

# INSPECTION REPORT

## **MOTTINGHAM PRIMARY SCHOOL**

Mottingham

LEA area: Bromley

Unique reference number: 101605

Headteacher: Mrs. M. Filby

Reporting inspector: Miss M. A. Warner  
17288

Dates of inspection: 13 – 16 January 2003

Inspection number: 246134

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Community

Age range of pupils: 4 to 11 years

Gender of pupils: Mixed

School address: Ravensworth Road,  
Mottingham,  
London

Postcode: SE9 4LW

Telephone number: 0208 8574181

Fax number: 0208 8515037

Appropriate authority: The governing body

Name of chair of governors: Mrs. A. Woodley

Date of previous inspection: January 1998

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
17288	Miss M. Warner	Registered inspector	Design and technology. English as an additional language.	What sort of school is it? School's results and achievements. How well are pupils taught? What should the school do to improve further?
1165	Mr. P. Dannheisser	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents? Accommodation.
22831	Mr C Lewis	Team inspector	Foundation Stage. Science. Information and communication technology.	Assessment.
26514	Mrs. A. Tapsfield	Team inspector	Education inclusion. Special educational needs. Mathematics.	
20877	Mr. D. Pink	Team Inspector	Geography. History.	How good are the curricular and other opportunities offered to pupils?
3687	Mr. G. Bancroft	Team Inspector	English. Physical education.	How well is the school led and managed?

28200	Mr. P. Stevens	Team Inspector	Art. Music. Religious education.	Pupils' attitudes, values and personal development.  Provision for pupils' spiritual, moral, social and cultural development.
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Alexandra House,  
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London. WC2B 6SE

## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>7</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>HOW HIGH ARE STANDARDS?</b>	<b>12</b>
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
<b>HOW WELL ARE PUPILS TAUGHT?</b>	<b>15</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>	<b>18</b>
<b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>	<b>21</b>
<b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?</b>	<b>24</b>
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	<b>26</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>29</b>
<b>SPECIAL OPPORTUNITIES UNIT</b>	<b>30</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>31</b>
<b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM AND SUBJECTS</b>	<b>36</b>

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

### **INFORMATION ABOUT THE SCHOOL**

Mottingham Primary School is bigger than most primary schools nationally, with 399 pupils on roll. The school is situated in Mottingham, on the edge of Bromley. The large majority of pupils are from white-heritage backgrounds, with a small number of pupils coming mainly from Turkey and a smaller number from Croatia. Five per cent of pupils speak English as an additional language and one per cent is at an early stage of learning English. Less than one per cent of pupils are refugees and a similar number are from Traveller families. Eight pupils attend the school's special opportunities unit for pupils with speech and communication disorders. These pupils have some lessons in other classes and pupils from different classes in the school join the unit for some lessons. In the main school, 20 per cent of pupils have been identified as having special educational needs, 3.5 per cent of whom have formal statements of special educational need. The present headteacher has been in post for sixteen months and there have been changes of teaching staff during this time.

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

Children enter Mottingham Primary School with standards that are well below those expected of children of their age in literacy and numeracy. They make good progress in the reception classes and satisfactory progress through the rest of the school, leaving in Year 6 with standards that are below average. Whilst teaching overall is satisfactory, there are also many examples of good and very good teaching in the school. Pupils' attitudes and behaviour are good, as are the leadership and management of the school. The staff's commitment to raising standards is very strong and their capacity to succeed is considerable. Mottingham Primary School provides a satisfactory quality of education and satisfactory value for money. Improvements seen during the inspection have not yet had time to improve standards in Years 2 and 6 but the school is an improving school.

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

- Standards in design and technology in Years 3 to 6 and in physical education in Years 1 to 6 are above national expectations.
- Teaching in the reception classes are good.
- A major strength of the school is the integration of all pupils in the life of the school.
- Provision and teaching in the special opportunities unit are very good: provision for pupils with special educational needs in the main school is good.
- There are very good procedures for child welfare and very good provision for pupils' moral and social development as a result, pupils' attitudes, behaviour and relationship are all very good.
- The school has very constructive relationships with partner institutions.
- The governing body is very effectiveness in fulfilling its statutory responsibilities.

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

- The priority given to raising standards in the school improvement plan and subject leaders' action plans.
- The awareness by subject leaders of their role in raising standards.
- Standards in English, which are below the national average by the time the pupils leave the school.
- Standards in mathematics, particularly the speed of pupils' mental recall of number bonds and multiplication tables and their ability to solve problems, which are below national expectations.
- Work planned in foundation subject lessons which does not always build on pupils' previous learning; as a result, standards in these subjects are often below national expectations.
- Homework as this is not always used effectively to promote higher standards.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Progress since the last inspection in January 1998, overall, has been unsatisfactory, but improvements are beginning to be made now, since the new headteacher has been appointed, and all the key issues of the last report have been addressed.

### STANDARDS

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

Performance in:	compared with			
	all schools			Similar schools
	1999	2001	2002	2002
English	D	E	E	D
Mathematics	E	E	E	E
Science	D	E	E	D

Key	
well above average	A
above average	B
Average	C
below average	D
well below average	E

Standards in the National Curriculum tests at the end of Year 2, in 2002, were well below the national average in reading and mathematics and below the national average in writing. They were below those of similar schools in reading and mathematics and in line with those of similar schools in writing. Standards seen during the inspection were below average in speaking, listening, reading, writing, mathematics and science at the end of Year 2. Standards in the National Curriculum tests at the end of Year 6 in 2002 are shown above.

The school did not reach the very challenging targets set for Year 6 pupils by the end of 2002 and missed them by a considerable amount. The trend in the school's results at the end of Year 6, over the last four years for all three subjects has been below the national trend. Although pupils' achievement, overall, is at present satisfactory when compared to their standards on entry, the good progress now made in lessons, with learning judged to be good or very good in 57 per cent of them, should help to raise standards and pupils' achievement as they move through the school.

Standards seen during the inspection were above national expectation in physical education at the end of Years 2 and 6 and in design and technology at the end of Year 6. They were in line with national expectations in information and communication technology at the end of Years 2 and 6 and in design and technology and religious education at the end of Year 2. They were below national expectation in art, geography and history at the end of Years 2 and 6 and in music and religious education at the end of Year 6. These subjects have not been a priority on the school's development plan.

Pupils start school with standards that are well below those expected of children of their age in literacy and numeracy and leave with standards that are below average. Pupils make satisfactory progress.



## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. They are enthusiastic, interested and involved in all activities.
Behaviour, in and out of classrooms	Good. This is a significant improvement since the last inspection. Pupils have a clear sense of right and wrong. They appreciate the benefits of the school's clear system of rewards and sanctions and the opportunity to contribute to the school's code of conduct. There has been one fixed-term-exclusion in the last year.
Personal development and relationships	Good overall, with very good relationships. Pupils understand the effect of their actions on others and have considerable respect for other people's feelings, values and beliefs. They are given good opportunities to take the initiative and exercise personal responsibility.
Attendance	Unsatisfactory. Levels of attendance are well below the national average.

## TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very good	Satisfactory	Satisfactory

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

The quality of teaching and learning in the reception classes is very good and sometimes excellent and, as a result, these pupils make very good progress in their first year in school. Teaching in Years 1 to 6 is satisfactory overall, with many examples of good and very good teaching, particularly in Years 2 and 5. Teaching across the school, across year groups and across subjects, however, is inconsistent. The overall quality of teaching in English is good with literacy skills taught well. The overall teaching of mathematics and related numeracy skills is satisfactory. The teaching of science is satisfactory. Examples of very good and excellent teaching were seen in English, mathematics, design and technology, music and physical education. A very small amount of unsatisfactory teaching was seen in mathematics, information and communication technology and music.

Particular strengths in teaching are in teachers' expectations of pupils in reception and Year 6 classes, in the management of pupils throughout most of the school and teachers' understanding of the needs of pupils in reception and the special opportunities unit. Weaknesses in teaching are in teachers' expectations in art, music and religious education, a lack of subject knowledge and class management strategies in a small minority of lessons, and in the fact that teachers do not use homework sufficiently to improve standards.

The quality of pupils' learning is satisfactory in Years 1-6. There are no significant strengths or weaknesses in pupils' learning, other than that reflected by the inconsistent quality of teaching. Overall, the school meets the needs of all pupils well, although more could be done to identify and meet more consistently the learning needs of higher attaining pupils.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum for children in the reception classes is very good. The curriculum in Years 1-6 is satisfactory. A good range of extra-curricular activities is provided. The wider community contributes well to pupils' learning. In some areas, curriculum planning could be improved.
Provision for pupils with special educational needs	Good. Pupils with special educational needs are supported well across the school and make good progress and there is very good provision for pupils in the special opportunities unit who have made very good progress in their first term at the school.
Provision for pupils with English as an additional language	Satisfactory. Pupils are recommended for assessment by their class teachers on entry to the school and good support is given when needed. However, no member of staff has been trained to formally assess pupils who speak English as an additional language.
Provision for pupils' personal, including spiritual, moral, social and cultural development	There is very good provision for pupils' moral and social development and good provision for pupils' spiritual and cultural development. Provision for pupils' personal development is good.
How well the school cares for its pupils	There is a caring and supportive environment in which pupils develop trust and confidence in the staff. Procedures for ensuring pupils' personal welfare are very good. Procedures for assessing pupils' attainment and progress are satisfactory.

Parents' have very positive views of the school. There is an open and welcoming atmosphere where parents feel valued and listened to. Parents value the way the school encourages the whole family to be part of the school community. There are very good opportunities for parents to contribute to the life of the school. There are good opportunities for parents to be involved in their child's learning. The school works closely with agencies fostering adult support for pupils' learning.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher and senior members of staff give clear educational direction for the school, which is reflected well in its aims and values. Whilst the raising of standards is foremost in their minds this is not always reflected clearly in documents. The needs of the pupils and their personal development are placed successfully at the heart of the school's activities.
How well the governors fulfil their responsibilities	The governing body fulfils its responsibilities very well, undertaking those duties required of it by law satisfactorily. The governors are very supportive and are well informed.
The school's evaluation of its performance	Satisfactory. There is a clear and well-planned cycle for all those responsible to monitor the quality of provision. However, the theme of raising standards is not sufficiently prominent in the work of the subject leaders in some of the foundation subjects.
The strategic use of resources	The school uses its available resources very well and procedures for financial management and for monitoring the use of resources are very good.

An important strength lies in the shared commitment to improvement and capacity to succeed of the headteacher and senior managers. There is a satisfactory match of teachers and support staff to the demands of the curriculum. Learning support assistants contribute well to pupils' learning and the progress they are able to make. There is a good range of learning resources. Accommodation, both in terms of building and site, is good. The headteacher and governing body apply the principles of best value well when arranging the purchase of services and resources for the school.

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

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• Their children are making good progress (100%)</li> <li>• The teaching is good (99%)</li> <li>• They feel comfortable about approaching the school with questions or a problem. (99%)</li> <li>• The school expected their children to work hard and achieve his or her best (98%)</li> </ul>	<ul style="list-style-type: none"> <li>• A greater range of extra-curricular activities. (20%)</li> <li>• The amount of homework. (14%)</li> <li>• Pupils' behaviour (9%)</li> </ul> <p style="text-align: right;">(17% of questionnaires were returned.)</p>

Inspectors mainly agree with the positive points made by parents. Inspectors judge that the school provides a good range of extra-curricular activities but that the amount and range of homework could be improved. They judge pupils' behaviour to be good. Some parents felt that they do not have clear information about the standards their children achieve compared with national expectations. It would be helpful if the school could provide further information for parents on this concern.

## PART B: COMMENTARY

### HOW HIGH ARE STANDARDS?

#### *Strengths*

- Standards in design and technology and physical education.
- Progress in reception classes.

#### *Weaknesses*

- Standards in the core subjects of English, mathematics and science.
- Standards in art, geography and history in both key stages and religious education in Years 3-6.

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

1. Pupils come to school with standards that are well below those expected of children of this age. By the end of the reception class they have made very good progress and standards are below those nationally expected.
2. Standards in reading, in the National Curriculum tests at the end of Year 2 in 2002, were well below the national average and below those of similar schools. In writing, they were they were below the national average but in line with similar schools. English standards in the National Curriculum tests at the end of Years 6, in 2002, were well below the national average and below those of similar schools. During the inspection, standards in English were below the expectations of the National Literacy Strategy for both Years 2 and 6.
3. In mathematics, standards in the National Curriculum tests at the end of Year 2, in 2002, were well below the national average and below those of similar schools. Standards in mathematics in the National Curriculum tests at the end of Years 6, in 2002, were well below both the national average and those of similar schools. During the inspection standards were below national expectations in both Years 2 and 6.
4. In science, teacher assessments at the end of Year 2 showed that results were well below the national average, although the percentage of pupils reaching the higher level was in line with the national average. Standards in the National Curriculum tests, at the end of Year 6 in 2002, were well below the national average and below those of similar schools. During the inspection standards were below national expectations in both Years 2 and 6.
5. The trend in the school's results at the end of Years 6, over the last four years for all three subjects, has been below the national trend. Inspection evidence indicates that this trend is beginning to change.
6. The school set targets of 79 per cent for English and 79 per cent for mathematics in 2002. Pupils achieved 62 per cent in English and 51 per cent in mathematics. The school missed the very challenging targets it set for itself by a considerable margin.
7. When compared with similar schools, the percentage of pupils in Year 2 reaching the higher level 3 was in line with the average in reading and science, but below the average in writing and mathematics. The percentage of pupils in Year 6 reaching the higher level 5 was well below similar schools in English and mathematics, and below similar schools in science.

