their children like school and are making good progress. They feel comfortable about approaching the school with a question or problem and believe that the school expects their children to work hard and achieve their best. Virtually all those responding agree that the teaching is good and the behaviour is good. The same high proportion feels that the school is well led and managed and is helping their children become mature and responsible. They feel well informed about how their children are getting on and believe that the school works closely with them. Inspection evidence confirms these extremely positive opinions.
54. A number of parents are concerned about the high turnover of teaching staff at the school. Inspection findings support these concerns. Despite the best efforts of the school management team, permanent members of staff still prove extremely difficult to recruit and retain.
55. Some parents are also concerned about the range of activities outside lessons. Inspection evidence does not support these concerns. There are a number of clubs and other activities provided by the school. In addition, a list of regular study trips and educational visits supplement the opportunities available to enhance the pupils' learning.
56. The contribution of parents to their children's learning at home and at school is satisfactory. Parents and other adults, including those of children in the nursery, are encouraged to involve themselves in the life of the school and many respond very positively. They help in the classroom and around the school as well as on the school trips. In addition, parents are very supportive of the work that their children are expected to do at home. There is an active Friends of St Scholastica's association that raises substantial amounts of finance and organised social activities in support of the school. The school values highly the contributions made by parents that enhance the pupils' learning and personal development. Parents of pupils with special educational needs are involved as far as possible in identifying their children's needs and are provided with appropriate support. Parents co-operate in reviews of progress and are encouraged to help with their children's learning.
57. Information to parents is good. Parents continue to have very good access to teachers. As well as the day-to-day opportunities when delivering or collecting their children, meetings are arranged each term when parents can look at their children's work and discuss their work with the class teacher. In addition, a meeting is arranged each year to advise parents of curriculum activities. The school prospectus and the governors' annual report to parents are informative and meet statutory requirements. Reports to parents are good. All contain much good information about what the pupils know, understand and can do and the progress that they are making. Reports also contain targets, although in some cases they are too general to be of immediate benefit.

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

58. The headteacher is providing good leadership. She leads with insight and energy and is promoting a strong and clear vision for the school. She has the respect and trust of staff, governors and parents and is steering the school confidently towards improvement. She has a good understanding of standards and the quality of provision through her regular observation of teaching and learning in lessons. The deputy

headteacher offers committed support and manages her areas of responsibility well. Together they provide stability and are a strong focus for school development.

59. The school suffers from significant problems of staff recruitment and retention. At the time of the inspection, five out of eight classes, including the nursery class, were being taught by long-term supply staff. This situation is being managed well and some good permanent appointments have been made for next year. However, currently the potential for the delegation of management responsibilities, particularly those related to subject leadership, is limited. As a consequence a heavy burden falls on the headteacher and her deputy. Inevitably the leadership of individual subjects suffers, particularly those outside of the core subjects of English, mathematics, science and ICT.
60. Despite this limitation, much has been achieved in the two years since the last inspection. Strengths of the school, including its commitment to social and educational inclusion within a strong framework of Christian values, and the good provision for pupils' spiritual, moral, social and cultural development have been maintained. Standards of attainment are improving and the quality of teaching, unsatisfactory at the time of the last inspection, is now satisfactory, with many good features. This has been achieved through a rigorous programme of monitoring followed by decisive and effective action. As a result the quality of provision in a number of areas has improved. The commitment of all staff to school improvement is evident in the way issues are tackled and the school's capacity to improve further, once the staffing situation is more stable, is good.
61. Management of special educational needs is good. The deputy headteacher who acts as co-ordinator is highly conscientious and cares deeply for the pupils and how their specific needs can be met. She ensures that systems are consistent across the school and that all staff receive appropriate training and support. The management of support for pupils with EAL is satisfactory. Additional funding is well used and teaching assistants provide sensitive and challenging support.
62. Governors are committed and hardworking, and they are making a satisfactory contribution to the school's governance. They are knowledgeable about the school and have good procedures to monitor its effectiveness. The acting chair of governors works hard in co-operation with the headteacher with whom she shares the vision of the school's direction. There are a number of vacancies on the governing body but it is seeking to fill these as soon as possible. Governors take their responsibilities seriously and effectively. They continue to monitor the school's work carefully, ask probing questions and intervene when necessary. They are involved in drawing up the school's action plan and monitoring progress towards the implementation of its targets through their committee structure. Statutory requirements are met.
63. The headteacher and deputy headteacher monitor teaching and learning rigorously. This has led directly to improving standards. Written feedback and agreed targets ensure that teachers are increasingly reflective about their teaching and committed to improvement. Considerable training and support has been necessary to ensure that a number of overseas trained teachers are familiar with recent national initiatives, including both literacy and numeracy strategies. This has been managed sensitively and thoroughly. The school action plan provides a good framework for improvement. Priorities identified are appropriate, and the plan is securely based on an audit of current standards and provision. Governors are involved in drawing up the agreed priorities.

64. The headteacher has a good understanding of issues related to social and educational inclusion. Considerable emphasis is placed on ensuring that pupils have equality of opportunity. The school has a positive ethos drawn from its Christian heritage that is reflected in its work. Equality of opportunity is taken seriously and any form of prejudice is not tolerated. This is seen in the way pupils work and play together. A comprehensive analysis of how well pupils from different ethnic groups perform is undertaken and as a result the school is able to plan and adapt its curriculum.
65. The school's financial planning is satisfactory, and spending is directly linked to educational priorities. These are clearly established through the process of drawing up the school action plan. The school is carrying forward a substantial sum, which it plans to use as its contribution to improvements to the accommodation once approved by the DfES. The school's budget is managed efficiently. Financial procedures and control are well organised. Spending is checked regularly by the governors' finance committee to ensure it is in line with the agreed priorities. Specific grants, such as those for special educational needs and curriculum and staff development, are used effectively for their designated purposes. The governors are fully aware of the principles of best value and seek to apply them whenever possible.
66. There is a satisfactory match of teachers and support staff to the demands of the curriculum. The school continues to have a full complement of staff but still suffers from the impact of a high turnover of staff on the continuity of learning. A high proportion of the teachers are from overseas and are on temporary contracts. This factor continues to place extra pressure on the budget. Arrangements for appraisal and staff development are now fully in place and are effective. The school's procedures for inducting staff new to the school and ensuring consistency in the way policies and procedures are implemented are very good. Teaching assistants are dedicated, skilled and experienced, and offer important levels of stability and continuity for the pupils. Administrative staff are experienced and work very efficiently to handle the day-to-day routines.
67. The accommodation continues to be unsatisfactory. Despite the completion of the ICT suite the facilities for teaching remain inadequate. The available space remains cramped particularly for pupils in Years 3 to 6. Corridors and shared space continue to be crammed with furniture and materials. There is still no classroom for music or even a private space where sick children can be tended. Accommodation in the mobile for the library is unsatisfactory. The space available for books is too small and the mobile is not always available during lessons because of the use of the area for ICT. Resources are satisfactory overall, although there is a limited range of books in the library.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

68. In order to improve further the educational standards and quality of provision in the school, the headteacher, governors and staff should:

**(1) Improve the overall quality of teaching to ensure more consistently good teaching by:**

- sharing the good practice which already exists in the school;
- ensuring the criteria used for measuring progress during a lesson are more closely related to individual pupils' prior attainment;
- ensuring there is sufficient challenge for higher attaining pupils, particularly in English, mathematics and science;
- ensuring ongoing assessment in lessons is used to analyse how well pupils are doing and set targets for the next step;
- providing more opportunities for pupils to organise and take responsibility for their own learning, and for using the library and ICT for research and independent learning.

