

# INSPECTION REPORT

## **ST MATTHEW'S C E PRIMARY SCHOOL**

Yiewsley, West Drayton

LEA area: Hillingdon

Unique reference number: 102419

Headteacher: Mr C B Cole

Reporting inspector: Mrs R Rodger  
10347

Dates of inspection: 14<sup>th</sup> – 18<sup>th</sup> October 2002

Inspection number: 246203

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

School category: Voluntary aided

Age range of pupils: 4 to 11 years

Gender of pupils: Mixed

School address: High Street  
Yiewsley  
West Drayton

Postcode: UB7 7QJ

Telephone number: 01895 442724

Fax number: 01895 438370

Appropriate authority: The governing body

Name of chair of governors: Ms J Duncan

Date of previous inspection: 8<sup>th</sup> May 2000

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
10347	R Rodger	Registered inspector	The Foundation Stage History Geography	What sort of school is it?  The school's results and pupils' achievements  How well are pupils taught?  What should the school do to improve further?
12536	S Bullerwell	Lay inspector		Pupils' attitudes, values and personal development  How well does the school care for its pupils?  How well does the school work in partnership with parents?
30441	M Pritchard	Team inspector	Science Art and design Design and technology Music	How good are the curricular and other opportunities offered to pupils?
15023	A Haouas	Team inspector	English Educational inclusion, including race equality English as an additional language	
10827	M Marjoram	Team inspector	Mathematics Physical education Special educational needs	How well is the school led and managed?
32303	S Dell	Team inspector	Information and communication technology	

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33 Kingsway  
London WC2B 6SE

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

### **INFORMATION ABOUT THE SCHOOL**

The school is located in the centre of Yiewsley in the borough of Hillingdon and is above average in size. The 360 pupils (171 boys and 189 girls) on roll are organised into 14 classes, including a nursery class. The pupils are taught in single age groups. There are 48 children attending the nursery class part-time in the morning or afternoon for five sessions. The pupils come from the wards of Yiewsley and West Drayton which are mixed socially and economically. There are 85 pupils from minority ethnic backgrounds, including Indian, Pakistani, Black African, Black Caribbean, Bangladeshi, Asian, Black British and six traveller pupils. Fifty-two pupils have English as an additional language which is high. Thirty of those pupils are in the early stages of English language acquisition and are supported through the Ethnic Minority Achievement Grant. Traveller pupils are also supported through external funding. The main languages spoken by pupils are Punjabi, Gujarati, Bengali and Arabic. There are two looked after pupils in school. Fifty-five pupils (15.2 per cent) are eligible for a free school meal which is slightly below the national average. There are 57 pupils with special educational needs, including five pupils with a statement of special educational needs. This overall figure is below the national average, although the number of statemented pupils is in line with the national average. Pupil mobility is high. The children entering the nursery have a wide range of abilities but, overall, their attainment is below average when they leave the nursery to start in the reception class. Their literacy and numeracy skills are underdeveloped. The school experiences some difficulties recruiting experienced staff and has a vacancy for a member of the senior management team whose position is filled currently by a temporary teacher. There are two overseas-trained teachers on the staff. There has been a high turnover of staffing during the past two years.

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

This is a good school. The learning needs of pupils with English as an additional language and pupils with special educational needs are met well. The teaching of English, mathematics, information and communication technology (ICT), geography, music and physical education is good. There is some excellent teaching of English in the infants and the juniors. The headteacher, senior management and the governors are setting a clear educational direction to the development of the school. The cost of educating each pupil is slightly higher compared to other London schools reflecting extra money to support pupils from minority ethnic backgrounds. When this funding and what is achieved is taken into account, value for money is satisfactory.

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

- Leadership and management by the headteacher, deputy headteacher and senior staff are very good.
- Teaching is very good in one in five lessons.
- Provision and progress made by pupils with special educational needs are very good.
- A wide range of out-of-school activities enhances the curriculum.
- Standards in music are higher, especially in singing, throughout the school.
- Promotes very good relationships.

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

- Standards in mathematics by Year 6.
- Attendance and punctuality.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in May 2000 when it was judged to be underachieving. Since then, there has been good improvement. Standards achieved in the 2002 national tests in English are now above average and close to the school's targets. In mathematics, they have improved in line with the national rate of improvement, although they are not yet in line with the national average. The quality of teaching has improved significantly in English and mathematics. The response of the headteacher and senior staff to the issues arising from the previous inspection has been rigorous and positive. Standards in ICT have risen due to good teaching. Creative development in the Foundation Stage is now satisfactory. Assessment procedures are now good. Leadership and management have improved. There is a strong team spirit and shared sense of direction and attention to raising standards by all staff in the school. Attendance rates are still below average.

## 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
	2000	2001	2002	2002
English	E	E	C	C
mathematics	E	E	D	E
science	D	E	D	E

<b>Key</b>	
well above average	A
above average	B
average	C
below average	D
well below average	E

Standards achieved in the 2002 English and mathematics national tests by Year 6 were significantly higher than the previous year. In mathematics, results are below average but have improved. Attainment in science has improved compared to the levels achieved last year, but is still below the national average. The proportion of pupils achieving higher levels in English, mathematics and science has improved considerably since the previous inspection with almost a quarter of pupils achieving Level 5 in English and science. When attainment by Year 6 is compared to pupils' prior attainment, achievement was well above average in English and average in mathematics and science. The school has just about reached its targets for English, but not for mathematics. The trend in the school's average National Curriculum points for all the core subjects is broadly in line with the national upward trend. Achievement of pupils in Year 2 in the 2002 national tests was broadly in line with the previous year with a slight fall in the proportion of pupils achieving Level 3 in mathematics. Overall, the satisfactory achievement for all pupils has been maintained since the last inspection. Children in the Foundation Stage<sup>1</sup> achieve satisfactorily overall with some good achievement in the reception class and they are likely to achieve the early learning goals in all areas of learning by the time they go into Year 1. Pupils with special educational needs make very good progress and pupils with English as an additional language achieve well with some very high achievement in mathematics by Year 2. Pupils who stay in the school for all their primary education achieve more highly than those pupils who join the school later. Pupil mobility is very high which has an impact on the overall achievement of pupils in the school.

<sup>1</sup> Is the stage aged from three to the end of the reception year.



By Year 6, more pupils of Indian heritage achieve Level 5 in English, mathematics and science than any other ethnic group.

The improvements in the national test results in 2002 are reflected in the continuing improved standards achieved in lessons in English, mathematics and science. Standards in English, mathematics and science are broadly average in lessons. Standards are above average in music throughout the school. They are now average in ICT which is a good improvement since the last inspection. In all other subjects, design and technology, art and design, geography, history and physical education, standards are at expected levels.

## **PUPILS' ATTITUDES AND VALUES**

<b>Aspect</b>	<b>Comment</b>
Attitudes to the school	Good. This is an improvement since the previous inspection and is a reflection of improvements in the quality of teaching. Pupils sustain concentration and work conscientiously in most classes. They enjoy coming to school.
Behaviour, in and out of classrooms	Good. Generally, behaviour around the school and in classes is good. However, there is unsatisfactory behaviour in some lessons. There were eight fixed-term exclusions last year for violence towards staff and the unco-operative behaviour of a small number of boys.
Personal development and relationships	Good. Pupils support each other well in group work. Very good relationships between the pupils and staff are a strong feature of the personal development of pupils. Pupils are given responsibility for several aspects of the school's work: class monitors; telephone helpers at lunch time and through the school council.
Attendance	Unsatisfactory. Attendance is below the national average, as it was at the previous inspection. Authorised absence has risen due to the numbers of parents taking their children on holiday during term time.

## **TEACHING AND LEARNING**

<b>Teaching of pupils in:</b>	<b>Nursery and Reception</b>	<b>Years 1 – 2</b>	<b>Years 3 – 6</b>
Quality of teaching	Satisfactory	Satisfactory	Satisfactory

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

The quality of teaching was excellent in three of the 79 lessons observed, very good in 13, good in 28, satisfactory in 32 and unsatisfactory in three lessons. Teaching in one in five lessons is very good or better. Pupils with English as an additional language and special educational needs are well supported and teaching is always good. The National Literacy and Numeracy Strategies are having a good impact on improving the teaching of English and mathematics which is good throughout the school. Pupils learn effectively due to high expectations, clear instructions, demonstrations and explanations which help pupils

understand how to tackle more complex ideas. Relationships between staff and pupils are generally very good. Classroom assistants are very effectively deployed throughout the school. They provide invaluable support to small groups of pupils in many classes, especially those with special educational needs. The number of unqualified, newly qualified and temporary teachers on the staff leads to some less satisfactory teaching due to weaknesses in controlling some pupils and lack of subject knowledge. The teaching in the Foundation Stage is variable. It is often very good in the reception class. In the nursery, a very high priority is given to promoting the personal, social and emotional needs of the children but too little attention is given to communication, language and literacy and mathematical development in the small group, adult-led activities.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. All statutory requirements are met. In all subjects, the programmes of study are taught in sufficient depth to interest and motivate the pupils. All pupils, whatever their background, have appropriate access to the full curriculum, including a very good range of activities available outside the school day.
Provision for pupils with special educational needs	Very good. Individual education plans have been updated to reflect the requirements of the new Code of Practice and are used effectively by staff to track progress towards targets set.
Provision for pupils with English as an additional language	Good. Pupils with English as an additional language are fully involved in activities and, in the majority of cases, effectively targeted by class teachers to support their learning.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Overall provision for spiritual, moral, social and cultural development is good. There has been good improvement in spiritual development since the previous inspection. The school promotes very good values and relationships.
How well the school cares for its pupils	Good care is provided for all pupils. A good check is kept on pupils' personal development. Arrangements for assessing pupils' attainment and progress are good. The procedures are clear and comprehensive and have improved since the last inspection.