8. By the end of Year 2 girls perform better than boys in reading. There is not such a large difference in writing, although girls still perform better than boys. In mathematics boys perform better than girls. Taking the last three years together there is little difference between boys and girls. By the end of Year 6, boys perform considerably better than girls in English, mathematics and a science.
9. Standards seen during the inspection were above national expectation in physical education at the end of Years 2 and 6 and in design and technology at the end of Year 6. They were in line with national expectations in information and communication technology at the end of Years 2 and 6 and in design and technology and religious education at the end of Year 2. They were below national expectation in art, geography, history at the end of Years 2 and 6 and in music and religious education at the end of Year 6. These subjects have not been a priority on the school's development plan. Pupils' achievements, in relation to the progress they make from the time they enter school to Year 6, are satisfactory.
10. Pupils with special educational needs make good progress against the targets set within their individual education plans for literacy and numeracy. This is due to carefully planned assignments that reflect the aspects identified. Work with the Reading Recovery programme has been particularly effective in raising pupils' levels of attainment in reading. However, their ability to apply the skills learned when an adult does not support them is not extended well enough. They make satisfactory progress within their class work in other subjects.
11. Pupils in the special opportunities unit attain standards well below national expectations for pupils of their respective ages in English. Although many can read accurately, their understanding of the texts they read is limited. When writing, most use initial sounds of words and a few pupils spell simple three and four letter words accurately. In mathematics, their knowledge of number and tables bonds is in line with expectations for their ages but their understanding of problems expressed in words is adversely affected by their overall difficulties with communication. However, pupils in the unit have achieved very well since September. Whilst previously these pupils were often absent or their misbehavior was preventing progress being made most are now accessing learning for the larger part of each day, such that in some aspects of some subjects they are achieving close to age-appropriate levels.
12. Almost all pupils achieve satisfactorily. The teaching of those for whom English is an additional language and those with special educational needs enables them to do as well as other pupils. However, more could be done to identify and meet more consistently the learning needs of higher attaining pupils and pupils who are gifted or talented. Sometimes tasks are insufficiently challenging to ensure that these pupils make good progress.

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

### *Strengths*

- Pupils' enthusiasm for school.
- Pupils' interest and involvement in activities.
- Pupils' behaviour.
- The absence of oppressive behaviour, including bullying, sexism and racism.
- Pupils' understanding of the effect of their actions on others.
- Respect for feelings, values and beliefs.
- Taking the initiative and personal responsibility.
- Relationships.

### Pupils' attitudes to school

13. Pupils' attitudes to school are good. This is an improvement since the last inspection. Their enthusiasm, interest and involvement in what they are doing are both strong. This is based on a number of factors including a feeling of care and support from the headteacher and staff, and enjoyment of a wide variety of extra-curricular activities. In lessons, pupils are keen to answer, such as in mathematics during the oral sessions on mental arithmetic. They are attentive to instructions which is important in information and communication technology, for example, and in art, such as when being taught the technique for changing the tone of a colour. Pupils are rarely inattentive, but are when teaching lacks confidence and fluency, as is sometimes the case, in music. Most parents sense that their children thoroughly enjoy school.

### Pupils' behaviour

14. Pupils' behaviour is good. This is a significant improvement since the last inspection. The school has only excluded one pupil over the past year. Pupils have a clear sense of right and wrong. They appreciate the benefits of the school's clear system of rewards and sanctions and the opportunity to contribute to the school's code of conduct. Within lessons, pupils respond to the teachers' clear instructions by settling down quickly to tasks such as in religious education in a Year 6 class. Here, firm routines have been established and pupils were very clear about how, for example, to contrast the practices of different faith communities. Consequently, they work in total silence without being told to do so. Pupils feel safe in the school, where there is very little bullying, especially because it is effectively dealt with if it ever emerges. They are clear about how they themselves would face up to it. The vast majority of parents confirmed the evidence by stating their satisfaction with pupils' behaviour.

### Personal development and relationships

15. Pupils' personal development is good, and they relate well both with one another and with the adults in the school. Pupils care for those with very special educational needs. Pupils are well aware of their own strengths such as perseverance and being kind, and weaknesses such as the need to make more effort or to develop social skills. They show empathy when, for example, they consider in Year 3 how Jesus would feel if he were born today. Pupils are aware of different belief systems from their religious education. As part of their personal development, their spiritual responses are strong. They appreciate beauty, but in a thoughtful way. One pupil stated that he saw Jesus in a candle while another said that she thought that a person's beauty lies inside them, not in what they look like.

16. Pupils undertake a variety of duties including older pupils caring for younger ones in the playground and with their reading. They collaborate well, as in music where they work in groups to compose a piece of their own. In lessons, pupils relate well to teachers and appreciate the care they are shown by all the adults in the school.
17. Pupils with special educational needs are positive in their response both to class work and to the work they undertake with the special needs staff. They work hard and collaborate well with their classmates. Other pupils give good support to their peers with special educational needs; celebrating their successes generously and taking trouble to include them in group activities.
18. Children are positive towards one another and all children are fully included in all activities by their peers. Pupils from the special opportunity unit are supported well by their mainstream peers.

### Attendance

19. Pupils' level of attendance at the time of the previous report was deemed good. Pupils' attendance in 2001 / 2002 was well below the national average. The rate of unauthorised absences was broadly in line with the national average. The school is doing a great deal to improve attendance. Despite these efforts attendance is, at present, unsatisfactory. This is partly explained by the high levels of authorised absence by pupils in the special needs unit. Although most unit pupils are keen to come to school and attend regularly, the Local Education Authority have agreed with the school that part-time education is at present suitable for four pupils who have specific needs. In addition, a significant proportion of absences are due to the number of pupils going on holiday during term time and this affects the progress that they can make. However, the general level of punctuality is good.

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

#### *Strengths*

- Teaching is very good in the reception classes.
- Teachers' expectations are good in reception and Year 6 classes.
- The management of pupils is good throughout the school.
- The quality of pupils' learning is good in reception classes.

#### *Weaknesses*

- Teachers' expectations are too low art, music and religious education.
- Teachers do not use homework sufficiently to improve standards.

20. Teaching in the Foundation Stage ranges from good to excellent and is very good overall. The quality of teaching, especially teachers' expectations of pupils, and the quality of pupils' learning in the reception classes are strengths of the school. The two teachers base all lessons on the national guidance for the Foundation Stage, working towards the Early Learning Goals and incorporating information about children's basic skills gained from the very detailed ongoing assessment undertaken on a daily basis. As the year progresses, higher-ability pupils will be provided with suitably challenging activities from the Year 1 programme of study. The Foundation Stage leader has considerable experience of this age and has a very good knowledge of the needs of young children and the requirements of the Early Learning Goals and 'Stepping Stones

for Learning'. As a result, learning is very carefully planned under the six areas of learning with the focus very much on developing personal and social skills during the first few weeks in school. The teachers make very good use of appropriate vocabulary and questioning with the result that a very good learning atmosphere is generated and pupils remain interested and attentive. The teachers and learning support assistants work together very well as a team and other helpers, including volunteer parents, work very well in co-operation with the two class teachers, supporting and encouraging the children well. Provision for pupils with special educational needs is very good, with very early identification and sensitive management of pupils with specific learning needs who are fully included in all activities. The teachers have very good relationships with the children; they value and encourage talk, explain clearly, challenge through very skilled questioning and listen to the children's responses, with the result that the children quickly gain confidence and make good progress. They resource and organise an interesting and exciting variety of activities with a clear purpose indoors and out which leads to a developing level of confidence and growing independence.

21. Whilst teaching overall in Years 1 to 6 is satisfactory, there are many examples of good and very good teaching. Teaching across the school, across year groups and across subjects, however, is inconsistent. Teaching in Year 6 is very good and sometimes excellent. Teaching in Years 2 and 5 is also particularly good.
22. The overall quality of teaching is good in English and mathematics and is satisfactory in science. Literacy skills are taught well and there is satisfactory teaching on numeracy skills. Strengths in teaching are teachers' expectations of pupils in the Year 6 classes and the management of pupils throughout the school. Very good or excellent teaching was seen in mathematics, English, design and technology, music, and physical education. Where there was excellent teaching, such as in a reception class lesson and in the special opportunities unit, teachers were very secure in their knowledge of the needs of the pupils. The pace of the lessons was good and pupils' interests were sustained in a variety of ways, with the results that good progress was made in their learning.
23. Weaknesses in teaching are teachers' expectations of pupils in art, music and religious education and the fact that teachers do not use homework sufficiently to improve standards, such as by using homework to link a series of lessons. There was unsatisfactory class management in two information and communication technology lessons in different classes and in a numeracy lesson where rules in number were given but teacher did not check that pupils understood them and therefore some pupils did not know what to do and there was little learning. In the same numeracy lesson there were no positive rewards given and comments were often negative. There is also insufficient emphasis laid on developing pupils' mental recall of number bonds and multiplication table. In two music lessons, teachers' knowledge and expertise was not always secure and was sometimes poor. This led to restlessness and loss of interest on the part of the pupils.
24. The quality of pupils learning is good in reception classes and satisfactory in all aspects in Years 1-6. There are no significant strengths or weaknesses in pupils learning other than that reflected by the inconsistent quality of teaching.
25. The teaching of pupils for whom English is an additional language is, overall satisfactory and is very good when they are withdrawn resulting in very good progress being made. The teaching of pupils with special educational needs is satisfactory. Teachers plan work according to the underlying abilities of their pupils, carefully



addressing aspects identified within a pupil's individual education and seeking to ensure that they are fully involved in class activities. They know their pupils and their difficulties and are very patient and caring. Where there is sufficient support in lessons these pupils are taught well and make good progress. However, teachers do not find it easy to plan activities that promote the independence of pupils with special educational needs. All staff show a great deal of care for their pupils and know them and their difficulties well.

26. When pupils with special educational needs are supported well, they are positive in their response both to class work and to the work they undertake with the special needs support assistants. They work hard and are keen to please their teachers and support assistants. However, some do not readily work independent of adult support.
27. Overall, the school meets the needs of all pupils well, although more could be done to identify and meet more consistently the learning needs of higher attaining pupils. Teachers are careful to address the needs of all pupils equally. Children from different ethnic backgrounds, those for whom English is an additional language and those with special educational needs are catered for equally effectively and, as a result, all pupils make similar progress. Staff value all pupils equally as individuals, whatever their needs, and work hard to make sure they get the best from their time at school. All pupils, including those from the special opportunity unit, are fully included in every aspect of school life.
28. The teaching in the special opportunities unit is very good. Excellent management strategies ensure that pupils are able to learn despite their difficulties. Very good teamwork amongst the staff means that they all know the planned strategies well and support one another effectively when individual pupils are having a difficult day. As a result, pupils are able to learn well. Most of them have become fond of the adults who work with them, and are keen to please. They try hard to conform to the clear behaviour code within the unit and on the occasions when they are unsuccessful, they are keen to make amends once they have calmed down.

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

### *Strengths*

- The curriculum for the under fives.
- Provision for pupils with special educational needs.
- The relationships established with partner institutions.
- The provision for social learning.

### *Weaknesses*

- The use of curriculum planning to establish higher standards for the pupils to achieve.
- To allow girls access to the playground area with the softer surface.
- To ensure that all pupils in Year 1 receive their full curriculum entitlement.
- To improve the support given, by teachers, to pupils with English as an additional language.

The quality and range of opportunities for learning provided by the school for all pupils, including whether statutory requirements are met

29. The curriculum is satisfactory overall. It is broad and balanced and meets the requirements to teach all the subjects of the National Curriculum including religious education. Appropriate schemes of work have been adopted for all subjects and the National Literacy Strategy and the National Numeracy strategy are followed. The curriculum for the Foundation Stage is very good. This is carefully planned to follow the Early Learning Goals. Overall planning for the curriculum is satisfactory, but this planning could be improved by using it to establish higher expected standards of pupils' achievement.
30. The arrangements for supporting pupils with special educational needs are good. The work of the special needs unit is a strength of the school and provides pupils with a support introduction to the curriculum. The provision for pupils in the mainstream school is satisfactory. Some pupils in Year 1 miss their entitlement to numeracy because of withdrawal for literacy support and this is unsatisfactory. The arrangements for supporting pupils with English as an additional language are also satisfactory. However, more could be done to support teachers in adapting their teaching strategies to meet the needs of pupils for whom English is an additional language.
31. The school has implemented the National Numeracy Strategy satisfactorily and the National Literacy Strategy effectively. There are some good opportunities for pupils to develop their language skills across the curriculum as in Year 5 geography but this could be extended. Pupils in Year 5 adopt roles to write letters supporting or complaining about the introduction of traffic calming measures on a local road. Access to the curriculum for all pupils is good. The school reflects equal opportunities in its aims, objectives and organisation effectively. However, in the play periods girls do not have access to the large soft surfaced playing area, which is dominated, every day, by boys playing football. There is a strong emphasis in the school on meeting the needs of individual pupils. This is successful in developing social and behavioural standards in the pupils; it is less successful in developing the learning skills in history, geography, music and art. However, a programme of person, social, and health education is very effective in developing pupil's social learning and this underpins the good relationships established in the school.