(paragraphs 28,29,30,31,32,33,89,94,101)

**(2) Improve the provision in the Foundation Stage by:**

- using time more purposefully.

(paragraphs 70,80)

**(3) Continue to seek ways to improve the accommodation for pupils in Year 3 to 6 by: \***

- reviewing the use of space to ensure the most effective use of the accommodation for learning;
- working to secure improvements in the accommodation overall.

(paragraph 67)

**(4) Improve the use of information and communication technology to support learning in all subjects by: \***

- ensuring access to ICT is always possible to support the learning across all subjects;
- reviewing schemes of work to ensure opportunities are taken to use ICT to enhance learning.

(paragraphs 32,67,89,95,99,106,111,114)

**(5) Develop the role of subject co-ordinators by: \***

- ensuring management roles are delegated;
- providing training and support for subject co-ordinators in their role.

(paragraph 59)

*\*issues already identified in the school's action plan*



## PART C: SCHOOL DATA AND INDICATORS

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

|  |    |
|--|----|
| Number of lessons observed   | 40 |
| Number of discussions with staff, governors, other adults and pupils | 32 |

### Summary of teaching observed during the inspection

|            | Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|------------|-----------|-----------|------|--------------|----------------|------|-----------|
| Number     | 0         | 12        | 13   | 12           | 1              | 1    | 1         |
| Percentage | 0         | 30.0      | 32.5 | 30.0         | 2.5            | 2.5  | 2.5       |

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 two percentage points.

### 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)      | 28      | 207     |
| Number of full-time pupils known to be eligible for free school meals | N/a     | 79      |

FTE means full-time equivalent.

#### Special educational needs

|   | Nursery | YR – Y6 |
|---|---------|---------|
| Number of pupils with statements of special educational needs       | 0       | 4       |
| Number of pupils on the school's special educational needs register | 0       | 62      |

#### English as an additional language

|   | No of pupils |
|---|--------------|
| Number of pupils with English as an additional language | 163          |

#### Pupil mobility in the last school year

|  | No of pupils |
|--|--------------|
| Pupils who joined the school other than at the usual time of first admission | 5            |
| Pupils who left the school other than at the usual time of leaving           | 14           |

### Attendance

#### Authorised absence

|   |
|---|
| % |
|---|

#### Unauthorised absence

|   |
|---|
| % |
|---|

|                           |     |
|---------------------------|-----|
| School data               | 4.2 |
| National comparative data | 5.4 |

|                           |     |
|---------------------------|-----|
| School data               | 0.2 |
| National comparative data | 0.5 |

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

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

| Number of registered pupils in final year of Key Stage 1 for the latest reporting year | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
|  | 2002 | 13   | 16    | 29    |

| National Curriculum Test/Task Results       |          | Reading | Writing | Mathematics |
|---|----------|---------|---------|-------------|
| Numbers of pupils at NC level 2 and above   | Boys     | 9       | 10      | 11          |
|   | Girls    | 14      | 15      | 13          |
|   | Total    | 23      | 25      | 24          |
| Percentage of pupils at NC level 2 or above | School   | 79 (97) | 86 (90) | 83 (97)     |
|   | National | 84 (84) | 86 (86) | 90 (91)     |

| Teachers' Assessments                       |          | English | Mathematics | Science  |
|---|----------|---------|-------------|----------|
| Numbers of pupils at NC level 2 and above   | Boys     | 10      | 11          | 13       |
|   | Girls    | 15      | 13          | 16       |
|   | Total    | 25      | 24          | 29       |
| Percentage of pupils at NC level 2 or above | School   | 86 (97) | 83 (97)     | 100 (97) |
|   | National | 85 (85) | 89 (89)     | 89 (89)  |

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 |
|--|------|------|-------|-------|
|  | 2002 | 13   | 13    | 26    |

| National Curriculum Test/Task Results       |          | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above   | Boys     | 11      | 12          | 12      |
|   | Girls    | 10      | 7           | 10      |
|   | Total    | 21      | 19          | 22      |
| Percentage of pupils at NC level 4 or above | School   | 81 (97) | 73 (74)     | 85 (97) |
|   | National | 75 (75) | 73 (71)     | 86 (87) |

| Teachers' Assessments                       |          | English  | Mathematics | Science  |
|---|----------|----------|-------------|----------|
| Numbers of pupils at NC level 4 and above   | Boys     | 10       | 10          | 12       |
|   | Girls    | 8        | 6           | 10       |
|   | Total    | 18       | 16          | 22       |
| Percentage of pupils at NC level 4 or above | School   | 69 (n/a) | 62 (n/a)    | 85 (n/a) |
|   | National | 73 (72)  | 74 (74)     | 82 (82)  |

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

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

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

| <b>Categories used in the Annual School Census</b>  | <b>No of pupils on roll</b> | <b>Number of fixed period exclusions</b> | <b>Number of permanent exclusions</b> |
|---|-----------------------------|--|---------------------------------------|
| White – British                                     | 17                          | 0  | 0                                     |
| White – Irish                                       | 9                           | 0  | 0                                     |
| White – any other White background                  | 16                          | 0  | 0                                     |
| Mixed – White and Black Caribbean                   | 1                           | 0  | 0                                     |
| Mixed – White and Black African                     | 4                           | 0  | 0                                     |
| Mixed – White and Asian                             | 0                           | 0  | 0                                     |
| Mixed – any other mixed background                  | 8                           | 0  | 0                                     |
| Asian or Asian British - Indian                     | 5                           | 0  | 0                                     |
| Asian or Asian British - Pakistani                  | 0                           | 0  | 0                                     |
| Asian or Asian British – Bangladeshi                | 0                           | 0  | 0                                     |
| Asian or Asian British – any other Asian background | 3                           | 0  | 0                                     |
| Black or Black British – Caribbean                  | 26                          | 0  | 0                                     |
| Black or Black British – African                    | 106                         | 0  | 0                                     |
| Black or Black British – any other Black background | 10                          | 0  | 0                                     |
| Chinese   | 2                           | 0  | 0                                     |
| Any other ethnic group                              | 0                           | 0  | 0                                     |
| No ethnic group recorded                            | 0                           | 0  | 0                                     |