The arrangements to identify pupils with special educational needs are rigorous. Learning support assistants make a valuable contribution to pupils' learning. Assemblies provide a good opportunity to promote spiritual and moral development. The moments of reflection are meaningful and enhance the spiritual dimension well. The school's links with parents are effective. Pupils' reports are very informative and parents make a good contribution to their children's learning.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the	Very good. The school has created a good climate for learning. The headteacher is leading the school effectively and providing a

headteacher and other key staff	clear educational direction to its work. He is very well supported by the deputy headteacher and by members of the senior management team.
<b>Aspect</b>	<b>Comment</b>
How well the governors fulfil their responsibilities	Good. The chair of governors has a clear view of the needs of the school. Most statutory requirements are met apart from minor omissions in the school prospectus.
The school's evaluation of its performance	Very good. A rigorous programme to check the quality of teaching is resulting in improvements to teaching and raised standards, especially in the juniors. Assessment results are analysed and used to inform future priorities in the school improvement plan.
The strategic use of resources	Very good. Funding allocated to the school is used wisely and to the benefit of the pupils, for example the new accommodation for the nursery. Best value principles are applied to ensure projects provide good value for money.

The school has difficulties in recruiting experienced staff but, nevertheless, has made some good appointments in recent years. The headteacher takes effective steps to retain and train staff unfamiliar with the English education system. Accommodation in the school is adequate. Building work to provide a library and staff room is currently taking place. Learning resources are adequate overall with some good resources for English, mathematics and music.

#### **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 like school.</li> <li>• The teaching is good.</li> <li>• Behaviour of their children is good.</li> <li>• The school expects their children to work hard.</li> </ul>	<ul style="list-style-type: none"> <li>• The information about how their child is getting on.</li> <li>• For parents to work more closely with the school.</li> </ul>

The inspection team generally agrees with the positive points the parents made. Parents receive good quality information and the school works closely with parents.

## **PART B: COMMENTARY**

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

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

1. Standards of the current Year 6 pupils are in line with the nationally expected levels. The proportions exceeding those levels are likely to be slightly lower in English and science and lower in mathematics. Current standards are an improvement on those in 2001. The proportion of pupils attaining or exceeding national expectations in each of the core subjects has improved since the last inspection, especially in English and mathematics. The achievement of Year 6 pupils is satisfactory compared to their attainment on entry to the juniors. Pupil mobility is high with those who have spent all their time in the school achieving better than those pupils who joined the school later. Standards are above average in music, especially singing throughout the school. They are average in ICT; this is a good improvement since the previous inspection where they were below average. Standards in art and design, design and technology, history, geography and physical education are average throughout the school.
2. The majority of pupils with English as an additional language, those from different ethnic minorities, travellers and high attaining pupils make good progress and achieve well. This is because teachers take account of their needs and, in the best practice, use their knowledge of these pupils to modify and adapt activities. There are no significant differences in the achievement of boys and girls.
3. Standards of the current Year 2 pupils are in line with nationally expected levels. Current standards are an improvement on the results of the most recent national tests for pupils currently in Year 3. Standards are average in ICT, art and design, design and technology, history, geography and physical education. They are above average in music.
4. In the Foundation Stage, children are making steady progress towards attaining the nationally agreed early learning goals. By the time the children enter the reception class, they are generally below average in communication, language and literacy and mathematical development, based on the assessments completed as they leave the nursery. There is some underachievement in the nursery due to weaknesses in the quality of teaching, low expectations and lack of challenge for the older children in the term prior to starting school. The children make good progress through the reception class and are likely to achieve the early learning goals by the time they start in Year 1.
5. The most recent unvalidated 2002 national test results show that by Year 6, pupils achieved above the national average in English, with a quarter of pupils attaining the higher Level 5. This is a significant improvement since the last inspection when only five per cent of pupils achieved the higher levels. Achievement in mathematics has been steady with a marked improvement between 2001 and 2002 on the arrival of a new co-ordinator. Standards, however, are still below average.
6. Standards achieved in the 2002 national tests for Year 2 pupils were slightly below those achieved the previous year. The proportion of pupils achieving the higher levels fell in reading, writing and mathematics.
7. The school identifies high attaining pupils and provides appropriately for their needs. The proportion of pupils achieving the higher levels in National Curriculum tests has improved considerably since the previous inspection.

8. Pupils with special educational needs make very good progress throughout the school due to the well-targeted support provided to help them to succeed. This enables them to overcome some of the difficulties they face.

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

9. Pupils' attitudes, behaviour and personal development are good. This is an improvement since the previous inspection and is a direct response to the greater amount of good or better teaching in lessons and the good provision for pupils' spiritual, moral, social and cultural development. This aspect of pupils' learning contributes to the standards they achieve in other areas.
10. Pupils' attitudes to school and learning are good. This is an improvement since the previous inspection when they were satisfactory. Pupils enjoy all aspects of school life, which is evident in their participation in the many clubs available to them. The youngest children in school settle quickly into daily routines and are happy to be with their friends and teachers. In most lessons, pupils listen carefully to their teachers, sustain concentration and work conscientiously, particularly when the work is interesting and challenging. For example, during a Year 6 mathematics lesson, where pupils were changing fractions to percentages. However, some pupils' attitudes are less than satisfactory, for example in a Year 4 science lesson where pupils with particular behavioural needs constantly interrupted the teacher and were not managed or supported well enough, so the pace of learning was slow.
11. Pupils' behaviour is good. In the playground, pupils play happily together and share the equipment available. They know what to do if bullying should occur and are aware of the procedures. In the dining room, they queue patiently and clear away afterwards. In school, they respond well to teachers' expectations and move around corridors and on stairs sensibly. There is a whole-school behaviour policy with rewards and sanctions, but not all teachers apply this consistently, leading to some unsatisfactory behaviour in lessons. There were eight fixed-term exclusions last year for violence towards staff and the unco-operative behaviour of a small number of boys. The appropriate procedures were followed by the school with the support of the governors.
12. Pupils' personal development is good. They support each other during group work and develop good social skills and very good quality relationships. Pupils develop self-esteem and confidence and have a good understanding of teamwork. They show respect for adults and each other and school property. Pupils willingly help with daily routines as class monitors. Older pupils show more responsibility such as helping to get the church ready for school assembly, answering the office telephone at lunch time or helping the youngest children enjoy the playground, which they do well. They think of others less fortunate than themselves when fundraising for charity or discussing the theme of 'peace' in assembly. A school council has been introduced to allow pupils to contribute to decisions within the school community.
13. Attendance is below the national average, as it was at the previous inspection. Unauthorised absence has risen and is above the national average partly due to pupils arriving after the registers have closed at 9.15 am. Authorised absence is for medical reasons and a growing number of parents taking their children on holiday during term time. Strategies to raise attendance will need the support of parents to succeed.

14. All pupils mix well across ethnic and gender lines at work and play and enjoy harmonious relationships throughout the school. Pupils with English as an additional language and those from ethnic minority backgrounds are keen to participate fully in activities and are well integrated. The school's effective focus on pupils' personal and social development contributes well to their sense of wellbeing and eagerness to learn.