32. The range of extra curricula activities is good. Extra activities take place at lunchtime and after school and are well attended. Sporting activities, which include football, and lacrosse, are well supported and competitions are held against pupils in other schools. There is a programme of organised visits to museums, concerts and the local area, to support pupils in the learning in religious education, history, geography, art, music and science.
33. The school maintains very good links with its local community. The school hosts a family project, run by Nottingham Local Education Authority for parents of younger pupils, and adult literacy classes. These have a positive effect in helping parents to support her children's learning. The school is linked very effectively with other primary and secondary schools both locally and regionally in a learning partnership. Because of this teachers have, and use, lap top computers, teaching assistants are effectively trained and teachers share good practice. The headteacher has also received support in developing leadership. Older pupils from a local private secondary school regularly visit to assist pupils in their learning.
34. The curriculum for pupils with special educational needs, including those with formal Statements of Special Educational Need, is good overall. Staff make use of a broad range of approaches, strategies and special learning programmes to address each child's needs. Pupils' individual education plans are written jointly by the special needs co-ordinator and the class teacher. These focus on reading, spelling and mathematics, with targets that are detailed and achievable within the allocated time of a pupil's plan. The curriculum for pupils with special educational needs within whole class lessons is usually tailored well to promote their understanding of the work addressed. Support staff work effectively with the pupils assigned to them as well as with those close by, promoting the full involvement of their pupils in group activities. For example, during the mental and oral element of the mathematics lessons support staff sit close to pupils, whispering encouragement and allowing them to check answers before offering them to the whole class. The timetabling of withdrawal provision for pupils with special educational needs is sufficiently flexible not to compromise their full access to a broad and balanced curriculum. When pupils are withdrawn from lessons, on their return class teachers work hard to ensure they are not disadvantaged by their absence.
35. Equal access to the curriculum is provided for all pupils who thereby have the opportunity to learn and make progress. There is a detailed and clear policy for equal opportunities in place and staff are very conscious of the need to promote the involvement of all groups of pupils in all aspects of school life. Good provision is made for pupils identified as having special educational needs and those learning English as an additional language. This enables them to achieve as well as other pupils.
36. The curriculum within the special opportunities unit is planned very carefully to meet the needs of the individual pupils and extend their literacy and numeracy skills. Pupils also have access to a wide range of other subjects where tasks are planned to build progressively on their previous learning.

How well the school provides for pupils' personal - including their spiritual, moral, social and cultural development.

37. Provision for pupils' spiritual development is good. The school provides an atmosphere and an environment in which pupils flourish. Teachers take advantages

of opportunities to enable pupils to empathise, such as in history when studying the life of evacuees, or in science when looking at the beauty of nature. To enrich the curriculum, teachers arrange for pupils to visit a Christian church and to take part in a nativity procession.

38. Within the locally agreed syllabus, teachers acquaint pupils with the spirituality associated with pilgrimages and Christian symbolism. In assemblies and in their religious education, teachers put across the values and beliefs of different faiths in detail, including those of Christians, Jews, Buddhists and Muslims. They also teach pupils to consider human feelings, and to learn how to empathise with other people. For example, teachers ask pupils in Year 4 to consider how both Joseph and Mary felt on hearing the news of the impending birth of Jesus.
39. Teachers ask pupils to reflect on their own personal development. For example, those in Year 5 think about what makes them special, while, in assemblies, pupils think about their personal worth and talents. Teachers take advantage of opportunities to evoke a spiritual response. For example, in an art lesson in Year 5, the teacher brought in several beautiful photographs with an impressive link between the sky and the landscape. This produced the simple but deep response of 'Wow!'
40. What prevents provision from being very good is the lack of spirituality in a significant proportion of the assemblies. Although they meet statutory requirements, they do not contribute a great deal to pupils' reflection upon spiritual matters.
41. Provision for moral development is very good. The school has a clear code of conduct. This, together with teaching in personal, social and health education and assemblies establishes in pupils' minds the meaning of right and wrong. Moral ideas are also approached in religious education, where teachers relate moral tales in literature to modern day dilemmas. The headteacher and staff ensure that pupils are orally rewarded for good behaviour with a system called 'Golden Time', whereby pupils gain or lose privileges in recognition of their behaviour. They also recognise achievement through an 'Achievement Tree' which celebrates good effort. Teachers have high expectations of behaviour in their lessons, and this is reflected in the pupils' responses.
42. Provision for social development is very good. The school encourages strong and consistent values in relation to the world community. For example, a link has been made with India, whereby every pupil has the opportunity to participate in sponsoring a child and supporting his township. Within the school, teachers enable older pupils to become 'playground pals' of younger ones, and to read with them. There is a variety of extra-curricular activities and a residential course for Year 6. These provide pupils with the opportunity to learn to live together and to face personal challenges in the security of a community.
43. Within lessons, teachers provide many opportunities to collaborate, such as when planning and making in design and technology. In assemblies, some of the themes are related to living together, such as playing in a sports team, and learning to forgive. Whole school projects develop a sense of community. These include book weeks, mathematics weeks, music weeks and designing and painting the dining hall as part of the school's healthy schools award. The school is developing the role of the school council so that pupils learn how to contribute towards democratic decisions.

44. Provision for cultural development is good. Teachers acquaint pupils with the culture of the arts in many ways. They introduce pupils to a variety of authors such as Shakespeare, artists such as Monet and Van Gogh, and composers. They invite artists to work with the pupils on projects such as the millennium and jubilee murals. One of the teachers displays his own art for pupils to appreciate. The school holds books weeks and plans to take pupils to a music concert.
45. With respect to non-European cultures, as well as teaching pupils through sponsoring the child in India and the associated geography, teachers introduce pupils to the rich imagery and language in a variety of literature. An example is comparing and contrasting stories of the creation of the world. The school also recognises the main festivals associated with different faiths. Sometimes the school invites visitors from other cultures such as an African drummer and members of the local Turkish community. Provision in this aspect needs to be more integrated into daily work for it to be very good.
46. The school has improved in respect to all four elements of the provision since the last inspection.

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

#### *Strengths*

- The very caring and supportive environment for learning.
- Staff and governors are well aware of health and safety issues and take steps to ensure that the school meets requirements.
- Training and awareness of staff in issues relating to child protection and pastoral care.
- Systematic recording and monitoring of pupils' personal development.
- Analysis of patterns of absence and lateness.

#### *Weaknesses*

- Assessment procedures are in the early stages of implementation.
- Individual Education plans are not sufficiently precise.

#### The steps taken to ensure pupils' welfare, health and safety

47. The school's provision for pupils' welfare is good overall. There are several strengths. All staff make themselves readily available to pupils and their families, and have a good understanding of their personal needs. Parents feel that everyone is always made to feel welcome and say that there is a close relationship that helps them deal with any problems that may arise.
48. The previous inspection reported on a supportive and caring school and this is also the case at present. There is a caring and supportive environment in which pupils develop trust and confidence in the staff. Pupils say that the teachers "are really understanding ... they will always sort out problems...they will call in our parents to help.... I had a really bad problem at home and the teacher was a real help.... the Head helped me so much with my reading (pupil with English as an additional language)".
49. Procedures for child protection comply with local requirements. Class teachers and support staff have been trained to recognise the signs of abuse and to know who to go to and how to respond to any disclosure a pupil may make to them.

50. The school does a great deal to improve attendance. The staff follow up unexplained absences on the same morning and keep parents regularly informed about their children's attendance figures. Despite these efforts, and the 'good attenders' cup that goes to the class with the best attendance, the figures are well below the national average although they have improved slightly. The school analyses patterns of absence using a computer system that identifies individual pupils and groups of pupils. Efforts to improve punctuality include information sent home and discussions with parents. These have been successful and now there are very few pupils who do not arrive on time. Registration is efficient and conforms to requirements though pupils are rarely engaged in learning activities such as reading during these sessions.
51. Good provision is made for the health and safety of pupils with regular audits and professional inspections. Assessments of the risks associated with a range of school activities, including out of school educational visits, are thorough and regularly reviewed. Most of the staff have been on basic first aid courses and two are fully trained. The school grounds and buildings are well looked after, clean and safe. Pupils learn about health and safety through their science and personal and social education lesson, road safety walks and input by the school nurse. They take part in a junior citizenship scheme that is organised by the police.

#### The effectiveness of the school's assessment and monitoring procedures.

52. The school has satisfactory systems in place for assessing pupils' attainment and progress and the data obtained is used appropriately to guide planning, to amend the curriculum, particularly in mathematics, and to group pupils and to provide booster and other support group teaching.
53. Teachers know their pupils well and much useful assessment is done on a short-term, day-to-day basis, with examples during the inspection of teachers amending their weekly literacy and numeracy lesson planning on a daily basis, based on pupils' progress. Although, with the introduction at the end of the current school year of new national end of Foundation Stage assessments, there is no statutory requirement to undertake 'baseline' testing when pupils enter the reception classes, the teachers continue to keep very detailed records of children's attainment on entry and of their progress on a day to day basis. The school undertakes all statutorily required formal assessments of its pupils at the end of Years 2 and 6. The school also undertakes 'optional' mid-key stage tests in English and mathematics at the end of Years 3, 4 and 5 and, recently, whole-school systems for the 'end of unit' assessment of the foundation subjects have been introduced.
54. The school is beginning to use the information gained from testing to track children's progress as they move through the school, to modify the curriculum, to identify and support pupils with special educational needs and to group pupils needing additional support or challenge, particularly in English and mathematics. Pupils are set targets for English and mathematics; they are aware of these targets and, in the best cases, teachers refer to these during lessons.

#### The effectiveness of the school's educational and personal support and guidance in raising pupils' achievement

55. The school gives very good personal support to pupils, and this provides favourable

conditions for teaching and learning.

56. Parents are very appreciative of the personal help given to their children. They say that their close relationship with staff means that individual needs are identified and met. A member of staff with special responsibilities for pastoral care makes himself available to all pupils.
57. Good strategies are in place to help pupils settle quickly into school, including a buddy system linking new comers with older pupils. Pupils' personal development is further encouraged by the wide range of responsibilities given to pupils of all ages. These include various tasks for instance for assembly monitors, library monitors and those responsible for selling biscuits at break time. In addition, some pupils are asked to read with younger pupils and to look after the school grounds. They all benefit from the close integration of the main school with pupils in the special opportunities unit. The pupils say that they particularly enjoy helping those with special needs. This willingness to integrate helps to make sure that all pupils are involved in both academic and social aspects of the school. Pupils are encouraged to develop a sense of citizenship and participation through an active elected school council with representatives from all classes from Year 2 up. The council receives ideas from classroom suggestion boxes and feeds back to classes after council meetings.
58. Strategies are used well to promote good behaviour. Expectations are clear throughout the school and very good classroom management ensures that there is a calm and purposeful environment for learning. This makes a significant contribution, without which the school would not be able to address pupils' academic needs. Pupils understand and respect the school's rewards and sanctions. They look forward and value 'golden time' on a Friday afternoon during which they can chose their own activities. They try not to lose any of this time through poor behaviour. The school keeps detailed files regarding all incidents, discussions and outcomes and this enables behavioural difficulties to be tracked and monitored.

The effectiveness of the school's educational and personal support and guidance in raising pupils' achievement.

59. Procedures for monitoring and supporting academic progress and personal development are satisfactory. Although in the majority of lessons during the inspection, learning objectives were discussed at the beginning and, to a lesser extent, during the lesson, progress towards the lesson objectives was discussed in only a small minority of cases.
60. The support and care for pupils with special educational needs is good, encompassing academic and personal needs. Staff are quick to identify and address needs as they arise and they monitor pupils' progress well. Class teachers use the general assessment procedures to identify pupils' learning needs and liaise with the special needs coordinator to make use of the information gained when planning individual education plans. The provision for pupils with statements of special educational need is satisfactory.
61. The school has a positive approach to all its pupils, and actively promotes harmonious relations between all groups of pupils. The children themselves are confident that staff, and in particular the headteacher, will deal quickly and effectively with any incidents of racism, bullying and bad behaviour.

62. The school generally monitors and tracks the achievements and progress of individuals and specific groups well and plans appropriate levels of support. However, at times more could be done to identify and meet more consistently the learning needs of higher attaining pupils and those who are gifted or talented. The new initiative of extension sessions for groups of more-able pupils goes some way towards addressing this need. Additionally, the school has not formally identified talented or gifted pupils, despite being aware of a few individuals currently in the school. In consequence, these pupils do not receive sufficient opportunities to extend and develop their abilities further.
63. Pupils with Statements of Special Educational Needs are well supported in the classroom and make steady progress. For example, during the inspection one pupil with identified communication difficulties was observed contributing fully in class discussions. Pupils from the special opportunities unit make very good progress because the behaviour management strategies in place help them to focus on their learning for a significant proportion of the school day.
64. Pupils in the unit are cared for very well. The objectives within their Statements of Special Educational Need are addressed carefully through three education plans per child. These focus on literacy, numeracy and social and communication skills, with clear targets that guide lesson planning effectively. As a result, pupils make very good progress in their social development and ability to access education.

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

##### *Strengths*

- Parents' have very positive views of the school.
- There is an open and welcoming atmosphere where parents feel valued and listened to.
- Parents value the inclusion of the whole family in the school community.
- There are very good opportunities for parents to contribute to the life of the school.
- There are good opportunities for parents to be involved in their children's learning.
- The school works closely with agencies fostering adult support for pupils' learning.

##### *Weaknesses*

- Parents do not have clear information about the standards their children achieve compared with national expectations.