*The table gives the number of exclusions, which may be different from the number of pupils excluded.*

### **Teachers and classes**

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

|  |      |
|--|------|
| Total number of qualified teachers (FTE) | 9.25 |
| Number of pupils per qualified teacher   | 22.8 |
| Average class size                       | 30   |

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

|   |    |
|---|----|
| Total number of education support staff | 9  |
| Total aggregate hours worked per week   | 35 |

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

|  |    |
|--|----|
| Total number of qualified teachers (FTE) | 1  |
| Number of pupils per qualified teacher   | 28 |
| Total number of education support staff  | 1  |
| Total aggregate hours worked per week    | 35 |

### **Financial information**

|  |           |
|--|-----------|
| Financial year                             | 2002/2003 |
|  | £         |
| Total income                               | 796,187   |
| Total expenditure                          | 794,090   |
| Expenditure per pupil                      | 3,423     |
| Balance brought forward from previous year | 110,584   |
| Balance carried forward to next year       | 112,681   |

|                                |    |
|--------------------------------|----|
| Number of pupils per FTE adult | 14 |
|--------------------------------|----|

FTE means full-time equivalent.

### Recruitment of teachers

|  |      |
|--|------|
| Number of teachers who left the school during the last two years     | 14.2 |
| Number of teachers appointed to the school during the last two years | 14.2 |

|  |   |
|--|---|
| Total number of vacant teaching posts (FTE)  | 0 |
| Number of vacancies filled by teachers on temporary contract of a term or more (FTE)                           | 6 |
| Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE) | 0 |

FTE means full-time equivalent.

### Results of the survey of parents and carers

#### Questionnaire return rate

|                                   |     |
|-----------------------------------|-----|
| Number of questionnaires sent out | 235 |
| Number of questionnaires returned | 61  |

#### 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.  | 59             | 41            | 0                | 0                 | 0          |
| Behaviour in the school is good.   | 54             | 44            | 2                | 0                 | 0          |
| My child gets the right amount of work to do at home.                              | 49             | 41            | 5                | 2                 | 3          |
| The teaching is good.  | 61             | 38            | 2                | 0                 | 0          |
| I am kept well informed about how my child is getting on.                          | 62             | 36            | 2                | 0                 | 0          |
| I would feel comfortable about approaching the school with questions or a problem. | 74             | 26            | 0                | 0                 | 0          |
| The school expects my child to work hard and achieve his or her best.              | 79             | 21            | 0                | 0                 | 0          |
| The school works closely with parents.   | 64             | 31            | 0                | 5                 | 0          |
| The school is well led and managed.  | 64             | 33            | 2                | 2                 | 0          |
| The school is helping my child become mature and responsible.                      | 67             | 31            | 2                | 0                 | 0          |

The school provides an interesting range of activities outside lessons.

|    |    |   |   |   |
|----|----|---|---|---|
| 26 | 57 | 7 | 2 | 8 |
|----|----|---|---|---|

## **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**

69. When children enter school into nursery there is a wide range of ability but the attainment levels are below what would be normally expected. All children attend the nursery full time and then transfer into the reception class. The quality of provision is satisfactory overall which is not as good as that found at the time of the last inspection. Since then, there have been several staff changes, which has meant that all members of the teaching staff are different, as are most of the assistants. Present members of staff have much less experience of this age range than was previously the case. The school has provided significant support to develop the skills of the teachers and assistants and much help continues to be received from the Learning Trust. Overall, the children are making satisfactory progress across all areas of learning and by the time they reach the end of the reception year the large majority of children achieve the early learning goals, with a few children achieving many aspects of the first level of attainment in the National Curriculum.
70. Overall, the quality of teaching is satisfactory. During the inspection, some lessons were unsatisfactory in the nursery but evidence from the teachers' planning, records of the progress made by the children and other lessons seen show that the curriculum is well planned, that children make satisfactory progress across all aspects of the curriculum and that the needs of all the pupils, including those with special educational needs and for those with English as an additional language, are met successfully. Unsuccessful teaching was due to the ineffective use of time for both teaching and learning which led to unsatisfactory progress being made by the children. In the successful lessons, in both classes, teachers' and assistants' time were well planned and used effectively to support the learning of different groups of pupils. In nearly all cases, the management and organisation of activities were satisfactory, enabling children to receive a broad and balanced curriculum.

### **Personal and social development**

71. Teaching is satisfactory and all children make satisfactory progress. In the nursery, children are given good opportunities by the teacher and assistant to take responsibility for their own learning. All are happy to take their own photographs and put them on boards next to the activities they have chosen. They generally spend appropriate lengths of time on these activities and are confident in investigating and experimenting with the resources they have been provided with. They are keen to share their learning with the teacher and assistant and to say what they think they have achieved during the session. The management and organisation of both classes are such that the children are able to experience a broad and balanced curriculum and this is well monitored by staff to ensure the objectives set for all children are achieved.
72. By the time they reach the end of reception, children continue to demonstrate good levels of interest and enthusiasm for the activities organised for them. They are confident enough to speak to their peers and adults and have formed good relationships. The children sustain attention and concentration for satisfactory levels of

time when listening to instructions on what they are to do next, and when listening to stories or learning new songs. They also show a good ability to get on well with others when working informally in groups, such as when they were asked to create a home for one of the assistants to sleep in overnight.

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

73. Children make satisfactory progress. The curriculum is sufficiently well planned to ensure children have enough opportunity to develop speaking skills during creative play, a weakness in the last inspection. In the nursery, children are beginning to be inquisitive about things happening around them and about their friends and adults they have contact with. They are building their vocabulary successfully, especially when they are in one-to-one contact with staff and when they are playing in the creative play area. They are beginning to gain a satisfactory knowledge of initial sounds and handle books with care when looking through them during their daily reading sessions. They are keen to share their books with adults and know how to look through them in the proper sequence to help them to follow the stories accurately. They also show sound levels of concentration when listening to stories read by the teacher and when listening to story tapes using the headphones. Most children are beginning to write with pencils with control and are able to copy letters to form their names.
74. By the time children reach the end of the reception class, they interact effectively, taking turns in conversations and to work together to solve creative problems, such as building a shelter. They listen to stories read by the teacher with sustained concentration and enjoyment and speak quite clearly when talking in whole-class groups about what they have done in lessons. Most children have a sound grasp of the letter sounds of the alphabet at the beginning and ends of words. The most able children are reading books accurately, especially when they are familiar with the story and can recognise a range of words within lengthy texts. The large majority of children hold their pencils properly and can write their names accurately as well as a range of other words.
75. Overall the quality of teaching is satisfactory. During lessons, teachers develop the skills of the children effectively and provide careful guidance on how letters sound, how sentences are structured and how some words are good for describing. Assistants with specific skills give good additional support to those children with English as an additional language. A good mix of English and first languages is used where possible to help support the effective learning of language.