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

15. Overall, the quality of teaching is satisfactory throughout the school. Teaching is good or better in more than half of the lessons seen. It is very good or better in one fifth of lessons and good in one third of lessons. The teaching in a very small number of lessons was unsatisfactory. This is a good improvement since the last inspection; there is less unsatisfactory teaching and much more good or better teaching.
16. The teaching of English and ICT is consistently good due to the high priority given to raising standards in those subjects through monitoring and support by the local education authority since the last inspection. The small amount of teaching inspected in geography, music and art and design is now good which is a good improvement since the last inspection. The teaching of physical education is good in Years 3 to 6.
17. Very good teaching is characterised by strong relationships between staff and pupils and very effective deployment of classroom support assistants. Year 6 pupils achieve well in English due to the high levels of challenge and clear explanations provided in whole-class sessions. For example, a group of average ability Year 6 pupils understood how to use personification in their poetry writing as a direct result of clear instruction and explanation throughout the week of the inspection. A pupil of average ability wrote, 'the whistling wind screamed with all his might'. In those lessons, pupils show a very high level of interest due to the very good pace of the lesson, well-planned activities and excellent use of praise to encourage pupils to succeed.
18. The satisfactory teaching reflects the number of newly qualified teachers, one of whom is overseas trained, who currently lack the subject knowledge required to teach the National Curriculum programmes of study; their planning is less specific and lessons sometimes lack challenge for higher attaining pupils. Appropriate training is in place to remedy shortcomings in subject knowledge. There is a very small amount of unsatisfactory teaching in the juniors due partly to the challenging behaviour of two classes of pupils taught by newly qualified teachers. There is sometimes a lack of challenge and low expectations of the older children in the nursery.
19. The teaching of pupils with special educational needs is very good throughout the school. They receive very good support from teachers and teaching assistants and, as a result, make very good progress in relation to their individual targets. Many examples were seen of teaching assistants helping pupils become fully involved in small group activities and taking part in whole-class lessons. Pupils with statements of special educational needs and those with other significant special needs make very good progress towards their individual targets because work is well matched to their individual education plans. The school has an appropriate policy for very able children. In effective lessons, the teachers plan opportunities for higher attaining pupils to engage in more challenging work and this helps them achieve well.
20. The quality of support for pupils with English as an additional language and those from different ethnic backgrounds is good. Some good examples were seen of teachers making positive interventions to support these pupils. This was fully reflected in the

practice of a Year 1 teacher who used cumulative observations to develop individual profiles identifying pupils' competencies and to set high expectations for all pupils. This information was judiciously used to inform the expectations of a bilingual, high attaining pupil who was underachieving, ensuring that he was fulfilling his potential. In the same lesson, the teacher made the expectations for higher attaining pupils very clear when explaining to them the nature of their independent work. In many other instances, support for bilingual pupils was clearly targeted by ensuring that teaching assistants or the specialist bilingual teacher were on hand to prompt pupils during the whole-class introductions. In the second part of the lesson, direct teaching and the use of dialogue were used to rehearse and practise language in real-life situations. The bilingual teacher makes a positive contribution and works in partnership with class teachers.

21. In satisfactory lessons, the learning needs of the majority of pupils with average attainment are met. Some pupils exhibit challenging behaviour, especially in some junior classes. Controlling the behaviour of a small minority of the pupils dominates the teachers' time and impedes the learning of other pupils in a few classes.
22. Planning throughout the school is generally good in lessons. Learning objectives are precise and shared with pupils at the start of lessons. Some teachers complete day-by-day assessment to assist with the next stage of planning to match work effectively to their pupils' prior attainment. Appropriate resources are used and well prepared to support pupils' learning. However, there is a lack of practical apparatus to support the development of mental calculation strategies. Recently implemented planning for the Foundation Stage is satisfactory. Teachers are not yet fully familiar with the requirements as they were introduced at the beginning of the term. Closer attention to the 'stepping stones' in the nursery would enable work to be more closely matched to the wide range of children's abilities and make activities more challenging for the high attainers.
23. Teaching in the Foundation Stage is satisfactory overall with some good teaching in the reception class. Relationships are very good. The teaching of personal, social and emotional development is given a very high priority and is good. Adults respond well to the needs of the children, which helps them to settle quickly and confidently when they start the nursery. However, not enough account is taken of the needs of the more able children in the nursery. Planning for the small group activities does not take account of the wide age range in the nursery class. Teaching in the reception class is generally good and sometimes very good. The children make good progress, especially in communication, language and literacy and mathematical development.
24. Pupils generally work hard, show good levels of interest, concentrate and work independently when required to do so. Pupils become distracted and disinterested in lessons where they are expected to listen for too long and are less involved. Homework is completed regularly and makes a satisfactory contribution to pupils' learning.

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

25. The quality and range of the curriculum for pupils in Years 1 to 6 is good. Since the last inspection, the school has improved its provision of schemes of work for all subjects of the National Curriculum. The process of curriculum planning and co-ordination is now good and ensures that all pupils receive the curriculum to which they are entitled and are able to make progress through all years. These improvements, together with good self-evaluation and effective monitoring procedures, have brought about increased pupil performance and raised standards. The provision for pupils' personal, social and health

education is good and appropriate attention is given to the teaching of sex education and drug misuse.

26. The overall time allocated for each subject area is within the government guidelines. However, science is often timetabled for the whole afternoon session that for many pupils is too long and often results in a reduction in the pace of both teaching and learning. Consequently, the lack of curriculum variety occasionally has an adverse impact on the interests and enthusiasm of the pupils.
27. There is a very good programme of out-of-school activities that enrich the curriculum. A good range of clubs supports pupils' learning well in art and design, music, physical education, ICT, chess, craft and woodwork. These activities are now extended to include pupils from Year 2.
28. The National Literacy and Numeracy Strategies are now well implemented and are contributing well to improving learning in English and mathematics throughout the school. In Year 6, pupils are grouped by prior attainment for English and mathematics. The groups are small and very effectively supported by the special educational needs co-ordinator.
29. The provision for pupils with special educational needs is very good. Procedures have been changed to comply with the new Code of Practice, and the writing of individual education plans reflects this. The targets on these plans are manageable in number and specific to the individual. They precisely spell out the small steps each pupil needs to take, particularly in literacy and numeracy, in order to improve their work. Pupils know their targets and are encouraged to use them to guide their efforts and achievement. All relevant staff contribute to the process of writing and reviewing individual education plans. Pupils progress through the curriculum towards their own targets at their own rate. Teachers maintain careful records, which clearly show that the targets promote good progress.
30. All pupils, whatever their background, have appropriate access to the full curriculum, including activities organised outside the school day. Boys and girls participate on an equal footing in most activities on offer. Pupils with English as an additional language and high attaining pupils are fully involved in all activities. In the majority of cases, class teachers effectively target them and their learning is supported. Information on pupils identified as very able is being compiled as a result of support for gifted and talented pupils through 'Excellence in Clusters'. The co-ordinator for gifted and talented pupils is being trained. The school uses the travellers' support agency well to cater for three traveller pupils. However, the school does not sufficiently draw on pupils' own diverse cultural backgrounds, especially in terms of celebrating their multilingualism.
31. The school benefits from positive links with the local community. Authors work in the school and concerts are held throughout the year. The pupils join with a local brass band and the church choir in an evening of music for members of the public. These are greatly valued by the community.
32. The overall provision for pupils' spiritual, moral, social and cultural development is good. The provision for pupils' spiritual development is good and shows improvement from the previous inspection when it was satisfactory. Improvement stems from the very good quality of the relationships and the values the school promotes. The school provides many opportunities for pupils to develop self-respect through praise given by staff and its system of rewards. Staff show respect for each other and the pupils and are good role models. Pupils are given good opportunities to express their feelings and opinions



in lessons. During group time, known as 'circle time', in Year 2, pupils displayed a sense of empathy with others while discussing places that made them feel safe and secure. Daily acts of collective worship further contribute to pupils' spiritual development. The spiritual development of the pupils is enhanced by the value the school places on music. Singing in assembly for the infants was particularly uplifting and encouraged pupils' thoughts on peace and harmony.

33. The provision for pupils' moral development is good; an improvement from the satisfactory provision seen in the previous inspection. Pupils understand the need for rules both in class and the playground. Each class devises and displays its own set of rules and responsibilities and, as a result, pupils act consistently in accordance with these principles. Pupils discuss appropriate and inappropriate behaviour as well as the consequences of their actions in 'circle time' and collective worship. The teacher and all pupils discuss selected topics very thoughtfully and sensitively. Year 4 pupils discussed the moral content of Aesop's fables and gave examples of their own moral codes including honesty and personal values of right and wrong. Their opinions on matters such as these are carefully considered and mature for their ages.
34. The provision for pupils' social development is good and an improvement since the previous inspection. Relationships in the school are very good and pupils relate well to other people in a variety of social contexts including after-school activities. Pupils also take part in community events including concerts with the church choir and the local brass band. In lessons, pupils are given opportunities to work as members of a group. For example, when whole classes are taught in the computer suite, there is frequently a need to co-operate in pairs. Pupils show respect for equipment and the school environment. They take responsibility for distributing books, putting away equipment and keeping the classroom tidy. The new school council is beginning to provide opportunities for elected representatives from Years 3 to 6 to exercise leadership and responsibility.
35. The provision for pupils' cultural development is satisfactory. In art and design, pupils study the work of famous artists including Van Gogh, Degas and Monet. In English, pupils have explored the poetic form of the Haiku and Tanka. In music, the singing of folk songs promotes pupils' cultural awareness. Pupils are also given the opportunity to appreciate cultural diversity and other people's values and beliefs. Displays around the school celebrate festivals including Jewish New Year and Diwali. Pupils in Year 6 are studying Hinduism and have visited a Hindu temple. Motivational posters around the school include images of leading minority ethnic figures. However, the diversity of cultures within the school community could be used further to enrich the curriculum and, although provision is satisfactory, there has been little improvement since the last inspection.