#### Parents and carers' views of the school

65. Parents have very positive views of the school and the quality of education it provides. Ninety-seven per cent of those answering the survey sent out before this inspection said that their children enjoy school, behave well, work hard and make good progress. They have a high regard for the headteacher and her leadership of the school and think that the standard of teaching is high. They appreciate the care shown to themselves and to the children and feel that the school values them. They value the open and welcoming atmosphere, the ease of communicating with the school and the knowledge that their views are listened to and taken seriously. Inspectors confirm these positive views. The headteacher has made a difference which the parents recognise and has forged good relationships between parents and the school.



66. Some parents expressed concerns about the amount of homework their children receive, the information they have about how their children are getting on and about the range of activities the school provides outside lessons. Inspectors feel that the appropriateness and amount of homework, especially for pupils in Years 3 to 6 should be better geared to support learning and more closely linked to work in the classroom.
67. Parents have good opportunities to discuss progress with class teachers both informally and at opportunities provided every Tuesday. There are no formal end-of-term consultations, but those parents who do not take advantage of the Tuesday evenings are contacted by the school and offered other opportunities.

#### The effectiveness of the school's links with parents and carers

68. The previous report found good communications, constructive links with the community and good support from the Friends of the School. The school has continued to be successful in establishing a caring, family atmosphere where all pupils and their families feel included in the school community. Relationships between the school and parents are good. Parents have many opportunities to contribute to the life of the school. A few parents come in to school regularly to help in class. The Friends Association is active and organises fund raising and social events, providing additional resources for the school.
69. Parents have good information to help them support their children's learning. The annual written reports contain useful information about progress in learning. Further information about the standards attained compared with nationally expected levels is needed. However, all parents receive their children's behaviour grades with the weekly homework sheets, and these are summarised in a termly report. The weekly homework sheets also indicate the topics that are being taught so that parents feel that they have good knowledge of what their children are doing in school. Many teachers provide information about what their children will learn is circulated to parents at the beginning of each half term. Opportunities for communication between home and school by means of reading record books and contact books are good and are generally used effectively to share information. There is a weekly newsletter that is informative, friendly and succinct.
70. The school works very closely with the local education authority, which runs family literacy and in numeracy classes. It also has taken enthusiastic advantage of the Nottingham Children's Project, which offers a range of learning and counselling services, coffee mornings and crèches for parents, carers and classroom assistants. The school provides space for these activities and actively contributes to the projects planning. This provides support for parents and carers and therefore benefits pupils.
71. The involvement of parents in the provision for special educational needs is satisfactory. Individual education plans are shared with parents, who contribute to the review of targets and the setting of new ones. However, at times the targets are not expressed in language that is easy for parents to understand.
72. Staff in the unit work closely with parents in planning the best overall package for each pupil. The daily contact book is a very useful means of communicating information and observations with parents who do not bring their children to school themselves. The parent handbook is a helpful publication for parents who are thinking of accepting a place within the unit. However, some staffing details within it need updating in the light of recent staff changes.

## HOW WELL IS THE SCHOOL LED AND MANAGED?

### *Strengths*

- The role of the governing body in shaping the direction of the school and in understanding its strengths and weaknesses.
- The financial management and administration of the school.
- The shared commitment to improvement and capacity to succeed of the headteacher and senior managers.

### *Weaknesses*

- The role of the subject leaders in some of the foundation subjects.

### How effectively the headteacher and key staff lead and manage the school.

73. The quality of the leadership and management provided by the headteacher and senior members of staff are good. They give a clear educational direction for the school that is reflected well in its aims and values. The needs of the pupils and their personal development are placed successfully at the heart of the school's activities. The headteacher and many other members of the teaching staff are recent appointments and action to meet the school's targets is not yet satisfactory. However, they have introduced a range of measures designed to raise standards. These, however, are not always the main focus of improvement and action plans. Some of these have yet to have the effect of raising attainment in relation to national averages and expectations. However, pupils achieve satisfactorily and make satisfactory progress. The measures introduced and the recent appointment of new teachers means that the school is well placed to be successful in the future.
74. The management of the provision for pupils with special educational needs is satisfactory. The teacher with particular responsibility for pupils with special educational needs maintains all the necessary paperwork and gives helpful support to class teachers in writing individual education plans and at review meetings. However, because of the high proportion of pupils in the school with special educational needs, she is unable to monitor the implementation of individual education plans through observing or working directly with pupils on the school's special needs register. The school governor with particular responsibility for special educational needs liaises regularly with the special needs coordinator and gives positive support. The school liaises effectively with outside agencies.
75. The leadership and management of the school reflect an active commitment to equality of opportunity and inclusion of all pupils. All involved are concerned with building a community where everyone is made welcome and where staff, governors and parents work well together for the benefit of the children. Mutual respect between all involved, including the pupils, is the key to their success.
76. The unit is managed very well to give a calm and orderly atmosphere. The necessary paperwork is maintained efficiently and gives clear direction to the work of the unit as well as to the work undertaken with individual pupils.

### How well the governing body fulfils its statutory responsibilities.

77. The governing body fulfils its responsibilities very well, undertaking those duties required of it by law satisfactorily. The governors are very supportive and are well

informed. They fulfil the role of critical friends to the school very well and have a very good understanding of the strengths of the provision and of what needs to be done to bring about improvements. This is because they play a full part in identifying those features that are included in the school improvement plan. They also monitor the progress made towards meeting the identified targets for improvement very closely and monitor the quality of education provided by the school effectively.

How well the school monitors and evaluates its performance.

78. Arrangements to monitor and evaluate the quality of education provided by the school are satisfactory. Members of the governing body, the headteacher and the subject leaders for English, mathematics and science play a full and effective role in these processes. There is a clear and well planned cycle for all those responsible to monitor the quality of provision through observing teaching and analysing pupils' work. This is linked closely to the school's priorities for improvement identified in the improvement plan. However, the theme of raising standards, in terms of the attainment and progress that pupils make, is not sufficiently prominent in the work of the subject leaders in some of the foundation subjects.

The extent to which the school makes the best strategic use of its resources.

79. The school uses its available resources very well and procedures for financial management and to monitor the use of resources are very good. Grants made for specific purposes, such as to support pupils with special educational needs and for developing information and communication technology are used well. The headteacher and governors are also adept at accessing other sources of funding to support educational developments. For example, the school is a member of the South East England Virtual Education Action Zone. Through this organisation the school is able to work effectively with other schools to successfully access a range of funds to support pupils' learning.
80. The schools' administrative staff work effectively to manage the day-to-day spending arrangements and to provide accurate budget reports for the headteacher and for the finance committee of the governing body. Good use is made of new technology to support these arrangements. New technology is also used well for the development of school policies, for teachers' planning and to enhance pupils' learning in many subjects. Governors have invested wisely in teaching staff and in learning support assistants. These contribute well to the quality of education provided and to the quality of pupils' learning. Teachers and other colleagues are supported well through the school's arrangements for appraisal and for performance management. These arrangements make an effective contribution to meeting the school's priorities for development and meeting the developmental needs of individuals. They provide good support for teachers who are new to the school.

The extent to which the principles of best value are applied to the school's use of resources.

81. The headteacher and governing body apply the principles of best value well when arranging the purchase of services and resources for the school. The use of financial resources is linked well to areas for development. The school's improvement plan is easy to understand and includes clear criteria by which governors can judge progress and success in meeting the identified initiatives and judge the value for money that these provide.

### The adequacy of staffing, accommodation and learning resources.

82. There is a satisfactory match of teachers and support staff to the demands of the curriculum and learning support assistants contribute well to pupils' learning and the progress they are able to make. Teachers and classroom assistants work well together and all pupils have equal access to the curriculum. Pupils who have English as an additional language are recommended for assessment by their class teachers on entry to the school and good support is given when needed. However, no member of staff has been trained to formally assess pupils who speak English as an additional language and teachers have had no training in supporting these pupils.
83. The school plays host to a special opportunity unit. Eight pupils in Years 3 to 6, diagnosed with speech and communication disorders currently attend. A class for Year 1 and 2 pupils will open during February. Both classrooms are appropriately housed in the middle of the school, together with main-stream classes. The classroom currently in use by unit pupils is spacious. It is planned carefully to give appropriate stimulation to pupils' thinking, whilst reducing distraction when they are working at their individual workstations. The unit also has access to a small room, which provides 'time-out' of the classroom when group activities become too much for an individual.
84. The unit is adequately staffed with well-trained and knowledgeable support and teaching staff. Staff are appropriately trained, although not all have received recent training in manual intervention techniques. This should be addressed as a matter of urgency. Accommodation for the Foundation Stage is good overall, with satisfactory provision for outdoor activities via a secure but currently rather bare outdoor area adjacent to the classrooms used regularly for play with large wheeled toys. Accommodation for the school, overall, is good. For example, there are a sufficient number of spacious classrooms and the outdoor provision for pupils' play and for teaching physical education is very good.
85. The resources available to support pupils learning are good. Resources for the teaching of pupils with special educational needs and for those within the unit are also good.
86. The governing body has a well constructed and realistic plan to enhance the quality of accommodation and resources for learning in the future. Taking into consideration the standards pupils achieve, the quality of education provided and the amount of resources available, the school provides satisfactory value for money.

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

87. To ensure continued improvement the headteacher, governors and staff should:
- (1) Make raising of standards the principal focus of the school improvement plan and subject leaders' action plans. (Paragraphs 73, 140, 144.)
  - (2) Ensure that subject leaders take full responsible for the standards pupils achieve in their subject, by improving the quality of their monitoring. (Paragraphs 125, 130, 136, 140, 144, 154, 166.)

- (3) Improve standards in English by:
- Developing whole-school strategies to improve pupils' speaking and listening skills; (Paragraphs 90, 98.)
  - Ensuring that the marking of pupils' work is consistent across the school; (Paragraphs 103, 118, 164, 165.)
  - Ensuring that pupils are fully involved in sharing and reviewing learning intentions and outcomes of lessons; (Paragraphs 59, 115.)
  - Using the literacy skills learnt in English, to promote independent research in other subjects; (Paragraphs 10, 31, 143, 164.)
  - Making more use of information and communication technology to promote literacy skills. (Paragraphs 143, 166.)
- (4) Raise standards in mathematics by:
- Improving the speed of pupils' mental recall of number bonds and multiplication tables; (Paragraph 26, 117.)
  - Improving the application of methods learned, to the solving of problems. (Paragraphs 11, 112.)
- (5) Raise standards in foundation subjects and religious education by ensuring that work planned, builds on pupils' previous learning. (Paragraph 128.)
- (6) Use homework more effectively to promote higher standards. (Paragraphs 26, 60.)

The school may also wish to consider the following minor issues:

- Provide training for a co-ordinator and for teachers on assessing and supporting pupils who are learning English as an additional language. (Paragraphs 28, 82.)
- Develop the planned provision for gifted and talented pupils. (Paragraphs 12, 62, 150, 154, 161.)
- Improve attendance by continued application of the procedures in place. (Paragraphs 18, 50.)

**OTHER SPECIFIED FEATURES (Special Opportunities Unit)**

No identifiable issues.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed

77

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

49

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	14	30	26	4	1	0
Percentage	3	18	39	34	5	1	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. When the total number is substantially less than 100 care should be taken, when interpreting these percentages, as each lesson represents more than one percentage point.

### Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	399
Number of full-time pupils known to be eligible for free school meals	145

FTE means full-time equivalent.

Special educational needs	YR– Y6
Number of pupils with statements of special educational needs	14
Number of pupils on the school's special educational needs register	81

English as an additional language	No of pupils
Number of pupils with English as an additional language	24

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	37
Pupils who left the school other than at the usual time of leaving	49

### Attendance

Authorised absence

%

Unauthorised absence

%

School data	8.1
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	36	21	57

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	23	28	29
	Girls	16	19	16
	Total	39	47	45
Percentage of pupils at NC level 2 or above	School	68 (84)	82 (90)	79 (93)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	24	29	25
	Girls	17	17	18
	Total	41	46	43
Percentage of pupils at NC level 2 or above	School	72 (90)	81 (90)	75 (95)
	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	38	31	69

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	25	21	30
	Girls	18	14	21
	Total	43	35	51
Percentage of pupils at NC level 4 or above	School	62 (60)	51 (52)	74 (78)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	20	23	20
	Girls	12	15	11
	Total	32	38	31
Percentage of pupils at NC level 4 or above	School	46 (54)	55 (62)	45 (80)
	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	345	1	0
White – Irish	0	0	0
White – any other White background	1	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British – Indian	0	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	0	0	0
Black or Black British – Caribbean	4	0	0
Black or Black British – African	4	0	0
Black or Black British – any other Black background	13	0	0
Chinese	2	0	0
Any other ethnic group	8	0	0
No ethnic group recorded	0	0	0

*The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.*

## Teachers and classes

### Qualified teachers and classes: YRY6

Total number of qualified teachers (FTE)	17
Number of pupils per qualified teacher	21.3
Average class size	28.5

### Education support staff: YR– Y6

Total number of education support staff	15
Total aggregate hours worked per week	313

### Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0
Total number of education support staff	0
Total aggregate hours worked per week	0
Number of pupils per FTE adult	0

*FTE means full-time equivalent.*

## Financial information

Financial year	2001/2002
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	£
Total income	1,018,346
Total expenditure	964,459
Expenditure per pupil	2,275
Balance brought forward from previous year	70,500
Balance carried forward to next year	124,387

## Recruitment of teachers

Number of teachers who left the school during the last two years	11
Number of teachers appointed to the school during the last two years	14

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
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	399
Number of questionnaires returned	80

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	68	28	5	0	0
My child is making good progress in school.	64	35	1	0	0
Behaviour in the school is good.	46	44	8	0	3
My child gets the right amount of work to do at home.	48	38	13	1	1
The teaching is good.	66	33	0	0	1
I am kept well informed about how my child is getting on.	51	44	5	0	0
I would feel comfortable about approaching the school with questions or a problem.	83	16	1	0	0
The school expects my child to work hard and achieve his or her best.	75	24	1	0	0
The school works closely with parents.	61	34	3	0	3
The school is well led and managed.	70	25	3	0	3
The school is helping my child become mature and responsible.	60	34	0	0	6
The school provides an interesting range of activities outside lessons.	34	44	9	0	14

### Other issues raised by parents

Some parents felt that they do not have clear information about the standards their children achieve compared with national expectations. It would be helpful if the school could provide further information for parents on this concern.