### **Mathematical development**

76. Teaching is satisfactory and overall satisfactory progress is made. Each day, good opportunities are provided by the teachers for the children to develop their mathematical understanding. Resources are used effectively to support learning, such as when the children are asked to fill larger containers with smaller containers when working in the sand tray. In these instances, reception children show an average ability to count the number of times they fill smaller containers and to know whether one container holds more than another. By the end of reception, children show an average ability to recognise numbers and know that eight is greater than six. They count objects accurately to ten and have a secure understanding of words such as 'heavier', 'lighter', 'more' and 'less'.
77. In the nursery, children explore number successfully, count in the correct sequence to 20 and recognise the shapes of numbers. They are beginning to know the sequence of

the days of the week and during the task of making beds for the three bears were beginning to develop a sound grasp of 'bigger' and 'smaller'. They also used different shapes effectively to construct bigger and smaller beds. Children also used the computer to make pictures of goldilocks by using different shapes such as squares and circles.

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

78. Children make satisfactory progress in response to satisfactory teaching. The teachers plan a sound range of activities to ensure the children's experiences are sufficiently broad. In the nursery, children show satisfactory levels of curiosity and observation when playing with other children in the sand and water trays. They explore with a range of construction equipment to build their own structures, and follow instructions well when the teacher asks them to make beds for the three bears that are of different sizes. Children are confident in using the computer on their own and have a satisfactory control of the mouse to help them to move to different parts of the program. They also use listening tape equipment on their own and without the need of adult support. The teacher is also giving them the experience of greeting people with phrases from different languages, such as French and Chinese; this is helping them to appreciate cultural differences as well as the fact that people come from different parts of the world to be together at the school.
79. By the time the children finish reception, they are confident in exploring a range of materials on their own during free choice activity sessions. They are also made aware of the different textures of building materials as part of a specific teaching focus on the construction of the houses used by 'the three little pigs'. They use stickle bricks to successfully measure the height of objects and paper plates to make masks. During a particular water play session, a more able child was able to explain that the bubbles they were making by blowing into the water were the result of them blowing air from their mouths. The children know the life cycle of plants and name the main parts such as 'root', 'stem' and 'flower'. Children with English as an additional language had a good understanding of the planting sequence, having experienced this with the specialist assistant when planting their own bean plants in the garden.

### **Physical development**

80. Overall, the children show levels of skills appropriate for their age and satisfactory progress is made. However, the one physical education lesson seen in the nursery was very poor because the amount of time the children spent on the actual activities was very small indeed. The organisation of the lesson was such that children spent the vast majority of their time lining up and waiting for their turn on one of the four activities that was organised for them. Despite this the children showed satisfactory confidence when climbing up and dismounting from large equipment. They showed reasonable control when throwing beanbags into spaces and were able to balance when carrying the beanbags on their heads across the hall. The children also showed a sound understanding of how physical activity changes the way their bodies react. No physical education lesson were seen in reception.

### **Creative development**

81. Teaching is satisfactory overall and the children make satisfactory progress. In the nursery, children are given satisfactory opportunities to develop their skills during a range of activities. During a painting session, a sound range of colours was provided for them to explore when making pictures of something they share in the nursery class.



The pictures they made showed a satisfactory awareness of effective colour blends. The children learn songs and actions well and enjoy singing familiar nursery rhymes. During role-play activities the children show satisfactory levels of creativity when organise roles for each other when making dinner for the three bears.

82. By the end of reception, children are keen to explore different textures. They handle play-dough well to construct numbers and appreciate the hardness of bricks and softness of straw when touching them. They sing songs with accuracy and learn new songs very quickly. During creative play sessions they show sound levels of creativity when using pegs and a sheet to provide roof cover when building a shelter.

## **ENGLISH**

83. Test results in 2002 at the end of Year 2, using average point scores, showed that performance in reading was below average and performance in writing average. In comparison with similar schools, however, reading was average and writing well above average. Test results at the end of Year 6 were average. In comparison with similar schools, however, results were well above average. Despite results dipping in 2002, results overall were broadly in line with the national trend. There are no significant differences in the performance of boys and girls.
84. The standard of work seen during the inspection shows that in Year 2, pupils are achieving average standards. Pupils' achievements are satisfactory through Years 1 and 2. Standards in work seen in Year 6 are below average with fewer than average pupils attaining expected levels. This is lower than the performance in tests in 2002, but still represents satisfactory achievement for this particular group of pupils, which contains a high proportion of pupils with special educational needs.
85. Pupils' speaking and listening skills are average in all years. In Year 1, pupils are able to correctly identify selected words from a poem they have read together. In Year 2, they effectively draw upon their previous knowledge and describe phonemes. In response to 'what can you tell me about Bangaloo?' pupils can describe the number of syllables and how they arrived at the answer. Whilst responses to questions are initially often brief, one word answers, the teacher does encourage pupils to give more extended responses. Pupils are keen to share their poems at the end of the lesson, but many are shy and inhibited, preferring the teacher to read it for them. In Years 3 to 6, pupils make thoughtful contributions and listen to each other well, sometimes making valid assessments of their written work. By the end of Year 6, most pupils are confident enough to answer questions and use appropriate technical vocabulary. The use of role play, however, is inhibited by the cramped classroom conditions so that pupils' speaking and listening skills to a wider audience are less well developed.
86. Reading skills are average. Pupils are encouraged to read both in school and at home. In Year 1, pupils read aloud enthusiastically and are able to read words such as 'blinked', 'watered' and 'twitchy' with prompts from the teacher. When reading individually, however, lower ability pupils rely heavily on memory of the text and are unable to recognise familiar words such as 'it' and 'then'. Although pictures are used as cues, they serve to remind them purely of a sequence of events in a story very familiar to them. Some lower attaining pupils do not use cues well, nor do they attempt to use first letter cues or form words by the sounds they make. Average and above average pupils in Years 3 to 6 talk enthusiastically about books. They express preferences for particular genres, mainly fiction, and are fluent, expressive readers. One boy talked enthusiastically about some history books he had borrowed from the public library but, overall, non-fiction literature is not promoted enough. Library skills are underdeveloped

in all years. Whilst many pupils in Years 1 and 2 can use a dictionary and know what an index is, few can locate particular books. The range of books in the library does not fully support the curriculum. The junior library is now located in the mobile unit which is the designated computer suite. This restricts access to it during lessons, limiting opportunities for pupils' investigative work. The range of books is limited and needs expanding if it is to fully support the curriculum.