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

36. The school takes good care of all its pupils. Pastoral care is closely linked to the provision for pupils' personal development, reflected in the good standards of pupils' attitudes and behaviour and strengthened by very good relationships that exist between everyone in school. The school successfully integrates pupils with special educational needs, pupils who speak English as their second language, those from different cultures or ethnic backgrounds, pupils who have emotional and behavioural difficulties and looked after pupils and gives support where it is needed.
37. The deputy headteacher has recently completed training in child protection matters and all staff have been trained on the procedures to be followed. Overall, child protection

procedures are good. The school has very good provision to care for pupils' particular medical needs with six members of staff qualified in first aid. There is a medical room and a full-time welfare assistant who liaises with the school nurse and parents, administers medication and keeps checks on the accident book. Risk assessment is carried out and monitored by the governing body. The site manager has responsibility for health and safety matters to do with the building. He liaises with staff and a link governor and keeps up-to-date records. There is a health and safety policy used by all staff but it does not have detailed written guidelines to give consistency in practice.

38. The school keeps a good check on pupils' personal development and this enables it to support pupils effectively. Teachers' positive reward-based approach to discipline and pupils' agreement of class rules are successfully motivating most pupils to consistently achieve a good standard of behaviour, attitude and effort. Daily monitoring of behaviour, weekly class targets, regular awards such as house points and class certificates are used well to encourage good behaviour. 'Time out', when pupils do their work in a different classroom, and behaviour booklets, earning up to three stars or five smiley faces a day, are used to support pupils with particular behaviour needs to help them improve. Teachers' records and the introduction of personal, social and health education lessons allow personal support and guidance to be given effectively. For example, using 'extra time' (teacher supervised support at lunchtime) for pupils to do homework or to complete school work; or discussing as a class what makes 'a friend' to support pupils' social and moral development. Looked after pupils are supported by a drama therapist once a week.
39. The importance of good attendance is promoted to parents through the governors' annual report to parents, the prospectus and the weekly newsletter. The school operates a first day response to absence to gain the support of parents and to ensure pupils' safe arrival at school. Pupils with full attendance for a term receive a certificate. However, the system used to record attendance does not allow the school to effectively monitor or analyse absence of different groups of pupils or to reward improvement in attendance.
40. Arrangements for assessing pupils' attainment and progress are good. Assessment procedures are clear and comprehensive. This represents a good improvement since the previous inspection when the school's assessment of pupils' progress was judged to be unsatisfactory. These improvements are based firmly on the shared and clear understanding by the headteacher, deputy headteacher and other key staff of the purpose and use of assessment to raise standards.
41. As well as the statutory tests and assessments in English, mathematics and science in Years 2 and 6, teachers carry out regular testing of mathematics, reading and spelling throughout the school using standardised tests. In other subjects, co-ordinators and teachers carefully identify learning objectives for each study unit and for individual lessons. They assess pupils' attainment against these criteria using well-planned tasks and through their ongoing professional judgement. In these ways, teachers gather a considerable amount of information about their pupils that builds over time into a detailed picture of their strengths and weaknesses. As a result, teachers know their classes well. The deputy headteacher regularly monitors the implementation of these procedures to ensure they are consistently and rigorously applied.
42. Assessment procedures in the Foundation Stage are generally satisfactory. There is a comprehensive system in place to assess progress towards the early learning goals. The link between assessment and what is planned for the children to learn is less clear. Useful observational assessments are completed and recorded on post-its that are filed

in each child's assessment portfolio. Assessments made so far this term had not been transferred into the new children's portfolios as they were not yet in place. Children in the reception class have individual targets for literacy and numeracy that are used effectively to check their progress in lessons. Assessment procedures have the potential to be more effective. However, the implementation is inconsistent, especially in the nursery.

43. The school makes good use of assessment information to inform planning for the whole school and individual pupils. The headteacher and key staff carefully analyse the national test and assessment results in English, mathematics and science in order to make comparisons with other schools and to identify and address any potential areas of weakness. The school systematically monitors the results and progress of different groups of pupils, including boys and girls, those with special educational needs and pupils who speak English as an additional language, to ensure that all enjoy equal opportunities. Assessment folders for all subjects are in place. They contain a tick list check of progress through the National Curriculum programmes of study that is completed half-termly. The information is used to inform annual reports to parents and, to some extent, to guide the next steps in pupils' learning. The school does not ensure that the informal day-to-day assessment made by teachers during lessons is recorded and used to further inform planning for follow-up sessions.
44. Procedures for monitoring and supporting pupils' academic performance are good. Assessment information is also used to form teaching groups and to set challenging school and individual targets. For example, in numeracy, the results of the optional Year 5 tests are used to identify groups of pupils who will require additional support to reach Level 4 by the end of Year 6. The school also makes good use of new technology to record National Curriculum levels for individual pupils as they move through the school. As a result, the pace of pupils' progress is easily and regularly reviewed. Targets are also shared with pupils and parents, providing a clear focus for pupils' work at school and at home. Pupils are encouraged to achieve further through regular celebration of achievement including the award of house points and presentation of certificates in assembly.
45. Monitoring and support for pupils with special educational needs are very good. Individual education plans are effective and include targets that are relevant to the individual needs of each pupil. The plans considerably enhance pupils' progress by forming a focus for the work of teachers and classroom assistants. The special educational needs co-ordinator and class teachers work closely together to make a thorough evaluation of the progress pupils make towards their targets. Good support is also provided for pupils who speak English as an additional language.
46. The school has substantial data on the attainment of pupils, including information on the performance of ethnic minority pupils, and this is used effectively to group pupils and inform setting in Year 6. A new system for assessing pupils with English as an additional language, using the steps linked to the National Curriculum levels of attainment, is being introduced with support from the local education authority's specialist team. All groups of pupils within the school population feel secure and benefit greatly from the positive ethos of the school and the emphasis the school puts on personal development.

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

47. The school has maintained the strong partnership it has with parents, since the previous inspection, and this has a positive effect on the standards achieved by the pupils. Parents have good views of the school and are most pleased that their children enjoy school, behave well, work hard and make progress. They are happy with the quality of teaching and the values the school promotes. Inspectors agree with parents' positive views. A minority of parents have concerns about the school working closely with them and keeping them informed on the progress their children make. The school is committed to working with parents and provides good information on pupils' progress.
48. Parents receive good quality information. Annual written reports on pupil progress are very good. They tell parents what topics have been covered and give detailed information on what children can and cannot do in each area of the curriculum and set targets for improvement. They include information on attendance and punctuality and evaluate pupils' personal development. The results of the National Curriculum tests for seven- and eleven-year-olds are given to parents. Parents of children in Years 3, 4 and 5 receive the results of the optional National Curriculum tests. Teachers meet each term with parents to discuss pupils' progress and share targets. Teachers are also available after school each day to answer parents' queries or concerns and home reading diaries can also be used for contact with teachers. Parents are very well informed on procedures within school and events in the school calendar through the weekly newsletter. The school holds literacy and numeracy evenings to give parents the opportunity to learn about important parts of the curriculum and provides information leaflets for parents each term to keep them informed of what is being taught in lessons. Other information is sent out as required, for example, after the last inspection, the school supplied parents with written explanations of terms used in the school's action plan such as, differentiation, plenary, SIMS, PIPS and boosting, to help parents understand how improvement would take place. The school prospectus and governors' annual report to parents is sent to all parents each year.
49. Parents make a good contribution to school, overall. They give very good support to the social and fundraising activities organised by the friends of the school which enabled £8000 to be donated last year to buy musical instruments, nursery equipment, ICT equipment and chairs for the computer suite. Approximately ten parents help in school on a weekly basis by supporting pupils during group work in lessons. Some parents took up the opportunity to work alongside pupils to learn about ICT so they could help children at home. Most parents have signed an agreement to work in partnership with the school and help with weekly homework such as reading. There is little involvement of parents in the day-to-day work of the nursery. The support of some parents is lacking in raising attendance as a number of pupils still arrive at school late and go on holiday during term time, which interrupts their learning.

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

50. Leadership and management of the school by the headteacher, deputy headteacher and senior and middle management teams are very good. The climate for learning created by the headteacher and the management teams is having a strong impact on improving standards throughout the school. Curriculum co-ordinators have a very high commitment to improving standards and take very effective action through their analysis of the strengths and weaknesses in pupils' attainment in national tests. Good support is provided through the booster classes, taught by senior members of staff, before and after school. The headteacher provides very effective leadership through a rigorous focus on improving teaching and learning and by encouraging, motivating and

influencing staff despite a sustained period of staffing recruitment problems. The recently appointed deputy headteacher works well in partnership with the headteacher, despite an almost full-time teaching commitment. Senior and middle managers in the school make a very effective contribution to improving the quality and standards achieved in their subjects. The school has a vacancy for an early years manager and the role is currently undertaken on a temporary basis by the deputy headteacher who has a considerable workload.