## 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

#### *Strengths*

- Standards of planning, assessment and teaching are very good.
- There are very good relationships, resulting in very good team work.
- Teachers involve all pupils very successfully.

88. The local education authority's policy is for pupils to enter school in September and January of the school year in which they will be five years of age. This system means that, at the time of inspection, at the start of the spring term, one class of children had been in school for the better part of a term and another class had just started school – the first day of the inspection was in fact their second day in school. A significant number of children do not attend any form of pre-school prior to joining the reception classes. Until the current school year, in common with most schools nationally, the school has undertaken local education authority 'baseline' assessments of basic skills within the first half term of children entering the school but, with the new national baseline tests due to be taken for the first time at the end of this current school year, the local education authority's baseline tests on entry to school have not been undertaken with the current cohort of children. However, the management of the Foundation Stage is very good and very comprehensive, detailed 'in-house' assessments are undertaken on a daily basis by the reception teachers and classroom support assistants. These indicate that the attainment on entry of the current cohort of pupils is, as it has been in previous years, well below average, particularly in the area of communication, language and literacy and mathematical development, and is below average in most other areas of development apart from physical development which is broadly in-line with expectations. Inspection findings confirm that although many children make very good progress during their time in the reception classes, a significant minority of children, with special educational needs, are unlikely to attain expected standards of the Early Learning Goals by the age of five. Overall, attainment by the end of the Foundation Stage and on entry to the Year 1 is below national expectations.

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

89. Children's personal, social and emotional development is below national expectations on arrival in school, but they quickly become confident in their surroundings, moving to their chosen task or activity independently. The older children, those who have been in school for a term, are able to concentrate for lengthening periods, sitting quietly and alertly on the carpet and in whole-school assemblies, in introductions to lessons and when involved in a task. Most children acknowledge the need for help and seek help appropriately where needed, understanding the need for agreed values and codes of behaviour. They respond positively and confidently to a range of experiences; forming relationships, taking turns, sharing and co-operating well and paying an appropriate amount of attention to the task given to them. Most children develop appropriate relationships with their peers and with adults, approach activities enthusiastically and positively and behave very well both within the classroom and around the school. They develop a sense of community by responding to a very good range of interesting experiences. The Foundation Stage team have developed a very good rapport with the

children; they work together very well and organise an interesting and exciting variety of activities which have a clear purpose and lead to a steadily growing level of confidence and independence in the children. The teaching of this area of learning is very good and the majority of pupils are likely to reach the Early Learning Goals by the time they leave the reception classes.

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

90. On entry to school, in the area of communication, language and literacy, children's attainment is well-below that expected of children of their age. They make good progress through the year but standards remain below those expected when they enter Year 1, with a particular weakness being in speaking and listening. This has a significant effect on their progress and attainment in most areas of the curriculum as they move through the school. Older children in the cohort are beginning to associate sounds with patterns, words and letters; they are able to recognise some letters and are able to pronounce them and point them out on the page. They enjoy marking and basic writing experiences, using a range of marking implements for drawing, marking, scribbling and writing, writing over the teacher's writing, beginning correct letter formation and copying under their teacher's examples. A small number of children have the confidence to speak in 'Circle Time' activities (a time when each is given an opportunity to speak) and most are using simple grammatical structures with emerging self-confidence, able to speak to others about their wants and interests. Children make a good start to reading in the first few weeks in school. All have book bags and take home a picture book from the first day in school - building up vocabulary needed for the first reading books. Parents are provided with a 'Home Reading' contact book to explain the school's systems and how they can help their child with their reading, and a number of parents are involved in the 'Family Literacy' project, where parents work with their children in school and learn about strategies to help their children read at home. Children develop a love of books; for example, during 'free choice' activities, children choose to enter the book corner and sit quietly looking at large picture books, 'reading' from front to back with obvious enjoyment. They read together, with the teacher, undertake 'time to listen' activities, are read to by Year 6 pupils reading their 'Mr. Men' books, and write and read their letters to Father Christmas. The class teachers have appropriately high expectations, very good classroom management skills and a very good rapport with the pupils, leading to children's high level of motivation and a very good quality of learning. Overall, teaching of this area of learning is very good.

### **Mathematical development**

91. Children's attainment in mathematics is below national expectations. A significant proportion of the youngest children are unable to count from 1 to 5 or beyond and only a small minority recognise the numerals and are able to sequence these correctly. They develop their ability to write and recognise numerals through such activities as drawing numerals in sand, playing a range of mathematics games. They work with two-dimensional and three-dimensional shapes to develop their understanding of pattern, shape and colour and work at activities to reinforce the vocabulary of position. During a lesson focussing on simple patterns, children had particular difficulties in talking about the simple patterns made by differently coloured plastic cubes – most were able to construct a simple green / yellow / green sequence but had great difficulty in explaining what they have done. No child was able to work out the pattern when the teacher asked a boy / girl / boy / girl to line up at the front of the class. The teaching of mathematics is very good: the teachers plan activities well and the quality of support

from learning support assistants is very good. Activities are matched appropriately to pupils' different abilities and a good pace is maintained throughout the lessons.

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

92. On entry to the school, children's attainment in the knowledge and understanding of the world area of learning is below national expectations. They make good progress and it is below expectations by the time they begin in Year 1. They select appropriate materials and develop building, constructing and joining skills through such activities as model building with construction kits, working with play dough, and sticking and gluing models made from 'found' materials. Children work at the class computer regularly and most approach the computers confidently to 'dress teddy', using the mouse to click and drag the lectures across the screen. They take part in role-play activities together with gusto, playing in the 'Zoo Keeper's Cottage', photographing the animals through the cottage window, serving drinks and dressing in the giraffe costume. During the year they experience a wide and interesting range of exciting activities, exploring the local environment; visiting a Christmas tree farm, making Easter bonnets, for example. Teaching was very good in these activities. A very interesting and well-supported range of directed and self-selected activities indoors and out are provided which systematically develop their understanding well.

### **Physical development**

93. Children's physical development is satisfactory overall, both when they begin school and when they start in Year 1. In free-choice activities in the classrooms, children develop their small motor skills well, using a wide range of small construction equipment such as Lego with developing confidence. They develop their pencil grip and control by a range of writing and colouring activities and by making models using malleable materials such as plasticine and play dough. The children develop their gross-motor skills outdoors, driving large-wheeled vehicles around the playground and in the large school hall, working on apparatus. In a physical education lesson observed in the hall, children demonstrated an appropriate awareness of their own bodies and control of their own and others' space. They responded to the activities with enthusiasm and, in most cases, confidence, moving in a range of ways to depict animals in the poems read by the teacher – sliding, slithering, shuffling, rolling and crawling. Teaching in the area of physical development is very good; the teachers demonstrate very good management skills, organise resources very well, plan activities well with specific learning targets, and move activities along at a good pace with an appropriate blend of praise and direction.

### **Creative development**

94. Children's attainment in the creative area of learning is below expectations on entry to the school and satisfactory overall when they move into Year 1. They enjoy role-play in the zoo keeper's cottage and most become involved and appropriately engaged in imaginative role-play games. They are given opportunities to explore a good range of media and materials and produce a wide range of art work; for example, making collages of Elmer the Elephant, making sunflowers, producing paintings of animal skin patterns and of 'pets we would like'. They join in songs with enthusiasm and respond to the moods and tempo of music with appropriate body movements, joining in with appropriate actions. Teaching in this area of learning is very good; creative activities are included in a well-organised range of activities with all resources readily at hand and available for the children to use.



## ENGLISH

### *Strengths*

- Teachers provide pupils with a good range of opportunities for writing.
- The basic skills needed for reading and writing are taught well.
- Special programmes are helping lower attaining pupils to improve their reading and writing.
- Pupils' attitudes to their learning are good and their behaviour is very good.
- The leadership and management of the subject are good.

### *Weaknesses*

- Standards in all aspects of English are lower than those expected.
- In some years teachers' marking does not provide pupils with enough advice to help them to improve.
- Teachers do not involve pupils sufficiently in developing their knowledge of how well they are getting on.
- Information and communication technology is not used enough to enhance pupils' learning in the subject.

### National Curriculum test data

95. The most recent national tests for English, taken in 2002, showed that by the end of Year 2 attainment in reading was well below the national average and attainment in writing was below the national average. When compared with the standards found in similar school attainment in reading was below average and attainment in writing was average. The 2002 national tests for the end of Year 6 showed attainment in English to be well below average and below average when compared with that found in similar schools. By the end of Year 2 in reading and writing, and by the end of Year 6 in English, the proportion of pupils attaining at levels higher than expected is much lower than found elsewhere. Between 1998 and 2002 standards in reading and writing by the end of Year 2 changed significantly from year to year. They were close to the average in 1998, 1999 and in 2001. However, they were below average in 2000 and in 2002. Over the same period, standards by the end of Year 6 have remained either below or well below average. This is partly because of the annual pattern of some higher attaining pupils leaving the school at the end of Year 5.
96. At the time of the last inspection attainment in English was average by the end of Year 2 and below average at the end of Year 6. Improving standards and provision in English was identified as a key area for improvement by the last report. The school has worked hard to address the issues identified and since that time improvements are now being made. The teaching of reading skills is now addressed systematically. Pupils are given challenges in reading that match their abilities well and their progress is monitored satisfactorily. The range of opportunities provided for pupils to develop their writing skills is now good. However, many of the strategies that the school has introduced are recent and have yet to result in rising standards. The handwriting skills of many pupils remain unsatisfactory. As a result, the presentation of much of their writing is not neat enough.

### Inspection standards

97. When they enter the reception classes children's attainments in communication, language and literacy are well below the expected level. By the end of Year 2 and by

the end of Year 6 pupils listen well but standards in speaking are below those expected for pupils at these ages. By the same stage pupils' attainment in reading and writing is below average. However, pupils of all abilities and backgrounds achieve satisfactorily and make satisfactory progress.

98. Many pupils are confident speakers. However, very few speak clearly or correctly. In some lessons teachers do correct errors in pupils' speaking in a supportive and sensitive manner, but sometimes such errors are not corrected. Some teachers tend to reflect back what they think pupils are attempting to say. They do not provide enough guidance or time for pupils to develop their ideas or to put their thoughts into words. Because many pupils tend to write in the same way that they speak this also restricts the quality of their writing.
99. Standards in reading are below national expectations in reading at the end of Years 2 and 6. However, many pupils, of all abilities, are enthusiastic readers and speak with great excitement about the amount of reading they do and about their favourite authors and books. There are good opportunities for pupils to learn to read and they are supported well by their teachers, by learning support assistants and by the many parents and volunteers who frequently help in the school. Higher attaining pupils read fluently and without hesitation. They draw conclusions and make predictions based on what they have read. A large number of lower attaining pupils do not read fluently and many hesitate frequently, even when reading simple words. However, many of these pupils are improving steadily as a result of the good teaching of early reading skills and the effective implementation of special programmes designed to improve their reading. One lower attaining Year 6 pupil explained that when his mother could not listen to him reading he recorded his reading and listened to himself.
100. Standards are below national expectation in writing at the end of both Years 2 and 6. However, teachers, with guidance from the subject leader, are providing pupils with a good range of opportunities for writing. Throughout the school pupils write poetry, lists of instructions, stories that recount events both real and imagined, reports, balanced arguments and opinions. Higher attaining pupils achieve the expected levels and a small number exceed these levels. However, a significant number of pupils are not sufficiently competent writers to reach the expected standards and their attainment is below average. Teachers are doing much to help pupils to improve their writing. They ensure that during shared writing sessions detailed discussion takes place and they provide pupils with clear examples of the strategies they need to help their writing. This works well when writing activities are shared and led by teachers, but many pupils are unable to transfer these strategies when they are expected to write independently and unaided. In some classes teachers do not provide pupils with sufficiently small, intermediate steps, when pupils attempt to apply the skills learned during shared writing to their independent writing.