87. Standards in writing are in line with expectations at the end of Year 2. Higher attaining pupils use interesting vocabulary and phrases, with satisfactory use of punctuation including question marks. All pupils attempt to join letters with varying degrees of success. Many still experience difficulties in letter formation and left-handed pupils, in particular, hold tools incorrectly. Simple words are spelt correctly and good attempts are made to spell more difficult words. Writing is below expected levels at the end of Year 6. The quality of handwriting and presentation is satisfactory but varies. Some pupils still form letters incorrectly, and pens are not used regularly enough. There are some weaknesses in grammar, spelling and punctuation. Pupils are developing skills in writing in a good range of different styles and formats and are beginning to use a more extended vocabulary. Throughout the school, pupils are introduced to a wide range of styles of writing. However, there is limited evidence of pupils using word processing to draft and edit work. There is only limited evidence around the school of displays of pupils' writing.
88. Pupils with special educational needs make satisfactory progress overall. Teachers' planning takes account of the needs of identified pupils and provision for them is good. The help of support staff is planned for and they work effectively with pupils, consolidating skills and independent learning through skilful, probing questions and appropriate targeted support. Pupils for whom English is an additional language also make satisfactory progress overall through equally effective structured support. Able and well-qualified classroom assistants support identified pupils and various strategies, ranging from individual pupil to small group support, are used effectively so that pupils improve their reading and literacy skills in line with their individual targets. Overall, teachers' planning shows what different groups of pupils will learn in lessons, although it sometimes lacks sufficient detail.
89. The quality of teaching is satisfactory in all years. Lessons are well planned to make effective links between reading and writing skills and a brisk pace ensures pupils are engaged in the activities. Pupils' response and participation are consistently good. Although tasks are planned to challenge pupils at different levels of prior attainment, the learning intention is sometimes not specific enough and there is too little challenge given to average and higher attaining pupils. Teachers' marking encourages and informs pupils of what needs improving. In general, questions are used effectively to probe for understanding and challenge the pupils to think more deeply. Class management skills are good and teachers successfully ensure the participation of pupils through active encouragement. The lack of computers in the classrooms limits the extent to which pupils can use ICT to support their learning. Every class has weekly access to the computer suite and there is some evidence of Year 4 pupils using word processing skills to produce books. Overall, however, opportunities are too few. Assessment procedures are satisfactory and the information is used effectively to group pupils and plan work. Individual pupils' targets are monitored regularly. Pupils are encouraged to assess and evaluate their own work. In Year 4, for example, pupils assessed the Haiku they had written. They commented thoughtfully and constructively and showed a good understanding of how they might improve each other's work.

90. Leadership and management of the subject are satisfactory, and a new co-ordinator has recently been appointed. She has already identified a number of areas to develop which have been incorporated in the school action plan. To further improve standards the school must ensure the planning of work challenges pupils at all levels of prior attainment and that there is moderation of pupils' work so that teachers are better able to assess how well pupils are doing and to track their progress. Monitoring of teaching and learning by the co-ordinator is not currently sufficiently well developed, and sampling of work is not yet a regular part of the process. Improvement since the last inspection has been good.

## **MATHEMATICS**

91. Standards of attainment in work seen in Year 2 are average and have improved from 2002, when national test results were well below the national average and in comparison with similar schools. However, given pupils' attainment on entry, their achievements are satisfactory through Years 1 and 2. At the end of Year 6, national test results in 2002 were average. However, attainment in the current Year 6 is below average. This is because this group has a greater proportion of pupils with special educational needs. Their achievements through Years 3 to 6, however, are satisfactory. There is no significant difference between the attainment of boys and girls. Pupils with special educational needs and those who are learning English as an additional language also make satisfactory progress.
92. In Year 2, most pupils know the number facts to ten. They understand that subtraction is the inverse of addition. They have made a reasonable start in knowing by heart their two and ten multiplication tables, but some pupils lack confidence in this aspect. They are usually accurate as they add one- and two-digit numbers mentally and explain how they have gone about it. Pupils use addition successfully to solve simple money problems. Most know some of the properties of common two- and three-dimensional shapes. Pupils show the results of their surveys clearly using simple graphs.
93. In Year 6, pupils confidently use decimal notations for tenths and hundredths. They can use a fraction as an operator to find fractions of quantities, for example three-quarters of 140. They accurately multiply and divide a three-digit number with a two-digit number, and confidently use the vocabulary of angles. They accurately read and plot co-ordinates in all four quadrants, and solve problems requiring knowledge of ratio and proportions. Overall pupils' knowledge and understanding in number work is stronger than other areas of mathematics. Pupils' ability to calculate simple problems mentally is satisfactory.
94. The quality of teaching and learning is satisfactory in all years. A particular strength of the teaching is the management of pupils. Teachers apply effective strategies and these, combined with good relationships, ensure a positive learning environment. The National Numeracy Strategy has been implemented carefully and teachers new to the strategy are supported effectively. Pupils' positive attitudes and respect for each other also encourage good co-operation when they are working in pairs or small groups. Lessons are well planned and learning intentions, along with clear expectations of what is to be achieved, are made explicit. Although work is usually planned to challenge all pupils at a level consistent with their prior attainment, this is not consistently so, and in some lessons, higher attaining pupils in particular are not given sufficient challenge. A feature of the good teaching is the good balance teachers strike between direct teaching, giving explanations and using pupils' own ideas and responses. Such teaching captures pupils' interest and, as a result, they concentrate and work hard. This enables pupils to explain their reasoning, and also to indicate clearly where they

might be having difficulties. Questions are used effectively to check the extent of pupils' understanding as well as to consolidate their learning. Questions such as 'What operation am I using?' 'How did you work it out?' and 'What did you find difficult?' are used regularly and effectively.

95. Not enough use is made of ICT in the teaching of mathematics, although it is now being planned more systematically. Individual teachers plan opportunities to teach mathematics in other subjects. However, across the school the use of numeracy is patchy, apart from in science, where there are good opportunities to record results accurately and present and interpret them in graphical form.
96. Leadership and management of the subject are good. There is a regular programme of monitoring and development of teaching. Assessment procedures are well developed and target setting and the tracking of pupils' progress are applied effectively. Improvement since the last inspection has been good.