51. A rigorous programme to check the quality of teaching and learning is in place, leading to clear targets for improvement and well-focused training where required. Generally, the headteacher, and the senior management team carry out the monitoring, although there are plans to extend this role to other subject co-ordinators as their subjects become a priority for development. For example, demonstration lessons are provided to help develop the knowledge of the teachers unfamiliar with the National Literacy and Numeracy Strategies and to show how key ideas are taught to pupils.
52. The skills and talents of key staff are fostered effectively. For example, the recently appointed middle management team is now taking responsibility for the appraisal of staff other than teachers as part of the planned extension of existing performance management. Arrangements for the appraisal of the headteacher and all staff are well embedded into the school performance management arrangements. The headteacher has valued the attention given to professional development as a result of performance management. Team leaders take responsibility for the checking of teaching and learning and work with staff to set and review targets on a yearly cycle. Teachers value the attention given to their professional development.
53. The management of special educational needs is very effective. Training is provided for the learning support assistants who meet regularly with the co-ordinator to check individual education plans. The co-ordinator has been appointed recently. She is very effectively supporting teaching in Year 6, where she has responsibility for a small group of average attaining pupils in English. The links with outside agencies, such as the educational psychologist, the behaviour support team and other teams from the local education authority, to support pupils with specific learning difficulties are working well. Pupils with physical abilities have access to the school. The school continues to take the necessary steps to include disabled pupils, although there are barriers as several classrooms are upstairs with no access to pupils in wheelchairs.
54. The governors are well informed and supportive of the headteacher. They generally meet their statutory duties efficiently, although there is an omission in the school prospectus for the current year: the National Curriculum assessment results for the past two years are omitted. The chair of governors has a clear vision of the future needs of the school and, through her professional expertise, is striving to ensure that improvements to the building are carried out. Appropriate committees are in place. The minutes of governors' meetings show a broad involvement and appropriate executive decision making that helps to shape the future direction of the school. The governors bring a wide range of expertise to their roles which is used effectively in the twice-termly meetings. The first meeting is used to set priorities for the term and the second to review those priorities. They value the detail provided by the headteacher in the twice-termly reports. Good quality information about the progress made in implementing the school improvement plan is contained in the reports to the governors.
55. The overall efficiency of the school is good. Financial planning has improved. The headteacher, office manager and governors have developed suitably structured and systematic procedures that effectively support the school's educational priorities. All

members of staff are involved in a review of the work of the school in order to identify and agree future priorities. Good use is made of new technology in order to improve efficiency levels and to support the curriculum. Specific funding, such as the funding for the nursery, has been used appropriately to promote and support teaching and learning.

56. The school successfully applies the principles of best value for money and has been involved in consulting and involving all those concerned in decision making about spending. Full consideration is given to alternative providers for services and resources in order to acquire cost effectiveness. As a result, money is spent carefully. Additional funding to improve the school building has been successfully applied for by the headteacher. As part of the 'Excellence in Clusters' initiative, the school has now allocated a post of responsibility to a co-ordinator with responsibility for high achieving and talented pupils in school. The school expects to achieve the national Basic Skills Quality mark by the end of the autumn term. The school's day-to day financial controls and procedures are good. Consequently, the headteacher and governors are able to monitor closely and evaluate accurately all spending decisions. The most recent financial audit took place last year and raised a small number of minor points that have been resolved.
57. The deployment of the Ethnic Minority Achievement Grant (EMAG) is appropriately targeted to provide for specialist teaching and enhance provision for bilingual pupils. The deputy headteacher leads developments on inclusion and has made a positive contribution with effective and clear targets for developing policy and practice. There are some examples of resources reflecting cultural diversity and the school is keen and committed to involve minority ethnic parents.
58. Taking into account the below average levels of attainment on entry, the broadly satisfactory levels achieved by pupils leaving at the end of Year 6, the improved teaching and learning which take place, the identified areas for improvement and the average unit costs, the school provides satisfactory value for money.
59. The match of teachers and support staff to the demands of the curriculum is good. Deployment of staff is effective and an improvement since the previous inspection. The arrangements for the induction of new staff are rigorous. They are expected to observe colleagues and are provided with support by the deputy headteacher when required. Accommodation in the school is adequate. Improvements since the previous inspection include a computer suite, an enlarged nursery area, new windows and a new family room. New building is taking place at the moment to provide a library and staff room. As a result, there is some inconvenience with limited storage space around school leading to too much equipment being temporarily stored in the halls. This does restrict space for physical education. Learning resources are good for English, mathematics and music and adequate for all other subjects. Although there is no school playing field, the school has the use of offsite facilities for physical education lessons for Years 5 and 6.

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

60. The headteacher and staff with the support of the governing body should:

- (1) \*Raise standards in mathematics by eleven by:
  - (a) continuing with current actions outlined in the mathematics action plan;
  - (b) implementing the planned training as soon as possible.

(This area is discussed in paragraphs: 1, 5, 6, 78, 80, 84)

- (2) Improve attendance.

(Paragraphs 13 and 39)

- \* A priority in the school improvement plan

The headteacher and staff with the support of the governors may wish to include the following:

- Support staff with challenging pupils.
- Improve the provision for cultural development.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	79
Number of discussions with staff, governors, other adults and pupils	40

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	13	28	32	3	0	0
Percentage	4	16	35	41	4	0	0

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

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	24	337
Number of full-time pupils known to be eligible for free school meals	n/a	55

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	5
Number of pupils on the school's special educational needs register	1	57

English as an additional language	No of pupils
Number of pupils with English as an additional language	52

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	39

### Attendance

#### Authorised absence

	%
School data	6.5
National comparative data	5.6

#### Unauthorised absence

	%
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)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2002	23	26	49

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	15	18	21
	Girls	25	25	24
	Total	40	43	45
Percentage of pupils at NC level 2 or above	School	82 (95)	88 (96)	92 (98)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	17	18	19
	Girls	25	23	25
	Total	42	41	44
Percentage of pupils at NC level 2 or above	School	86 (96)	84 (98)	90 (98)
	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)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2002	23	33	56

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	18	22
	Girls	25	20	25
	Total	44	38	47
Percentage of pupils at NC level 4 or above	School	79 (68)	68 (56)	84 (83)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	21	21	23
	Girls	25	22	26
	Total	46	43	49
Percentage of pupils at NC level 4 or above	School	82 (66)	77 (64)	88 (92)
	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***

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	252	6	0
White – Irish	0	0	0
White – any other White background	29	2	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	20	0	0
Asian or Asian British - Pakistani	1	0	0
Asian or Asian British – Bangladeshi	4	0	0
Asian or Asian British – any other Asian background	1	0	0
Black or Black British – Caribbean	5	0	0
Black or Black British – African	6	0	0
Black or Black British – any other Black background	5	0	0
Chinese	0	0	0
Any other ethnic group	12	0	0
No ethnic group recorded	2	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: YR – Y6**

Total number of qualified teachers (FTE)	18
Number of pupils per qualified teacher	22.73
Average class size	26.23

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

Total number of education support staff	15
Total aggregate hours worked per week	318

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

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	24.5
Total number of education support staff	1
Total aggregate hours worked per week	32
Number of pupils per FTE adult	12.25

*FTE means full-time equivalent.*

### **Financial information**

Financial year	2001/2002
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	£
Total income	879,730
Total expenditure	884,594
Expenditure per pupil	2,198
Balance brought forward from previous year	-4864
Balance carried forward to next year	16,514

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	8
Number of teachers appointed to the school during the last two years	9

Total number of vacant teaching posts (FTE)	1
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	384
Number of questionnaires returned	162

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	64	30	4	1	1
My child is making good progress in school.	48	44	4	1	3
Behaviour in the school is good.	43	49	4	1	2
My child gets the right amount of work to do at home.	38	49	5	2	6
The teaching is good.	49	43	2	2	4
I am kept well informed about how my child is getting on.	35	46	13	5	1
I would feel comfortable about approaching the school with questions or a problem.	55	35	6	3	1
The school expects my child to work hard and achieve his or her best.	52	39	2	2	4
The school works closely with parents.	35	40	18	4	3
The school is well led and managed.	38	44	9	5	4
The school is helping my child become mature and responsible.	49	39	4	2	6
The school provides an interesting range of activities outside lessons.	32	44	9	2	14

### **Other issues raised by parents**

A few parents are concerned that the nursery class is too large.

## **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**

61. There are 48 children attending the nursery part-time, either in the morning or the afternoon for five sessions a week. Seventeen children attend the reception class full-time. Altogether, the 65 children comprise the Foundation Stage which is the stage of education from age three until the start of Year 1. Children are admitted to the reception class twice a year. At the start of the spring term, there will be two reception classes and not one as now. The curriculum in the Foundation Stage is based on the six nationally agreed areas of learning: personal, social and emotional development; communication, language and literacy; mathematical development; knowledge and understanding of the world; physical development and creative development. Each area of learning is made up of developmentally appropriate milestones called 'stepping stones'. The children who have just started in the nursery may be achieving the yellow and blue stepping stones and the children in the reception class the green stepping stones, with some high achieving children attaining the grey stepping stones which are the early learning goals that all the children are expected to reach by the time they leave the reception class. During the last inspection, creative development was identified as an area for development. There has been satisfactory progress in improving this area of learning and it is no longer a weakness of the provision.