### Teaching, learning and behaviour

101. The quality of teaching and learning is satisfactory and pupils' attitudes to their learning and their behaviour are very good. Teachers ensure successfully that pupils of all abilities and backgrounds are included well in all aspects of provision. For example, they take care to ensure that all pupils have opportunities to answer questions that are matched closely to their abilities and that they are involved fully in group work. The positive approaches that teachers adopt to pupils responses are enabling pupils to become increasingly confident learners.
102. Teachers use the principles recommended by the National Literacy Strategy effectively. This, along with other measures, introduced by the subject leader mean the school is well placed to raise standards. The arrangements to assess pupils' attainment and progress and the use made of assessment information to guide teachers' planning and the next stages of pupils' learning are satisfactory. Teachers consistently ensure that pupils are aware of what they are intended to learn during lessons. Teachers also use questioning during the final part of lessons very effectively to gain an impression of the progress that pupils have made. However, pupils are not sufficiently involved in these processes. They are rarely asked to consider what they think they are learning or to explain how well they feel they are doing and to think about what they need to do to improve in the future. Teachers set targets for all pupils learning and improvement and these are often to be found in the front of pupils' books. However, these are not referred to often enough during lessons. Consequently pupils are not as aware as they should be of the progress they are making or of what they need to do to improve further.
103. The quality of teachers' marking is also inconsistent. The best examples provide pupils with helpful information about what they need to do to improve. However, some teachers restrict their marking to single word comments and ticks. This does not provide pupils with sufficient information about how well they are doing or about what they need to do to improve.

### Leadership and management

104. The leadership and management of the subject are good. The subject leader is making good use of the available opportunities to monitor and evaluate the quality of teaching. This means she has a good view of standards, of the quality of provision and of what needs to be done to bring about improvements. Because of this the school is well placed to improve the quality of provision. Accommodation and the quality of resources to support pupils' learning are good. However, not enough use is made of information and communication technology during English lessons to enhance pupils' learning in the subject.

## MATHEMATICS

### *Strengths*

- The good leadership of the subject manager which has carefully identified areas for development and given good support to colleagues.
- The contribution 'Maths Week' makes to pupils' progress.

### *Weaknesses*

- Standards have dropped since the last inspection.
- Pupils' confidence and speed in the mental recall of number and multiplication table bonds is insufficient in all year groups.
- Pupils' ability to apply their knowledge of mathematics operations to problem-solving is unsatisfactory in all year groups.

### National Curriculum test data

105. Pupils' attainment at the end of Year 2, in the National Curriculum tests in 2002 was well below the national average and the average for schools in similar circumstances. Nineteen percent of pupils attained at the higher level 3, which is below the average for schools in similar circumstances. Standards attained during the last five years have varied considerably, from above the national average to well below it.
106. Pupils' attainment at the end of Year 6, in the National Curriculum tests in 2002, was poor when compared with schools nationally and well below the average when compared with similar schools. This is partly due to the annual pattern of some higher-attaining pupils leaving the school at the end of Year 5. Twelve percent of pupils in Year 6 attained at the higher level 5, which is well below the average for school in similar circumstances. Standards attained have declined steadily over the last five years.
107. Differences between the performances of boys and girls both at end of Year 2 and Year 6 have been noted during the last five years with boys slightly outperforming girls each year. However, these differences have not been significant. There are no significant differences in the attainment of pupils of different cultural backgrounds.
108. Standards attained in national testing in mathematics by pupils at the end of Years 2 and 6 have fallen since the school was last inspected. This is because the school has experienced an extended time of turbulence in staffing. As a result, teachers did not plan work to challenge pupils appropriately and the expectations of what pupils could achieve have been too low. In addition, procedures for tracking the progress made by individual pupils, year-by-year in order to highlight when pupils fail to progress sufficiently, were not in place. The new headteacher has now drawn together a staff who work well together as a team. They have put suitable measures in place to address these issues and, as a result, the quality of mathematics teaching is rising again. However, these measures have not been in place long enough to have had a positive effect on results in national testing.

### Inspection standards

109. Pupils' attainment at the end of Year 2 and Year 6 is below that expected for pupils of their age. Whilst many pupils are attaining close to the expectations for their age, overall there are insufficient pupils attaining at the higher levels to balance the significant proportion of pupils working at the lower levels of attainment. During the

inspection no significant evidence of differences in attainment between boys and girls was observed. Pupils with special educational needs and those who learn with English as an additional language make good progress and achieve well against their individual because of the good support they receive. Teachers actively ensure the full involvement of these pupils in mathematics lessons and they plan work carefully to address pupils' individual needs.

110. By the age of seven pupils have a satisfactory knowledge of place value to 100 and are beginning to make use of 'sets of numbers' (i.e. early tables work) to aid calculations. For example pupils in Year 2 were observed counting up in twos, fives and 10s. They name simple two- and three-dimensional shapes and use measuring instruments carefully, estimating well before they measure. Pupils gather and classify data, presenting their findings clearly in frequency tables and simple block graphs. For example, pupils construct graphs to show children's favourite flavours of ice creams.
111. By the age of eleven, pupils use a range of written methods of calculation well. They apply their understanding of fractions and the relations between fractions and decimals accurately, although at present their understanding of percentages is insecure. They develop their measuring skills and use and interpret a range of diagrams and charts, many using co-ordinates in four quadrants correctly. They understand the use of negative numbers in real situations such as when considering temperature. More able pupils use brackets for factorising their calculations with confidence. Pupils analyse data statistically and interpret their findings carefully. They have limited experience of working with probability and there are few opportunities for pupils to engage in independent investigative tasks to apply their knowledge and skills more widely.
112. Throughout the school, although pupils have been taught the appropriate aspects of mathematics for their age, many are not confident when applying this knowledge to word problems and do not attain at the expected levels. In addition, pupils' mental calculation in all year groups is too slow.
113. Pupils in all years are beginning to make use of information and communications technology effectively to support their work in data handling. Pupils make use of mathematics well to help learning in other subjects, reading thermometers in science experiments and measuring accurately within design and technology projects.

#### Teaching, learning and behaviour

114. The quality of teaching throughout the school is satisfactory and pupils' attitudes and behaviour are good. As a result, pupils learn well. By the time they leave the school they have made satisfactory progress against their results on entry, which have been well below the national average.
115. Overall, in lessons observed during the inspection, the quality of teaching was good. Teachers' secure subject knowledge and understanding of the National Numeracy Strategy enables them to plan effectively. Learning intentions for each lesson are clearly defined in the planning and usually displayed clearly and shared with pupils. In the best lessons these objectives are reviewed at the end of the session, but this is not consistent throughout the school, which limits opportunities for pupils to evaluate how successful they have been for themselves.
116. Teachers question pupils well to check their understanding and develop their thinking. They present lessons in a variety of ways, which capture pupils' interest, making them

enthusiastic about number. Pupils are given opportunities to describe and explain their thinking processes to each other, with the result that their confidence in their own abilities increases. Teachers manage pupils and resources efficiently and the learning support staff give effective support, especially when helping lower-attaining pupils to contribute to whole class discussion. Teachers ensure that most pupils with different levels of attainment receive challenging work that matches their needs and this promotes the learning both of those with special educational needs and those who learn with English as an additional language. The provision of suitably challenging work for higher-attaining pupils however, is reliable. The good relationships between staff and pupils make many mathematics lessons fun and this enhances pupils' enthusiasm and learning.

117. The school has identified a need to improve pupils' mental recall of number bonds and multiplication tables, and to extend their use of these in mental calculation. As a result, the oral and mental sessions at the start of lessons are led carefully, with a range of methods used in developing pupils' strategies. In the best lessons teachers expect quick responses to rapid questioning and this results in pupils learning quickly and showing good mental agility. However, this is not yet consistent across the school.
118. Teachers use a range of strategies well to assess pupils' attainment in mathematics. The results from the annual non-statutory tests are beginning to be used to track pupils' progress from year to year and are also used to guide the school's target setting. Rigorous analysis of national test papers has been undertaken to identify which aspects of mathematics cause pupils most difficulty. Findings are used to increasing effect to guide teachers' planning for the following year. Daily marking, however, is not used consistently to inform pupils of what they need to do in order to improve.
119. The annual 'Maths Week' is an excellent initiative, both to demonstrate to pupils that mathematics is fun, and to help parents understand how they can support their children's learning in mathematics at home.

#### Leadership and management

120. The subject manager has a good understanding of the strengths in the school's provision and the areas for development. She is effective in supporting and advising colleagues and has drawn together a realistic subject development plan that reflects the learning needs of pupils and the further training needs of staff. Resources for mathematics are good and are used effectively in lessons. The school is well placed to raise pupils' levels of achievement.

## SCIENCE

### *Strengths*

- Whole school schemes of work are now in place.
- Assessment systems are good.

### *Weaknesses*

- Pupils' attainment is below average at the end of Year 6.
- Opportunities for investigative work are not planned systematically.
- There are too few opportunities for pupils to work independently.

### Teacher assessments and National Curriculum Test data

121. Teachers' assessments at the end of Year 2, in 2002, showed that results were well below the national average although the percentage of pupils reaching the higher level was in line with the national average. Standards in the National Curriculum tests, at the end of Year 6, were well below the national average and below those of similar schools.

### Inspection standards

122. Attainment of the current cohort in science is below national expectations at the end of Years 2 and 6. This is explained by the low level of attainment on entry to the school and on previously unsatisfactory progress and continuity in the key skills of the subject. However, a scrutiny of work produced during the current school year indicates that pupils are now undertaking a range of appropriate science activities covering all attainment targets, studying life processes and living things and materials and physical processes and progress is satisfactory, overall. Provision for science experimental and investigative science is good in some classes and years, however, the scrutiny of work reveals that pupils in some classes are not given sufficient regular opportunities for independent investigation. They are not given sufficient opportunities to use simple apparatus and equipment correctly, to ask questions about their science work, to use focused exploration and investigation to acquire knowledge, skills and understanding or attempt to explain their discoveries and draw conclusions. Too often, lessons are too heavily teacher directed.
123. In Year 1, pupils exploring materials are employing first-hand experience and basic information sources to provide answers to questions and, with help, are sorting materials into groups according to basic material properties. Attainment is below national expectations and a significant proportion of pupils are still working within reception year attainment targets. In Year 2, a minority of pupils, observing and recognising simple characteristics of plants and animals, require support in naming and describing the features. Their attainment is below national expectations. Most Year 3 pupils understand that shadows are formed when light from the sun is blocked and that the sun is our main light source. They offer candle, torch, bike lights, fire and television as alternative light sources. Year 4 pupils are beginning to understand the importance of obtaining data to answer questions but the concept of a 'fair test' was not understood by a significant proportion of pupils by the end of the lesson observed. Year 5 pupils, learning about evaporation, are comparing results with what they expected to happen, drawing on their scientific knowledge and understanding, in order to explain what has happened; for example, "Will the water level change if the water is boiled for several minutes?" Responses range from "The water level has gone down because the water changed to a gas and evaporated" to "It will be more because it

bubbled". Year 6 pupils understand that some changes are reversible and others are not. Most pupils are working at level 3 and a minority are working at level 4, using their knowledge of some reversible/irreversible changes to predict whether or not changes are reversible.

### Teaching, learning and behaviour

124. The quality of learning in science lessons ranges from satisfactory to good. It is satisfactory overall. Pupils with special educational needs are supported well and make satisfactory progress in science lessons. Pupils' attitudes and behaviour range from satisfactory to good and are satisfactory overall. In the best lessons, pupils demonstrate a good level of interest in the activities and are keen to answer the teacher's questions. Most work quietly and conscientiously, clearly enjoying their science lessons. In lessons, the quality of teaching is satisfactory in Years 1 and 2, ranging from satisfactory to good. In Years 3 to 6 it is good overall. In most lessons, teachers give clear explanations and are confident in their subject knowledge. They motivate pupils well, maintain a brisk pace throughout the lesson, have a good rapport with their pupils and appropriately high expectations of work and behaviour. However, a scrutiny of pupils' books indicates that there is still a preponderance of teacher-directed activities in a number of classes and, as a result, the overall judgement on teaching at both key stages is satisfactory over the long-term.

### Leadership and management

125. The subject leader for the subject is very enthusiastic but very new to the role. She had had limited opportunities, at the time of inspection, to undertake any monitoring of teaching or analysis of the areas of weakness in pupils' attainment. The school has recently adopted the government-recommended scheme of work for the subject, which provides clear progress and continuity in the key skills of the subject. A system of assessment of each unit of work from the scheme has been introduced. Resources for the subject are satisfactory.

## **ART AND DESIGN**

### *Strengths*

- The appropriateness of the school's priorities for developing the subject.
- The resources.
- Pupils' effort and concentration.

### *Weaknesses*

- The quality of teaching and learning.
- Standards of attainment.
- The quality and range of learning opportunities.
- The use of assessment to guide planning.
- Monitoring how well subject is developing.
- Use of information and communication technology to create art.



### Inspection standards

126. Pupils' attainment in Year 2 is below national expectations. The pupils' pattern work, using mark-making media, is undeveloped and pupils fill in spaces with paint with a lack of brush control. The pupils have the expected sense of balance in their oil-pastel designs but again show a lack of skill in applying the medium. With a few exceptions, the pupils in Year 1 cannot use their paint-brushes to change the tone of the same colour gradually. This restricts their achievements in Year 2, which are unsatisfactory.
127. Standards of attainment in Year 6 are below national expectations. The pupils' observational drawings lack size and detail, and their collage work based on observations is very simple and well below expectations. There is a lack of progress in developing the skills of art. The pupils in Year 5 also find it hard to control the amount of water they use in making images of sky and ground. Again, there are exceptions where the pupils' pictures are effective and show sensitivity to gradations of tone. The pupils in Year 6 do not achieve at a level that matches their capabilities. Specifically, the pupils with special educational needs, and those with English as an additional language do not achieve satisfactorily.