## SCIENCE

97. Results in the 2002 national tests at the end of Year 6 were below the national average. Both the proportion of pupils reaching Level 4 and the proportion of higher attaining pupils reaching Level 5 were below average, although in comparison with similar schools the results were average. Although boys did better than girls in recent years, there has been no consistent pattern of the relative performance of boys and girls. Results dipped in 2002 following several years of improvement. Teacher assessments at the end of Year 2 in 2002 were very high in relation to other schools nationally.
98. In work seen during the inspection, standards are average at the end of Year 2 and below average in Year 6. However, pupils' achievements are satisfactory through all years and pupils of all prior attainment, including those with special educational needs and English as an additional language, make at least satisfactory progress. There is some good quality work produced by higher attaining pupils throughout the school. Pupils demonstrate a satisfactory knowledge and understanding of all aspects of science which are well covered within the planned scheme of work. Pupils' understanding of scientific concepts, as demonstrated through their approach to investigative work, is increasingly well developed as pupils move up through the school. All teachers give appropriate emphasis to this particular aspect of the curriculum, which was criticised at the time of the last inspection, but is now much improved. In Year 2, pupils are able to classify different plants and animals, can categorise materials describing the differences between them and recognise how they are changed through heating and cooling. They are able to measure and record data from their investigations accurately. In Year 6, pupils are guided to a good understanding through an emphasis on investigative work and a proper scientific approach to the subject. In planning their investigations pupils understand the importance of ensuring a fair test, record their results accurately and analyse the data against their predictions. Many average and lower attaining pupils are less confident in drawing conclusions from their results. Relatively few pupils are using their scientific knowledge to explain their results and make generalisations, preferring merely to confirm whether their prediction was accurate or not.
99. Throughout all years there is a careful attention to specialist vocabulary. This consistent approach is ensuring a confident use and understanding of scientific concepts, as well as making a positive contribution to pupils' language development. Year 3 pupils, for example, used words such as 'gravity', 'magnetic' and 'friction' with understanding. Year 5 pupils were able to explain that volume and pitch can be altered

with clarity. Science makes a satisfactory contribution to the development of pupils' numeracy skills. They use bar charts, pie charts and, in Year 6, line graphs to represent their findings. There is less use of ICT than might be expected; there is little use, for example, of sensing equipment to measure external events.

100. The quality of teaching and learning is satisfactory in all years. The most effective teaching is focused sharply on clear learning targets, which are clearly understood by the pupils, clear explanations and good classroom management. Careful thought is given to the management of the learning. Effective questioning ensures pupils are challenged to think more deeply. In one good Year 3 lesson observed on magnetism, the teacher constantly questioned the pupils to check understanding and to ensure all the pupils were actively involved. A well-managed summary ensured that learning was consolidated and raised questions for further investigation. Very good relationships and positive, co-operative work characterised the learning. Support from other adults in the classroom is often of a good quality. The sensitive yet challenging support from the classroom assistant in this Year 3 lesson ensured all pupils felt involved.
101. In less effective teaching, pupils are not always given work which matches their individual needs. As a consequence they are not consistently challenged to improve. Teachers explain clearly what they expect different groups of pupils to achieve by the end of the lesson: 'what I am looking for – the WILF'. However, these are not always meaningful for each level of prior attainment and are not always challenging enough. Marking of pupils' work is conscientiously carried out and is sometimes detailed and thorough. More often, however, the assessment of pupils' progress is not sufficiently focused on what the pupil needs to do next. Classrooms are too small in Years 3 to 6 to encourage pupils to move around freely during investigative work.
102. Leadership and management of the subject are satisfactory. Since the last inspection, there is a more systematic approach to developing investigative skills, identified by the school through its monitoring as an area of weakness. There has been some sharing of good practice through the peer observation of lessons, and the co-ordinator has a good overview of standards through her monitoring of teachers' planning and of pupils' work. She also has a good view of how the subject should develop. Improvement since the last inspection has been good.

## **ART AND DESIGN**

103. Standards in art and design are below that expected nationally for pupils in Year 6. Improvement since the last inspection has been satisfactory, particularly with pupils in Year 2 who now attain average standards. The development of art and design remains a priority within the school action plan. However, pupils' experience in Years 3 to 6 remains patchy and the school places insufficient emphasis on the progressive teaching of skills and techniques. As a result, pupils' achievements are unsatisfactory in Year 6 but satisfactory in Year 2. The progress of pupils with special educational needs and those with English as an additional language is similar to other pupils.
104. In Year 2, pupils show a good awareness of the properties of different materials and are able to cut, fold and manipulate them to create designs. They can handle tools appropriately to carry out their design tasks. In Year 1, pupils used a variety of techniques to change the appearance of a range of paper and create a three-dimensional design. Pupils in Year 2 effectively used paper to create a collage to develop a piece based on the design principles of William Morris. Pupils of this age are able to draw natural objects accurately from observation and to use paint and other media to create pictures. They use sketchbooks to research ideas and some well-

proportioned self-portraits were observed around the classroom. The work shows clear evidence of progress through Years 1 and 2, with increasing levels of control and detail in the work. Pupils experience a good range of different media and use technical vocabulary with increasing understanding.

105. The work of pupils in Years 3 to 6 does not build on skills and techniques in a systematic way. Little teaching was observed during the inspection, but from a scrutiny of pupils' art portfolios and sketchbooks, it is evident that their experience is patchy through the school. While there is some very effective work being achieved by individual pupils whose imaginative ideas are often striking and show a good control of the medium, overall standards are below average. Pupils use a range of techniques, making collages, super-imposing digital photographs on drawings, drawing and painting pictures, and increasingly work in three dimensions, but much of the work is not of a high enough standard. Some individual work in Year 5 demonstrated an increasingly sophisticated control of tone and line to create shadow effects. Sketchbooks are not used with sufficient frequency to research and develop ideas. The school has made a determined effort to ensure pupils experience more three-dimensional work and this is evident in some of the work around the school, including papier-mache masks. Year 4 pupils were observed making attractive designs for sculptures to enhance the playground environment. Pupils have a reasonable knowledge of the work of some famous artists, including Paul Klee in Year 4. Year 4 pupils were also able to draw on the work of Aboriginal artists to inspire their own work.
106. The teaching of art and design is satisfactory overall. Teachers make the learning objective of each lesson explicit to pupils and explain the tasks clearly. Art and design lessons are used well to support language development, and positive encouragement is given to pupils to discuss, give opinions and improve their vocabulary. Teachers in Years 1 and 2 provide good opportunities for pupils to investigate and explore different materials. They provide clear teaching of skills, by showing pupils what to do and using pupils' own work as exemplars. In a Year 4 lesson observed, the pupils worked sensibly and with a good sense of purpose. The lesson was very effectively introduced by the teacher and pupils needed little supervision as they explored, tested ideas for the design of an environmental sculpture and discussed them together. Work in sketchbooks is marked regularly but marking is uncritical, and there is little developmental feedback to help pupils improve. There is little use of ICT to support learning.
107. Leadership and management of the subject are satisfactory. The school makes effective use of visiting artists to supplement the curriculum; during the inspection pupils in Years 5 and 6 were working with enthusiasm and commitment with a visiting artist on a range of art projects. Visits to local museums and art galleries, such as the William Morris Museum, provide a valuable additional stimulus to the school's work.