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

62. The personal, social and emotional development of the children in the nursery and reception class is a good feature of the provision. The children are likely to achieve the early learning goals in this area of learning by the time they start in Year 1. Children in the nursery are confident, settle easily into the routines and show appropriate levels of independence as they carry out activities. For example, a group of children spoke confidently about the cakes they were making. They showed good levels of independence as they displayed their pictures on a noticeboard for everyone to see. Relationships between the children and the staff are very good. In the reception class, the children develop their confidence further by spending longer times at activities and knowing how to behave and to work with other children in a co-operative way. For example, they concentrated well as they learned how to match symbols and numbers. At other times of the year, they have celebrated the traditions of other cultures, for example when they made diya pots and celebrated Diwali.
63. The quality of teaching and learning is good. Adults are sensitive to the needs of the children and respond well to their individual needs, often giving additional time to children needing more encouragement to persevere with activities. The children in the nursery are separated by age for story time which encourages the younger children to develop their relationships with a smaller group of children. For long periods, the children are encouraged to follow their own interests which is helping to develop independence and the ability to choose what to do. Although, at times, there is some purposeless play by children less challenged by the activities, they choose to do in the nursery class.

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

64. Attainment in this area of learning is below what is expected by the time the children start in the reception class. However, they make good progress in the reception class and are likely to achieve the early learning goals by the time they start in Year 1. The children talk to each other about their work and share their completed mobiles with adults with reasonable levels of self-confidence. In the nursery, they talk about their interests and take part in role-play in the home corner, taking on different roles enthusiastically. A higher attaining three-year-old described how she was 'decorating' herself with pearls as she dressed up. Several other children, however, responded monosyllabically and found it difficult to share what they did with others. Opportunities to distinguish sounds are less well developed in the nursery. For example, a worksheet designed to help the children learn the initial sound 'g' confused the children as they identified the goose as a duck. The activity became mundane as the children coloured the pictures. Older children in the reception class showed they understood the initial sounds 'r' and 'h' and named items beginning with those letters due to the encouragement and modelling by the teacher.
65. The children enjoy listening to stories in small groups. The younger children are less sure of the structure of stories and the difference between print and pictures. There are some missed opportunities to explain the difference between print and pictures in the nursery because of the lack of use made of stories with bold print and pictures which are easily seen by the children. The three-year-olds learn to recognise their name at the start of each session. The children in the reception class do not follow the structure of the literacy hour but, throughout the day, all the elements of the hour are covered.
66. The quality of teaching and learning overall is satisfactory, with better teaching in the class of older children. Expectations of the children are, at times, too low, and insufficient priority is given to planning early reading and writing activities throughout the week in the nursery. The majority of children achieve the yellow stepping stones which is typical of children as they start in the nursery. However, a substantial number of children are due to start in the reception class next term and should be achieving the blue and some of the green stepping stones. As a result, the children are not building as effectively on their prior learning as they should. Too much time is spent clearing up after the children in the nursery which is reducing the time for well-planned activities supported by adults.

### **Mathematical development**

67. Standards are below what is typical by the time the children start in the reception class, but they are likely to achieve the nationally agreed early learning goals by the time they start in Year 1 due to some good teaching in the reception class. Older children are taught to count to ten. They recognise two-dimensional shapes. For example, a carefully planned activity helped the children to see the difference between a square and a triangle and to describe the properties of each as the shapes were shown bit by bit to the children. Children counted accurately the leaves they found outside. They learn to match the spots on a ladybird to the correct number. There are fewer opportunities for the children to learn about numbers and counting in the nursery. Number games are not provided frequently. The area of learning is not given a high enough priority in the weekly plans. As a result, there are some missed opportunities to promote learning in this area. Searching for 'sharks' in the water play provides the children with the chance to count how many they caught but, overall, the lack of adult intervention meant that some children did not do this. Discussion about the size of a bean plant could usefully have been developed to encourage the children to describe the differences between the tall and the shorter plant. Opportunities for learning in the nursery are planned for, but

expected to be taught 'as and when' rather than at a specific time. The quality of teaching in the reception class is good and satisfactory in the nursery.

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

68. Standards are typical of those usually found in this area of learning and the children are likely to achieve the nationally agreed early learning goals by the time they start in Year 1. The outdoor area is used appropriately to promote effective learning. The children showed good levels of interest and enthusiasm as they gathered outside with the nursery nurse to plant bulbs. They learned that specific tools need to be used to dig as well as how to use the equipment. They talked about where to plant the bulbs and what would happen to them because the teaching was very focused and encouraged the children to talk about what they were doing. Photographs were used to show how plants changed over time. There is good use of computers to promote learning in the nursery and the reception class. The quality of teaching is satisfactory. There are limited opportunities to challenge the more able children who, at times, especially in the nursery, drift from one task to another.

### **Physical development**

69. By the time they leave the reception class, the children are likely to have achieved the nationally agreed early learning goals. Co-ordination skills are satisfactorily developed through a range of practical activities indoors and outdoors. The children use a wide range of cutting and rolling tools as they make objects with play dough. Daily access to the outdoors provides children with the chance to control bikes and other wheeled toys, to move about freely, climb and jump. Older children in the reception class use the apparatus in the hall to learn to control their bodies. For example, as they land with feet together when jumping off a bench. They hop, jump and slide along a bench and are encouraged to talk about different ways of moving and how to position their bodies for different activities. The quality of teaching is very good in the reception class in this area of learning. The children are challenged to achieve their best. Praise is used very effectively to include all children and to give them a strong sense of achievement. This was particularly effective as a child with special educational needs demonstrated his movements along the bench with great pride and sense of achievement.

### **Creative development**

70. There has been good improvement in the provision for this area of learning since the last inspection. It is now given a high priority in planning and allocation of adult time in small group activities day-by-day. By the time they leave the reception class, the children are likely to have achieved the nationally agreed early learning goals. Older children in the reception class explore the use of colour in fire paintings. They also use a wide range of materials to create two- and three-dimensional collages of a plate of food, feely pictures and face plates. They sing simple songs from memory. Role-play is a common feature of the provision both indoors and outdoors. Younger children in the nursery were especially adept at setting up and relocating the home corner to celebrate a party. In the nursery, the children learn to distinguish between different colours, for example as they made mobiles of different coloured leaves. The quality of teaching overall is satisfactory.

### **ENGLISH**

71. Results in the 2001 National Curriculum tests showed that standards attained by seven-year-olds in reading were above average. In writing, results were also above average



and showed improvement over the three previous years. When compared with similar schools, results were above average for reading and writing. For eleven-year-olds, standards were well below the national average and below those of similar schools. Results have remained low, except in 1999 when they were in line with the national average. Unvalidated results in 2002 show a slight decline in results for pupils aged seven but good improvement for eleven-year-olds, particularly in writing. Performance data shows a degree of gender variation similar to the national average and the school has taken some action to motivate boys, particularly in their reading. Evidence from the inspection indicates that pupils are on course to attain in line with the national average. The variation in the most recent results reflects not only the difference in cohorts but, in the case of improvements for eleven-year-olds, the impact the school is making as a result of its recent emphasis on writing and improvements in the quality of teaching.

72. Pupils' attainment in speaking and listening is in line with what is expected for seven- and eleven-year-olds. By the time they are seven, high attaining pupils listen and speak confidently in a wide range of contexts and take an active part in discussions when given the opportunity, for instance when Year 2 pupils share ideas in pairs on how to order instructions to play the game of noughts and crosses. In this instance, the teacher uses the opportunity well, for example when she pretends that she does not know how to play the game thereby highlighting the importance of giving clear instructions. By the age of eleven, the majority of pupils respond and engage well when invited to contribute their ideas in discussion. For example, a Year 6 pupil vividly described the effect of light, 'when the light flashes down it normally makes a big puddle of light on the pavement'. In instances where pupils are encouraged to collaborate in tasks, pupils develop their ideas thoughtfully, for example when writing limericks in mixed ability groups. However, although pupils listen well, opportunities for speaking across the curriculum are not systematically planned and no arrangements exist to monitor pupils' progress against clear objectives and set them specific targets for improvement.
73. Attainment in reading is in line with what is expected of seven- and eleven-year-olds with standards improving for eleven-year-olds since the last inspection when they were below average. By the time they are seven, pupils read a range of texts with a fair degree of fluency and accuracy with high attaining pupils showing good expression. They tackle words using their knowledge of letter sounds and read for meaning on the basis of contextual clues. High attaining pupils recognise the meaning of unfamiliar vocabulary and express preferences. The majority of pupils are familiar with the organisation of non-fiction books and use the content and index pages to find information. By the time they are eleven, pupils are highly motivated, confident and read in a range of genres. Some of the less able pupils still lack expression when reading and are tentative when talking about characters. However, given their starting point, the majority of pupils, including those with special educational needs and English as an additional language, achieve well against their prior attainment. All pupils keep a record of their reading in a home/school diary and records kept by teachers include helpful diagnostic comments. Good use is also made of guided reading which is assessed against specific objectives.
74. Attainment in writing by the age of seven and eleven is in line with the national average. This represents good improvement since the last inspection when attainment was below average. By the time they are seven, the majority of pupils develop their written ideas in sequence and use capital letters. They write in narrative and non-narrative forms with high attainers organising writing appropriately, extending ideas and showing increasing control of punctuation. Handwriting is satisfactory with the majority of pupils developing a cursive script. Spelling is weak for a significant number of pupils. By the age of eleven, higher attaining pupils write extensively and produce a variety of narrative

and non-narrative texts. Writing is well organised with appropriate use of paragraphs, complex sentences and ranging over different types of writing including, for instance, poetry, playscripts and letters. Evidence from analysis of work shows that pupils achieve appropriately over time showing gains in the use of punctuation and the length of pieces. Handwriting is generally legible, fluent and mostly joined. There are some good examples of marking where teachers identify pupils' strengths and weaknesses and suggest how work might be improved. However, this is not consistent and, in one case, work for a significant number of pupils has not been marked since the beginning of the year.