### Teaching, learning and behaviour

128. The quality of teaching is unsatisfactory both in Years 1 and 2, and in Years 3 to 6. This represents a decline since the last inspection and is partly responsible for the loss of progression in the development of the pupils' skills. In connection with this, teachers no longer use a portfolio of the pupils' work to monitor standards and aid assessment. Furthermore, they do not enable the pupils to make best use of sketch books in order to provide the basis for enhancing the quality of their work. Their planning has also neither addressed the lack of three-dimensional work nor recognised the potential of information and communication technology.
129. In the two lessons observed teaching was satisfactory and good respectively. In the Year 1 lesson the teacher gave a good demonstration of how to add black to change the tone of a colour, and moved about the class well to support the pupils in their work. She also showed commendable flexibility when the pupils could not achieve the task given. In the Year 5 lesson, instructions were clear and resources well prepared. However, these lessons represent a small percentage, and evidence from the pupils' work demonstrates the ineffectiveness of teaching in raising their standards of attainment. There is a lack of care in the pupils' application of media that reflects teaching rather than attitudes, which, together with behaviour, are satisfactory.

### Leadership and management

130. The school has identified an appropriate priority for subject development, for example, to ensure that there is progressive teaching of skills. Consequently, he has produced a scheme of work which meets the needs of all the pupils in the school. He has also supported this priority by ensuring that resources for the subject are good. However, the school neither monitors the subject's performance adequately nor uses assessment to guide planning. Moreover, insufficient attention is given to the use of information and communication technology as a medium for art. From assemblies and an interview with the pupils about the school's provision for their spiritual, moral, social and cultural development, it is clear that they use the work of famous artists such as Van Gogh and Monet. The creation of a very good clay mural to mark the millennium and an equally impressive jubilee mural has enabled the pupils to take part

in a communal project as part of their social development. The subject manager has not been in a position to influence the quality of teaching by working alongside teachers. There is scope for more celebration of the pupils' achievements through displays.

## DESIGN AND TECHNOLOGY

### *Strengths*

- The subject leader is a specialist.
- The improvement evident in some year groups on last year's work.
- Pupils' interest and imaginative ideas.

### *Weaknesses*

- Variable standards of work in parallel classes.
- Too little support for teachers where standards are lower than in other classes.
- Appropriate planning for different ability groups does not take place in all classes.

### Inspection standards

131. Standards at the end of Year 2 are in line with what is nationally expected of pupils of their age. In Year 1, all pupils are given worksheets of different levels and show, with arrows, in what direction these levels will move. They also draw what they are going to make, such as a moving picture of Harry Potter and his waving wand. Year 2 pupils record their work satisfactorily, with higher-attaining pupils attaining expected standards well and average pupils attaining satisfactorily in both classes. Lower-attaining pupils record their work well, with neat clear writing and well-labelled drawing, but their spelling is poor. The present Year 2 pupils' work is of a much higher standard than that of the previous year, when standards were below what was expected nationally. Improvement has been good in Year 2. Above-average pupils draw four vehicles showing the number of wheels each has and list the equipment needed to make models of them. No models were seen, but the photographs of models show careful work and models of a good standards. In current lessons, the large majority of pupils reach satisfactory standards and about a third are attaining above average standards. All are achieving well, although there is a wide variety of ability within classes. In the lessons observed, pupils produced good examples of repeated patterns, both by hand and on the computer, to use for as designs for Joseph's coat.
132. Standards at the end of Year 6 are above national expectations, resulting from very good, systematic teaching. Across the key stage, standards in recording vary within year groups, with standards in Year 3 being satisfactory but in Years 4 and 5 satisfactory in one class but below expectations in the parallel class in each year. In Year 3, higher-attaining pupils explain thoughtfully why different materials are needed for different packaging; for example, why a paper bag would not be suitable for milk. However, average and lower-attaining pupils, including those with special educational needs, complete little writing and need further support if they are to complete work successfully. Nets, to enable pupils to make a package, are carefully drawn. In Year 4, standards have improved considerably in one class but standards vary considerably across the year group. In one book offered for scrutiny, there was no work at all. Where Year 4 pupils are achieving well, they design a money container producing a detailed drawing of their products and make a good product. The quality of their

products, however, is variable. In Year 5, standards of recording, overall, are not as good as they were last year when standards were in line with national expectations and sometimes above. Very good standards in drawing are reached by some Year 5 pupils, however, and the quality of the musical instruments they make is good. The planning of the slippers produced in Years 6 is very good. Careful, bold designs are produced and reasons given, as to why designs and colours were chosen. Pupils have very creative and imaginative ideas. For example, they write: 'fantasy slippers for an angel' and 'I like a little bit of luxury and that is why I made the lining and uppers out of purple (my favourite colour) satin and gold, braid trimming' and 'slippers to match my mood'. The products they make are of a good standard and pupils of all abilities evaluate their work very well. It is obvious from their comments, that they enjoy the subject and gain a good degree of satisfaction from the products they make.

### Teaching, learning and behaviour

133. The quality of teaching and learning in Years 1 and 2 is good and pupils' attitudes and behaviour are very good. Teachers manage their classes very well. They have high expectations and quiet discipline, reminding individuals of their own targets when necessary. Opportunities to improve pupils' speaking are used quite well, with a pupil asked to explain, once they have been told, exactly what they all have to do. This is sometimes limited to one individual and could be extended, so that more pupils are given the same opportunity. Resources and demonstrations are used satisfactorily. Pupils' exercise books show that tasks have been explained well, but spellings are often not corrected and there is no evidence that key words have been given to ensure they are spelt correctly the first time.
134. The quality of teaching in Year 6 is very good. No lesson was observed in Years 3 or 5, but in Year 4 teaching was satisfactory. In the lesson observed good attention was paid to health and safety so that pupils consolidated their knowledge about safety issues and used their skills carefully. The inconsistent quality of teaching in Year 4, however, resulted in the quality of the money containers, made by pupil, varying considerably. Where pupils have been taught how to cover the corners of a box carefully or fold the raw edges of fabric to achieve a good quality product, standards are much higher than where this advice has not been given. The planning of skills such as these is not progressively taught across the key stage and, as a result, the progress pupils make in some classes is less than it should be.
135. When pupils are recording their work in Years 3-6, teachers do not always explain where cursive writing and printing is appropriate; for example, cursive writing for running text and printing for labels. The quality of the musical instruments made in both Year 5 classes and in the making of slippers in Year 6 is very good and the care taken in the making of these products is very evident. There has been clear, systematic teaching of skills in these classes. However, whilst the models are of good quality, less care has been taken to ensure that written work on display is spelt correctly. In Year 6, completed work such as the slippers, show that higher-attaining pupils take note of their teachers' written comments in their books and, as a result, improve their work, while average and lower attaining pupils do not always follow up these suggestions. Work is well marked in all Years 6 books. In Year 6, a new project is introduced very well, with a short lesson in the morning followed by a long one in the afternoon allowing pupils to reflect and plan, over the lunch hour, on what they will be doing later. This timetable arrangement is very effective.

### Leadership and management

136. The subject is very well led and managed by a knowledgeable subject specialist. She has monitored a considerable number of lessons, but due to staff changes, this has not made an impact on standards in all classes yet. She has a clear vision for the subject and improvements are evident in some year groups. However, there is inconsistency in teaching and learning across the school and in parallel year groups. For example, there is too little support, except in the subject leader's class, for lower-attaining pupils to enable them to complete a piece of recorded work of which they can be proud. In addition to the quality of teaching and the standards reached, there is inconsistency in organisation. For example, one Year 2 class combines art and design and technology, which is confusing, while the other class uses one book for design and technology alone. A whole school approach has not been adopted. Some evidence of food technology was seen, such as in Year 5 last year, where the school cook was involved and pizzas were made and cakes iced.

## GEOGRAPHY

### *Strengths*

- The use of literacy skills to improve pupils learning.
- The management and expectations of pupils' behaviour.

### *Weaknesses*

- To raise standards by Year 6.
- To match teaching strategies to the learning needs of the pupils.
- To use assessment data so that teaching builds upon what pupils know.

### Inspection standards

137. Pupils' attainment in Year 2 and Year 6 are below those expected of pupils of a similar age. Standards are below those expected in Year 2 because of the below average reading, writing and speaking skills of the pupils. Because these are low, pupils find it difficult to use language to develop ideas and understanding in the subject. Standards are below in Year 6 because teaching over time has not built upon what pupils have already learnt. Consequently, their levels in skills and understanding are not consistently developed across Years 3-6. In order to improve standards in Years 3-6 the planning of lessons by teachers' needs to consider the appropriate skills expected of pupils at different ages. Better use also needs to be made of assessment to gauge what pupils already know, so it forms a basis for their learning. Standards have fallen since the last inspection.
138. In the lessons seen during the inspection, pupils' learning was satisfactory. Pupils in Year 3 develop accurate mapping skills with the aid of information and communications technology. In Year 1, pupils extend their knowledge of the physical world by recounting features encountered on their seaside holidays. Lower-attaining pupils in Years 3-6 do not learn as effectively as they could because teachers do not structure lessons appropriately to account for their learning capabilities. Pupils with special educational needs achieve satisfactorily with the support provided. Pupils for whom English is an additional language also achieve satisfactorily, although more consideration should be given for teachers to develop their own knowledge and strategies for supporting the learning of these pupils.

### Teaching, learning and behaviour

139. The overall quality of teaching and learning is satisfactory. This is so in Years 1 and 2 and in Years 3 to 6. There is no unsatisfactory teaching. In Year 1 pupils develop their spoken language effectively in recounting their experiences at the seaside. In Year 5 pupils investigate the effect that the proposed introduction of traffic calming measures has on a local road. Pupils adopt roles when writing letters of support or complaint to the local authority in order to explore the conflicting views held by different members of the community. Information and communication technology is used effectively in Year 3 to help pupils transposing information from globes to flat projection maps. Lower attaining pupils frequently do not complete work set and this does not help them to become confident learners. Work is not completed because teachers do not structure activities closely enough to meet their learning needs. Relationships between teachers and their pupils are good, as are those between pupils. This is a consequence of the good organisation and management of teaching and learning. Pupils' behaviour is good because of the high expectations teachers have of the social development of pupils. Teaching over time has been less consistent and this has had an impact on the development of pupils' knowledge and understanding. This is compounded by the unsatisfactory use of assessment to gauge what the pupils know and share with them how they can improve.

#### Leadership and management

140. The leadership and management are satisfactory. The subject leader is very new to the post, but the development plan does not place sufficient emphasis on raising the attainment of pupils. An impact has been made already by extending pupils knowledge of India through the support of a pupil in that country. However, although a published scheme of work is followed, much needs to be done to broaden and deepen the learning experiences of the pupils, especially in Years 3-6. The assessment of pupils' work and the monitoring of teaching and learning should be linked more closely to raising standards of pupils' attainment.

### **HISTORY**

#### *Strengths*

- Good routines have been established for pupils in classrooms and these help to build the confidence of pupils.
- Imaginative use of resources.
- Teachers check to see whether pupils have understood their tasks.

#### *Weaknesses*

- To raise the standards of attainment especially in Years 3-6
- To use assessments made on pupils so that teachers and pupils can build upon what the pupils has learnt
- To structure tasks so that they reflect the abilities of pupils.

#### Inspection standards

141. Pupils' attainment by end of Year 2 and Year 6 are below those expected of pupils of the similar age. By the end of Year 2 standards are affected by below average

attainment of reading, writing and spoken language of the pupils. This means that pupils are unable to explain their ideas fully to others. Standards are below in Year 6 because teaching and learning over time has not prepared pupils with sufficient skills or depth of knowledge. Teachers do not assess what pupils know so that they can target their teaching to building upon the prior learning of the pupils. This is the result, in part, of the turnover of staff in recent years. Pupils in Years 1 and 2 and in Years 3-6 make satisfactory progress in lessons.

142. Pupils with special educational needs make satisfactory progress. Pupils with English as an additional language also make satisfactory progress. Pupils are helped to gain social confidence in lessons, but the expectation teachers have of the learning of subject skills often means that lower attaining pupils do not complete their work. The higher attaining pupils with developed literacy skills make satisfactory progress.

#### Teaching, learning and behaviour

143. The quality of teaching and learning is satisfactory overall. Where teaching is good in Year 2 pupils are set tasks, which match their abilities. They sequence the events of the Great Fire of London, by initially using the long timeline from 1500-2002 to put the event in the period. They then sequence the events of the fire over a shorter time span - September 2<sup>nd</sup> to September 5<sup>th</sup> 1666. The higher-attaining pupils do this activity by writing sentences with their drawings. The lower-attaining pupils place pictures of the events in sequence. Before the pupils start their work, the teacher ensures that pupils understand the task they are set. Good use is made of key words in order to extend pupils writing and understanding. In Year 6 pupils research the changes in fashion, entertainment, leisure activities in Britain between 1950 and the present day. In order to do this, pupils investigate books, use the Internet and interview an adult. They do this using the skills learnt in English. Pupils in Year 6 are confident in their use of information and communication technology, but are not always confident about using the data collected in an appropriate manner. These activities are well planned although they could be structured better to meet the learning needs of all pupils. The relationships between pupils and their teachers and between pupils are good, because of the effective management and high expectations teachers have of pupils' behaviour. The scrutiny of pupils' work indicates that in the past teachers have not developed pupils' understanding on chronology, the use of historical evidence and research skills in sufficient depth in order for pupils to attain at appropriate levels. Expectations of attainment could be improved.