## **DESIGN AND TECHNOLOGY**

108. Pupils in Years 2 and 6 attain expected standards, matching those in the previous inspection. No teaching and learning were observed as no teaching took place during the week of the inspection. However, analysis of samples of pupils' work and discussions with pupils in both Years 2 and 6 show that pupils in both year groups make satisfactory progress and achieve average standards. Both boys and girls, pupils with special educational needs and pupils with English as an additional language make similar progress.

109. Pupils' achievements are satisfactory in Years 1 and 2. Pupils design and make moving pictures, for example showing the opening and closing of an egg, houses made of boxes, glove puppets and winding mechanisms. Pupils' achievements are also satisfactory in Years 3 to 6. In Years 3 and 4, the more able pupils made monsters with two hinges moving together, showing a satisfactory grasp of mechanisms. Years 5 and 6 pupils made bread, moving toys, slippers and model vehicles. Pupils are pleased with their work and are enthusiastic when describing it. For example, they described how they designed and made a four-wheeled-vehicle propelled by an electric motor. They explained how they could make it go faster. They found joining various parts of the vehicle most challenging. Pupils learning English as an additional language talk about their work as well as other pupils in their group and had acquired similar knowledge and understanding. Pupils with special educational needs were equally enthusiastic and had enjoyed the subject as much as others in their group.
110. Satisfactory learning that emerged through work analysis and discussions with pupils show that teaching in the subject is satisfactory. It is not possible to make detailed judgements about teaching as none was observed.
111. There is no co-ordinator for the subject because of staffing difficulties. However, long-term planning and satisfactory achievement indicates satisfactory leadership and management of the subject in the school. The use of ICT to support learning in the subject is underdeveloped.

## **GEOGRAPHY**

112. The attainment of pupils in Years 2 and 6 is average. Pupils in Years 1 and 2 use a variety of resources such as maps, atlases and globes to find where places are. They recognise the world map and identify areas such as the Caribbean Sea. They recognise physical features, such as forests, mountains and hills, and human features, such as buildings, and are able to make comparisons between different parts of the world. Lower juniors have a satisfactory knowledge of India and its physical location on the world map. They know its main rivers, cities and neighbouring countries. They compare monthly temperatures and rainfall, and crops, seasons and land problems with their own locality. Upper juniors prepare questions about journeys and what geographical features to look for in a place. They compare and contrast localities and use standard keys for geographical features. They talk about and debate issues of geographical importance, for example how the building of a supermarket could affect the lives of people. They use maps and photographs to study characteristics of places. However, their knowledge of rivers is below the levels expected at this age. Girls and boys make similar progress, as do pupils with special educational needs and pupils with English as an additional language.
113. The quality of teaching and learning is satisfactory in all years. The quality of relationships and classroom management of pupils is a strength. Consistent application of school policies and procedures ensures a good atmosphere for learning which involves all pupils equally well. In a good Year 6 lesson, a focus on key words, such as 'wave action', 'erosion', 'transport', 'sediment' and 'deposition', at the start of the lesson helped pupils to understand how coasts change and the processes which lead to this. The imaginative use of music while asking pupils to visualise the action of waves with their eyes closed helped their understanding. Teachers consistently use specific assessment criteria ('what I am looking for') in their teaching, but these are sometimes used to describe tasks to be done, rather than focus on the skills or knowledge to be acquired.

114. Leadership and management of the subject are satisfactory as are curriculum planning and resources. These make sound contribution to pupils' learning. The use of ICT to support learning is underdeveloped. Improvement since the last inspection has been satisfactory.

## **HISTORY**

115. By the end of Year 6, pupils' attainment is broadly in line with National Curriculum expectations. Pupils' achievements are satisfactory. Standards are similar to those reported in the last inspection. A comprehensive scheme of work allows the systematic development of knowledge, chronology, use of sources and an awareness of change over time. The quality of learning and pupils' subsequent achievement have been enhanced by educational visits, field trips and activities.
116. Although no teaching in Years 1 and 2 was observed during the inspection, from the work scrutiny, attainment is at expected levels by the end of Year 2. Pupils recognise changes in their lives and are developing a sense of chronology, beginning to understand why things were different in the past. Year 1 pupils can identify characteristics of their own homes and distinguish between different types of homes. Insufficient amounts of work, however, have been produced and the emphasis upon worksheets limits opportunities for pupils to develop their ideas. Writing skills are less well developed as pupils have too few opportunities to express what they know in their writing.
117. The strengths of pupils' work in Years 3 to 6 are their knowledge and understanding, both in range and depth. Pupils in Year 3, for example, explore historical place names. Their work on settlements enables them to recognise changes in their own lives and make comparisons. Pupils in Year 4 focus on the differences between the lives of the rich and poor in Tudor times. Skills in interpretation are developed well and provide a good foundation for more advanced study of history. Pupils in Year 5 recognise that the past can be divided into periods and demonstrate factual knowledge about the Ancient Greeks which contributes well to the school provision for spiritual and cultural development. Pupils reflect on how people lived in the past and their ideas about death. This is developed further in Year 6 when pupils study life in Victorian England. Pupils extract information accurately from books, and on peoples' health and mortality, making comparisons with our health service today.
118. Whilst no judgement can be made on the quality of teaching and learning in Years 1 and 2 as no lessons were observed, it is judged to be satisfactory overall in Years 3 to 6. In the one lesson observed, teaching was good. The teacher demonstrated good subject knowledge, and pupils were interested, listened attentively and learned effectively both from their teacher and each other. The lesson was well planned with clear learning objectives and appropriately demanding tasks were set which were designed to stretch some and support others. Support for pupils with special educational needs was effective. Skilful, probing questions both supported and challenged pupils' learning. Subject specific language was constantly reinforced and pupils readily use words such as 'mantle' and 'heroine'.
119. The headteacher has introduced a scheme of work, assessment procedures are improving and the staff have undertaken relevant inset in order to develop their skills. Further improvements are identified in the school action plan. Improvement since the last inspection is satisfactory.