75. The quality of teaching is good overall and occasionally very good or excellent, with only one lesson being unsatisfactory. Teachers have a secure knowledge and understanding of English. Lessons are clearly focused on specific strands and give pupils ample time for discussion of shared texts. In lessons where teaching is excellent or very good, day-to-day assessment is used effectively to match work to the pupils' potential. Speaking and listening are emphasised and judiciously used to model language structures and rehearse skills to be practised in independent work. This was amply demonstrated in a Year 4 lesson where the redrafting of a story was discussed thoroughly and where most of the information was contributed by the pupils in response to the skilful questioning of the teacher. She was particularly skilful in building on their previous knowledge and setting high expectations, with the pupils showing a high degree of sensitivity as they spontaneously took turns in sharing their work on which the teacher commented constructively. Where teaching was less effective, this was mainly due to the teacher not sharing learning objectives carefully with pupils and not using these objectives to focus the pupils' learning. Weaknesses in behaviour management also contributed to less effective teaching.
76. The school uses the literacy framework appropriately and has introduced modifications, such as the organisation of guided reading, additional sessions to focus on spelling and extended writing, and this is beginning to have a positive impact on pupils' achievement. The curriculum is kept under review by the co-ordinator and both checking of teaching and learning as well as the tracking of pupils' progress are being used effectively to target support. Literacy skills are effectively used in geography, history and sometimes in science. However, this is not sufficiently and systematically promoted in other subjects. Leadership of the subject is effective. The quality of teaching and standards achieved by the pupils has improved as a result of the monitoring and training provided for staff. Clear priorities have been identified to develop the subject with appropriate emphasis on monitoring pupils' progress through analysis of their work.
77. Assessment arrangements are good. A significant strength is the analysis of national and optional National Curriculum test results to identify: groups of pupils for additional support in Year 6; special educational needs; high attaining pupils and pupils with English as an additional language. Targets to inform teaching and learning are in place, although their use is inconsistent.

## **MATHEMATICS**

78. The previous report judged that standards in mathematics were just in line with those expected nationally by the end of Year 2 and below average by the end of Year 6. In the current inspection, pupils attain average standards by the end of Year 2 and Year 6. This represents a good improvement since the last inspection especially for pupils in Years 3 to 6. Throughout the school, most pupils make sound progress because the quality of teaching is never less than satisfactory and is sometimes good or very good. Pupils with special educational needs make very good progress because they benefit

from overall good teaching. In addition, they are helped well by able and informed classroom assistants. Pupils with English as an additional language are supported effectively and make good progress. The subject is very well managed. The subject co-ordinator has overseen the successful implementation of the National Numeracy Strategy.

79. The school's strategies for teaching numeracy are good and have been more successful since 2000. Effective whole-school planning and target setting, combined with reliable assessment procedures, have improved the consistency of teaching and learning throughout and contributed well to pupils' increased attainment. The impact of these improvements is evident in test results where the current trend in standards of achievement shows considerable gains on previous years.
80. The school recognises the need to improve standards further, especially by the end of Year 6. Rightly, this is a focus in its development plan. Through its self-evaluation, the school has identified various ways to achieve this. For example, pupils in the two Year 6 classes are taught in three teaching groups according to their prior attainment and teachers are able to match work accurately to the specific needs of the individuals within each group. As a result, pupils make good gains in their knowledge and understanding of the subject. Oral and mental work in mathematics are developed particularly well in the planned starter sessions to all lessons. This successful development of oral skills makes a good contribution to pupils' learning in English. ICT is used effectively in the subject to promote and extend learning. There are no significant differences in achievement between boys and girls.
81. During the inspection, the main learning reflected the school's planning for the programme of study relating to number. Learning in the other aspects of mathematics, including shape, space and measures and datahandling, is planned for at other times in the school year. In number work, Year 2 pupils apply mental strategies well to solve problems doubling numbers to 15. They use number fans accurately to help them reach correct answers and, in ICT, they use a computer program to identify the value of different coins.
82. In Years 3 to 6, pupils achieve soundly because teachers' planning builds successfully on what pupils already know and understand. As a result of this strategy, pupils are confident and have good attitudes to their work. By Year 6, pupils use long multiplication and long division methods accurately to compare equivalent fractions, decimals and percentages. Higher attaining pupils work quickly, confidently and accurately. Most pupils with special educational needs are working at lower levels. However, as a result of the sensitive support provided by teachers and teaching assistants, they show the same good attitudes to their work. In links to ICT, pupils in Year 4 used a quadrant as a starting point which they then reflected to produce an arched or oval window. In Year 6, pupils successfully use Excel to solve mathematical problems related to area.
83. In lessons, the quality of teaching is within the range of satisfactory to very good. Consequently, most pupils experience at least sound and sometimes better learning. When teachers are enthusiastic and communicate this openly, then the pupils' response is equally enthusiastic and they enjoy the work that has been planned for them. Strengths within the grouping arrangements include good subject knowledge, systematic planning and the very good use of resources to support learning. Classroom assistants are deployed effectively to help pupils, particularly those with special educational needs. Teachers consistently follow an agreed structure to lessons. This helps learning because pupils are clear about what is to be achieved by the end of the lesson. All lessons begin with oral starters and, in best practice, these are pursued at a

brisk, sharp pace. In these sessions, teachers encourage the use of mental calculations to particularly good effect. Lesson plans identify the mathematical vocabulary that is to be used. This vocabulary is referred to frequently and, consequently, pupils become fully conversant with correct mathematical terminology.

84. Teachers involve pupils in a review of learning at the end of lessons but the quality of this varies from very good to just satisfactory. Elsewhere, when teaching is less effective, it is because teachers do not have good subject knowledge and do not match work appropriately to the ability levels of pupils within the group. More use could be made of practical aids to support pupils' developing mental calculation strategies. This is particularly relevant for lower attaining pupils and those who are less confident and would help them become more actively involved in their learning.
85. The subject is very well led and the co-ordinator has a secure awareness of the strengths and weaknesses in the subject. This knowledge has been achieved through the effective monitoring and evaluation of colleagues' teaching, planning and analysis of pupils' work and the agreed priorities for raising standards in the subject. Very good procedures for checking and supporting pupils' progress have been established. Teachers regularly assess pupils' progress against the key objectives of the National Numeracy Strategy and set individual targets that are shared with pupils on a regular basis. Resources are good in quality and quantity and are used well to support learning. Homework is set regularly and this contributes to the development of numeracy skills.

## **SCIENCE**

86. Evidence from the inspection indicates that standards are average by the end of Years 2 and Year 6. This represents satisfactory achievement for all the pupils compared to national test results last year when standards were below average. Over the last two years, standards have improved. The last inspection report found that standards were below the national average. This improvement in the standards in science is a result of the more effective monitoring and teaching of the subject.
87. By the end of Year 2, most pupils develop satisfactory investigational skills. They use simple equipment and make accurate observations whilst carrying out practical experiments. For example, in an evaluation lesson following practical work on electrical circuits, higher attaining pupils predicted accurately the use of switches and motors in an electric circuit, and successfully traced faults in the wiring when the circuit failed. Other pupils described similarities and differences between materials, knew that some materials can be changed, for example water into ice, and that materials can be grouped according to their properties.
88. By the end of Year 6, pupils are beginning to explore, observe and ask questions about living things, materials and physical phenomena. They carry out a series of observations and comparisons with the precision necessary to produce valid statistical results. They made sound predictions based on their earlier learning and drew correct conclusions from the evidence gathered. Pupils in Year 6 carry out investigations involving the dissolving of solids in liquids, scientifically investigating in great detail the relationships between the mass of the solid and quantity of liquid. Pupils talked enthusiastically about their work both in whole-class discussion sessions and group activities. They demonstrate a good scientific vocabulary and scientific knowledge across their studies in life processes and living things, materials and their properties and physical processes. Year 4 pupils of average ability understand that there are different kinds of sounds. Higher attaining pupils begin to understand that sounds are made when objects vibrate. Learning is much more secure when the pupils are involved

in investigations. By Year 6, high attaining pupils can classify materials and know that when mixed in water, materials are permeable or non-permeable. Good support is given to pupils with special educational needs to enable them to take part fully in the lessons and they make good progress. Pupils with English as an additional language are fully involved in lessons and well supported by learning support assistants.