## Leadership and management

144. The leadership and management of learning are satisfactory. There are some good practices being established - the monitoring and the planning of lessons, the systems of assessing pupils' work - but these could be better used if they were directly related to raising pupils' achievement. The subject leader should take the responsibility to use these systems more effectively to raise the expectations of pupils and teachers. Assessments should be used indicate what pupils know so that learning can be matched to what they need to know.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

### *Strengths*

- The school is very well-resourced for information and communication technology with a well equipped suite.

### *Weaknesses*

- Teachers plan too few opportunities for pupils to use computers across the curriculum.

## Inspection standards

145. A number of whole-class information and communication technology (ICT) lessons were observed during the inspection in the school's designated ICT suite. Most pupils have made good progress from a low level of attainment on entry and the attainment of the majority of pupils in the current Year 2 cohort is equivalent to national expectations of pupils of this age. Pupils' attainment by the end of Years 6 is broadly equivalent to national expectations. Pupils have made particularly good progress in the past two years, following significant changes to the curriculum, the adoption of a government-recommended scheme of work throughout the school, and the recent introduction of a whole-school assessment system. These have all significantly improved resources and teachers' confidence. Although pupils now regularly and confidently use the Internet to research topics, there is only limited cross-curricular use of ICT in other curriculum areas and this is particularly evident in English.
146. In Year 1 pupils have used a 'paint' program to create repeating patterns, which links to their mathematics work. They are able to 'click and drag' using a mouse, and use the 'spray' tool and the 'stamp' tool with an appropriate level of confidence. Year 2 pupils have used a draw/paint program to make illustrations, using the 'flood fill' tool effectively. In Year 3 pupils have used a word-processing program to explore how to change text in order to present writing in a clear and interesting way, inserting illustrations from 'clipart' collections and from the Internet to illustrate their work. Year 4 pupils have experimented with changing font size, style and colour. They know how to log on, open folders and navigate menus to access the required program. Pupils in Year 5 have used ICT to find information for their geography topic (a comparative study between Nottingham and Llandudno) and are learning to use a spreadsheet program to calculate the cost of a meal. Pupils in Year 6 write an interactive story, a spreadsheet program to calculate the perimeter of a rectangle and a database program to record and display information about temperature and rainfall.

## Teaching, learning and behaviour

147. The quality of teaching is satisfactory overall; most teachers are confident in the subject and demonstrate good classroom management skills. As a result, most pupils are keen to work with the computers, work together appropriately, take turns and work independently where required and make good progress during the lesson. However, in two lessons observed, one in the Infants and one in the Juniors, pupils made limited progress due to the teachers' unsatisfactory classroom management skills. All pupils, including those with special educational needs and English as an additional language, are included well in all activities and less able pupils are supported well by classroom assistants.

## Leadership and management

148. At the time of inspection, the subject had a temporary subject leader who nevertheless has very good experience of managing the subject in a previous school, is very enthusiastic about the subject and has a good understanding of the strengths and weaknesses in the school's provision. The school is very well-resourced with a designated ICT suite with 18 new multi-media computers as well as a number of computers in classrooms, laptop computers and data projectors. Additional information technology equipment such as programmable floor turtles, sensor equipment and digital cameras are used effectively.

## **MUSIC**

### *Strengths*

- Learning resources.

### *Weaknesses*

- The quality of teaching and learning.
- Standards of attainment.
- Pupils not achieving in accordance with their capabilities.
- Progress of pupils with special educational needs and English as a second language.
- Progress made by gifted and talented pupils.
- Use of information technology as a vehicle for learning.

## Inspection standards

149. The timetable for the inspection week gave the opportunity to observe only one lesson in classes in Years 1 and 2. Consequently, there is insufficient evidence to make a judgement on teaching, learning and attainment.
150. Pupils' attainment in Year 6 is below national expectations. There were no opportunities to observe listening and appraising. Singing lacks volume and attack, and intonation is insecure on higher notes. Where the pupils are enthusiastic about a particular song, the standard rises to average. The pupils produce simple rhythms on percussion instruments against a repeated rhythmic phrase. However, this aspect of their work is underdeveloped and below expectations. The pupils have not learnt a vocabulary of rhythms with which to improvise. Consequently, they do not achieve in accordance with their capabilities. The pupils with special educational needs, English as a second language or who are gifted and talented, make unsatisfactory progress over the previous years.



151. The pupils' low attainment in Year 6 reflects the lack of progress in previous years. The pupils in Year 3 do not recognise the difference between changing rhythmic phrases and repeating them. They cannot improvise against a steady beat. The pupils' attainment in Year 5 differs according to the quality of teaching. Half the pupils recognise and discuss scales. They sing them accurately and generate word phrases such as 'David Beckham captains England' to fit eight notes. However, half cannot sing two different notes in two groups.

#### Teaching, learning and behaviour

152. There was insufficient evidence for a judgement on teaching, learning and attainment in classes for Years 1 and 2.
153. The quality of teaching in classes for Years 3-6 is unsatisfactory. It has declined since the last inspection and has led to the lowering of standards of attainment. Teachers' knowledge and expertise is not always secure and sometimes poor. Lack of confidence leads to inaccurate pitching of notes by the pupils, and in some cases the teacher does not recognise how a rhythmic sentence should be performed. This leads to restlessness and loss of interest on the part of the pupils. Lessons sometimes lack variety, whereby the same small skill is repeated too many times and the teacher under-emphasises the need to give the pupils more input to develop their learning. Attention to the need for assessment of learning is inconsistent. The exception was in one Year 6 class, where the classroom assistant made useful notes on individual pupils' achievements. The pupils do not understand what they are trying to learn, and are confused by the teaching methods. In spite of the limitations to the quality of teaching, the pupils show satisfactory willingness to participate in the lessons.

#### Leadership and management

154. The current leader of music is satisfactorily maintaining the subject until a new subject leader is appointed. She has supported the teachers using a new scheme designed to help those who are less secure in their knowledge of music. However, there is a need for training in order to ensure that teaching is accurate. A few visitors, such as pianists, and students from the local secondary college have assisted in developing the pupils' learning, but opportunities are lacking for the pupils, especially the gifted and talented, to learn to play orchestral instruments. This means the school is not meeting all pupils' needs. Insufficient attention has been given to the use of information and communication technology to help pupils compose and practising music. Pupils listen well to music and express their appreciation of its qualities. This was particularly demonstrated in assemblies and in a pupil's interview.

## PHYSICAL EDUCATION

### *Strengths*

- Standards by the end of Year 2 and by the end of Year 6 exceed those expected for pupils' ages.
- The quality of teaching is good.
- Pupils' attitudes to their learning and their behaviour are very good.
- Opportunities for learning, including extra-curricular activities, are good.
- Visiting coaches make a very good contribution to the quality provision.

### *Weaknesses*

- Teachers do not provide enough opportunities for pupils to plan and evaluate their own work or that of others.

### Inspection standards

155. By the end of Years 2 and 6 standards exceed those expected for pupils' ages. Pupils of all abilities and backgrounds achieve well and make good progress. Teaching is also very effective in ensuring that all pupils are included in all aspects of the provision made for the subject and they make very good progress. This supports the good progress that pupils make very well. In gymnastics in Year 2 pupils acquire skills well. They perform movements and balances that are controlled well. They also apply these skills well when performing sequences. Throughout the school pupils achieve well and make good progress in games. They acquire skills, such as moving with a ball and passing accurately to a partner, in lacrosse very well. This is because teachers provide them with very good opportunities to practice and to apply their skills.
156. The school recognises and provides effectively for gifted and talented pupils. For example, several boys are attached to the academy sections of professional football clubs. Other pupils attend local gymnastics, hockey and lacrosse clubs. The school has developed strong links with these clubs and many pupils benefit greatly when coaches from the clubs visit the school.
157. At the time of the last inspection standards exceeded those expected for pupils' ages. These standards have been maintained and improvement since the time of the last inspection is satisfactory. The school now provides pupils with appropriate opportunities for them to learn to swim.

### Teaching, learning and behaviour

158. The quality of teaching and learning is good. Pupils' attitudes to their learning and their behaviour during lessons are very good. During games, for example lacrosse, teachers provide pupils with good opportunities to acquire and apply skills. The practices that pupils undertake are planned effectively to meet their needs and pupils respond very well by working hard. Consequently, their skills improve significantly during lessons and they make good progress. Throughout the school pupils try very hard and apply themselves well during lessons. During the inspection several lessons were taught in cold conditions and pupils maintained their enthusiasm and concentration well.
159. Procedures for assessing pupils' attainment and progress in the subject are satisfactory. These procedures are manageable and linked closely to the National Curriculum criteria against which pupils' attainment is assessed. Sometimes, for

example during some games lessons, teachers do not provide enough opportunities for pupils to plan and evaluate their own work or that of other pupils. When pupils have such opportunities, for example in gymnastics in Year 2, they respond very well, showing good understanding and making suitable suggestions for how their work might be improved.

### Leadership and management

160. The leadership and management of the subject are good. The subject leader is very enthusiastic. She ensures that a good range of activities are available to enhance pupils' learning and provides good support for her colleagues. Resources to support pupils' learning are good. The quality of accommodation is also good with a well-equipped hall and the very good outdoor, 'astro-turf', surface provides pupils with a very good surface on which to learn games. This contributes significantly to the good progress they make. Good use is made by the subject leader of opportunities to monitor and evaluate the quality of teaching and provision. For example, the subject leader has made video recordings of lessons and used this as a basis to enhance the quality of teaching and to consider how well pupils are progressing. The range of activities provided by the school is good, including-extra curricular activities.

## **RELIGIOUS EDUCATION**

### *Strengths*

- Achievement of pupils with special educational needs and English as an additional language in Year 2.
- Teachers' management of pupils and use of time in lessons. Consequently, pupils' interest and concentration.

### *Weaknesses*

- The overall quality of teaching in classes for Years 3-6.
- Standards attained by pupils in classes for Years 3-6.
- Development of thinking and consolidation of learning through the use of writing.
- Progress made by gifted and talented pupils.
- Use of assessment to monitor the effect of teaching on pupils' learning.
- The lack of use of information and communication technology for pupils' research and communication.

### Inspection standards

161. Pupils' attainment in Year 2 is in line with the expectations of the locally agreed syllabus. This judgement is based on the one lesson which could be observed, a discussion with the pupils and a scrutiny of their work. The pupils recall some Biblical stories and know some of the Christian beliefs about what Jesus taught. They are beginning to understand symbolism such as candles representing the light of God. The higher attainers know the meaning of bread and wine to Christians. The pupils are interested in asking deep questions, such as 'How was God made?' and 'Does the sky ever end?' However, their knowledge of the features of a Christian church is limited. The pupils do not demonstrate their knowledge and understanding in their written work. However, by reaching a similar level of understanding as other pupils, those with special educational needs, or for whom English is an additional language, achieve well in their understanding of the subject. There is no specific provision for those who are gifted and talented.

162. The standards of attainment in Year 6 are below the expectations of the Locally Agreed Syllabus. Their knowledge and understanding is well below expectations. The pupils recall very little about the Bible and Christian teachings about Jesus, and do not know the significance of the major Christian festivals. The pupils are equally confused about the beliefs and practices of the other major faiths they have studied. Consequently, they cannot compare and contrast their features. Their ability to ask deep questions and search for meaning is less limited, especially among the higher attainers, and could provide the basis for achieving better. Again, by reaching a similar level of understanding as other pupils, those with special educational needs, or for whom English is an additional language, achieve well in their understanding of the subject.

#### Teaching, learning and behaviour

163. The quality of teaching is unsatisfactory. This has led to the decline in standards of attainment since the last inspection. However, overall, it is satisfactory in classes for Years 1 and 2. This judgement is based on its effects on the pupils' learning.
164. During the inspection week, teaching in a Year 2 lesson was very good. The teacher enabled the pupils to ask their own questions as well as to answer some in relation to special objects in places of worship. The pupils' excellent interest and enthusiasm prompted some very searching questions, such as 'When you pray, can God and all the people in heaven hear you?' The lesson's strong contribution to pupils' spiritual development was shown by such comments as 'Something happened when I looked at a candle. I just blinked and looked at the wall and saw Jesus'. However, teachers have low expectations with respect to written work. They do not provide the lower attainers with a structure on which to hang their accounts, and do not challenge the higher attainers to use their literacy skills to write in more depth. This results from planning which does not include reference to the needs of all pupils. Writing is neither a vehicle for developing understanding nor for consolidating learning. Marking does not support improvement.
165. Overall, the quality of teaching in classes for Years 3-6 is unsatisfactory. This is not the case in Year 6, where teachers plan tasks that match pupils' different levels of ability. The pupils respond well by writing in depth and showing empathy, such as when giving accounts of people facing moral dilemmas. The teaching in Year 6 makes the pupils think and supports high expectations with supportive marking. In other respects, teaching in many of these classes with regard to writing has the same limitations as in the rest of the school, and this restricts pupils' achievement. Moreover, there are differences in expectations between teachers in the same year group.

#### Leadership and management

166. The management of the subject is satisfactory, overall. The subject leader manages most aspects in a way which supports teachers. However, there is inadequate monitoring of how well pupils are learning so that the school is not improving in this subject. Although the school covers the expected curriculum, there has been little attempt at enriching provision with opportunities for the pupils to use drama and information and communication technology to develop their interest and understanding.