## **INFORMATION AND COMMUNICATION TECHNOLOGY**

120. Standards of attainment in Years 2 and 6 are at expected levels nationally. This is a marked improvement in standards since the time of the last inspection when standards were below average. Pupils' achievements are satisfactory in all years and all pupils, including those with special educational needs and English as an additional language, make satisfactory progress. However, the use of ICT in other subjects to support learning is underdeveloped and unsatisfactory. Further planned improvements, such as the provision of desktop computers with server facilities in the computer suite and use of laptop computers in classrooms, will help to overcome this problem.
121. Pupils in Years 1 and 2 use a graphics package to create pictures and produce a set of instructions to control movement of a floor turtle. Some pupils can use the turtle to make a square, and can enter and retrieve information on a floppy disk. They use a word processing package to write sentences using different fonts, and add images to their writing to enhance its effect. They talk about the use of ICT, for example as a remote control and a calculator. In Year 6, pupils use a spreadsheet to work out the costs of various things and use formulae to find the total and average of data. While the use of multimedia and word processed work is relatively strong, pupils' confidence in using sensors and data logging equipment is less well developed. Boys and girls, including those with special educational needs and those who are learning English as an additional language, talk enthusiastically about their use of ICT.
122. The quality of teaching and learning is satisfactory. Lessons usually have good structure and teachers are skilled in managing pupils. This leads to a steady acquisition of knowledge, understanding and skills. The involvement of all pupils, for example making a floor turtle go to a specific place, fills them with excitement with the result that they want to learn more. Good teaching in a Year 4 class observed was characterised by a clear sharing of the lesson objectives, clear explanations and a strong focus on the correct use of technical vocabulary. The learning was effectively reinforced during a well-managed summary. Teaching was less effective when the planning failed to involve the teaching assistants sufficiently and when tasks were not broken down into manageable learning steps.
123. Leadership and management of the subject are good, and improvement since the last inspection has been good. Teachers' confidence in teaching the subject is much improved, and the provision of laptops and a computer suite are also making a positive impact on teaching and learning.

## **MUSIC**

124. No lessons were observed in Years 3 to 6 during the inspection and it is therefore not possible to make a judgement about standards or teaching at this level. A part-time specialist teacher visits the school once each week to teach the older pupils. Two lessons were observed in Years 1 and 2. Attainment in the lessons observed was above average, with confident, accurate singing observed in Year 1 and some controlled playing of instruments in Year 2. Pupils, including those with special educational needs and English as an additional language, are achieving well in Years 1 and 2.
125. The quality of singing in Years 1 and 2 is a strength. Most pupils sing accurately, in pitch and with a clear articulation of the words. In a Year 1 lesson observed, pupils sang confidently in response to the clear lead given by the teacher. Pupils' ability to hold a steady pulse and their understanding of musical concepts, such as 'loud', 'quiet',

'fast' and 'slow', are secure. Instrumental skills are at the expected level. In Year 2, pupils demonstrated an ability to create sounds in response to a stimulus and to control the playing of untuned percussion instruments. Listening skills are good and pupils have a developing vocabulary with which to evaluate their own work and that of others.

126. The quality of teaching is good. The teachers observed were confident and secure in their subject skills and knowledge. The most effective teaching is characterised by an attention to detail, demonstration by example and learning in a relaxed but challenging environment. In one Year 1 lesson, pupils made good progress because of the assured teaching. The lesson was well structured and characterised by high expectations of listening and concentration on the musical sounds. On learning the song 'The Bare Necessities', the pupils sang with increased confidence and expression as a result of the teacher's challenging approach. In a Year 2 lesson, the pupils demonstrated an imaginative musical response to different types of weather. Pupils were keen to participate and, guided sensitively by the teacher, were able to play with increasing loudness to create the atmosphere of a thunderstorm. The concept of dynamic was constantly and effectively reinforced by the teacher.
127. Leadership and management of the subject are satisfactory, although there is no co-ordinator. However, the headteacher has worked hard to provide a range of musical opportunities for the pupils, and there are good opportunities to play and sing in local music festivals. Improvement since the last inspection has been satisfactory.

## **PHYSICAL EDUCATION**

128. Attainment in both Years 2 and 6 is broadly in line with expectations and, overall, pupils' achievements, including those pupils with special educational needs and English as an additional language, are satisfactory. Pupils in Years 3 to 6 have access to a range of extra-curricular activities, including football and basketball. These are supported enthusiastically by the pupils. The school provides a well-balanced curriculum, including swimming. During the inspection, lessons in games and gymnastics were observed.
129. In Year 2, pupils use skills and actions appropriately and are able to apply them with good levels of co-ordination. Pupils can catch and throw and higher attainers pass accurately. Year 1 pupils are developing control and co-ordination. They repeat actions with help and use the apparatus safely. Higher attaining pupils perform actions with consistency and accuracy. They are able to link actions confidently. Pupils' skills develop satisfactorily as they move through the school and by Year 3, some pupils' ball control skills, for example, are good. Year 5 pupils demonstrate average levels of control, speed and stamina. In Year 6, pupils perform basic skills in travelling and using space, both on and off the apparatus, satisfactorily. Pupils are developing a range of skills and can choose to link them to create short movement phases.
130. The quality of teaching and learning is satisfactory in all years. A feature of the best teaching is that pupils are challenged to review their performance and improve it. In teaching that is satisfactory, pupils do not have sufficient opportunity to evaluate each other's performance and instructions lack clarity. In a Year 1 lesson, the teacher managed the pupils well, enabling them to be fully engaged in the lessons. They were introduced to a range of tasks on ball control through teacher demonstrations. They worked co-operatively and sustained interest throughout. Performance was evaluated both by the teacher and pupils and this was further consolidated by the teacher focusing on specific teaching points. Pupils, however, were inappropriately dressed, the pace of lesson was too slow and opportunities for pupils to work independently

were limited. In Year 6, pupils responded well to activities in gymnastics which were both physically and intellectually challenging. Where teaching is less effective, as in a Year 5 lesson observed, the pace of learning was too slow, and there were insufficient opportunities for pupils to develop their skills through being challenged to improve. Too much time was spent on recording achievement and not enough on the teaching of specific skills.

131. All areas of the National Curriculum are taught, including swimming and outdoor pursuits which form part of residential visits, ensuring that pupils develop skills across the relevant areas of physical education. Assessment is satisfactory but needs developing to include the assessment of specific skills as well as overall performance. The subject makes a sound contribution to pupils' personal development, such as working in teams and co-operating in a range of activities. Leadership of the subject is satisfactory and a scheme of work has been introduced which ensures curriculum breadth and balance. The school has two playgrounds, one of which is very small and, inevitably, restricts activities. The hall is too small, particularly for the older pupils, and lessons have to be well controlled in order for pupils to work in a safe environment. Improvement since the last inspection has been satisfactory.