89. In the lessons seen, teaching is mostly satisfactory. Where the teaching is good, in Year 6, staff have a clear understanding and enthusiasm for the subject. Although teaching sessions are long, these better lessons are delivered at a fast pace and the pupils are effectively challenged. In an investigation, they are able to correctly identify the variables that have a bearing on the result. Most lessons are planned to include practical work clearly linked to the development of the idea of a fair test. Teachers have good classroom control and high expectations of behaviour. The use of speaking and listening skills within the lessons is good and discussion sessions are used particularly well to reinforce learning. Teachers provide challenging additional work for the above average pupils. Where the teaching is satisfactory, in long teaching sessions, the pace of the lesson is slower and, consequently, learning by all groups of pupils is less effective. There is little evidence in lessons and in the scrutiny of work that computers are used to support and extend learning in the subject.
90. The planning for the teaching of science is good with opportunities for investigation work clearly identified. However, the subject is often timetabled in single weekly teaching units of two hours and, overall, this is too long for very effective teaching and learning to take place. Pupils become physically tired, adversely affecting their pace of working and concentration, and there is little opportunity for good, reflective evaluation to take place at the end of the investigation. The assessments of pupils' work are generally sound, although some marking does not provide for challenges to be set for individual pupils. The setting of individual targets is in place and, although in its infancy, is being used to inform planning and has a positive impact on learning.
91. The co-ordinator manages the subject well and takes a positive role in the monitoring of the delivery of science throughout the school. Yearly analysis of test results is undertaken and significant outcomes are built into the planning guidance for staff. Resources are adequate and checked regularly to ensure they are complete and serviceable. The two-year cycle of science topics is under constant review to ensure that the statutory parts of the curriculum are delivered effectively throughout the school.

## **ART AND DESIGN**

92. All pupils, including those with special educational needs and English as an additional language, achieve the expected levels of skill and understanding across the various artistic elements and in a good range of art media and techniques. The standard of work seen in all age groups is satisfactory and has been maintained since the previous inspection.
93. In Years 1 and 2, pupils make increasingly accurate drawings and paintings. They show growing skills in the use of colour, texture and shape. Pupils in Year 1 explore colour contrasts and textures in collage and paintings using leaves. Year 2 pupils improve their skills by investigation and use a good range of materials to make attractive classroom displays around the theme of autumn.
94. In Years 3 to 6, pupils are broadening their experience of working with different media and are extending and refining their skills. In Year 3, pupils make a simplified design for a pattern using natural artefacts including shells. They then print their design, using

polystyrene tiles, choosing appropriate colours. In Year 5, pupils use their experience of drawing to sketch a variety of 'still-life' objects with great care as to the detail, including perspective and shading. In Year 6, pupils use increasing accuracy and attention to detail when drawing and effectively evaluate and modify their work. Higher attainers confidently compare and improve their drawings after evaluating in small groups.

95. In the lessons observed, good teaching has a positive impact on pupils' response to art and design. Clear learning objectives are shared with the pupils and these are achieved by the end of the lesson. The correct use of vocabulary related to designing patterns, for example 'horizontal', 'vertical' and 'diagonal', encourages the pupils to be precise and detailed when talking about their work. Good use is made of visual aids to model teaching points for the pupils. For example, a rose was shown to illustrate the particular outline of the leaf. Overall, pupils' response is good. They work with care in a purposeful way, quickly becoming engrossed in their task. They talk about their work and what they will do to improve it. They are sensitive to the work of other pupils and supportive of each other.
96. Colourful displays around the school reflect a thematic approach to art and design, with autumn and harvest being prominent during the inspection. Displays also enhance other curriculum subjects and are used effectively to reflect the spiritual dimension of the school. However, there are few examples of three-dimensional displays or the use of drapes and materials to enhance the work. An annual arts week provides a good opportunity for art and design to link with other subject areas and the work produced is of a high quality. An art club is held after school and allows some pupils in Key Stage 2 to extend their enjoyment of the subject outside of the school day. Leadership and management of the subject are satisfactory. The co-ordinator has a clear agenda for improving the subject when it becomes a priority.

## **DESIGN AND TECHNOLOGY**

97. Standards in the subject are in line with national expectations for pupils at the end of Years 2 and 6. At the previous inspection, standards were also judged to be in line with national expectations. Pupils in Year 2 talk about their work in simple terms, describing how a product works. They use models of vehicles they have made, using card, to explain axles and wheels, and the relative strengths of wood and straws. They can select suitable materials and use simple tools to make their models. They are able to evaluate their work and suggest ways in which it could be improved. In Year 6, pupils consider their designs, discuss possible uses for their product and identify what works well. Here, working on the design of a shelter, pupils had previously made uprights using rolled paper and were able to discuss the use of different materials, including wood and plastic and the associated properties of the materials. All pupils are encouraged to discuss their work with others and carry out evaluations of their products and design. Pupils with special educational needs and English as an additional language make good progress with effective support. However, pupils in Year 4 were unsure of what they had made in design and technology, and could not remember using either a drill or a saw.
98. The quality of teaching is satisfactory. Teachers prepare their lessons well and make good use of resources. Pupils and procedures are well managed, and task sheets provide a good structure to guide pupils through the design and make process. In a Year 1 class, a book about a fox gave a good stimulus to design a levered puppet. Good questioning by the teacher challenged and inspired the pupils to make many thoughtful suggestions for puppet designs. In some situations, especially when pupils were working from worksheets, urgency and pace slackened and opportunities to review work were not identified. Consequently, learning was not extended and challenge was

low. Co-ordination of the subject is satisfactory. The co-ordinator for design and technology monitors the teachers' planning and has produced a scheme to ensure that key skills are developed progressively from year to year. Information from assessment of pupils' work is used satisfactorily to plan subsequent work. Half-termly assessment takes place to check achievement against the National Curriculum programme of study. There is some use of control technology, the 'roamer' and 'logo', but, as yet, there is little evidence of this subject being linked effectively with computers.

## **GEOGRAPHY**

99. Standards in pupils' knowledge, skills and understanding are in line with expected levels in Years 2 and 6. These standards have been successfully maintained since the previous inspection and there is evidence of some improvement in Year 6. The school has adopted the national guidelines for geography to support teachers in their planning. This ensures that pupils cover a balanced geography curriculum and develop specific subject skills in a structured and systematic manner as they move through the school. As a result, pupils of all ability levels, including those with special educational needs and English as an additional language, achieve satisfactorily.
100. From the earliest stages, pupils begin to develop a sense of place through the study of the school site and grounds. Teachers plan tasks that are particularly relevant to pupils' needs and stimulate their interest well. Pupils explore geographical questions such as 'Where in the world is Barnaby Bear?' Teachers support pupils' learning about more distant places with the use of pictures, photographs, maps and globes as they track Barnaby's journeys to Egypt, Paris and New York. By Year 2, pupils draw island maps and are introduced to the use of a key as part of their work on Struay, an imaginary Scottish island. Teachers encourage pupils' accurate use of geographical vocabulary to describe features of the island landscape including the harbour, post office, land and sea. Pupils in Year 2 talk enthusiastically about their work with good recall of the topics studied. Higher attaining pupils have a good awareness of distant localities and demonstrate sound map work skills. Lower attaining pupils are less confident in differentiating between human and physical features. For example, when describing features such as the sea and the pier.
101. By Year 6, pupils are able to distinguish between physical and human processes and explain how people can damage or improve the environment. Higher attaining pupils explain erosion and deposition processes and describe the changes these cause to rivers and landscapes. Teachers' guidance has enabled pupils to use clear reasoning in their work. This was particularly evident during an extended writing session where pupils drew on their knowledge to produce lively accounts of the circumstances surrounding the flooding of rivers such as the Thames, Severn and Rhine. Most pupils are able to identify river features from the source to the sea and name a range of British and world rivers.
102. The quality of teaching is good. Teachers set interesting and challenging tasks designed to develop pupils' study skills. They plan carefully and co-operatively to ensure continuity of development, with pupils' learning building satisfactorily on their earlier experiences. Pupils are motivated by a variety of approaches, many enabling them to acquire skills through first-hand experience. There was no use of ICT to support learning in the lessons observed. In the work samples seen, marking was consistent with appropriate points for development; however, worksheets are used in Years 2 and 6 and limit opportunities for pupils to record their findings more imaginatively.

103. Geography is effectively managed by the co-ordinator who has a clear view of the standards attained by pupils through sampling of their work and regular discussions. In addition, teachers' planning and classroom displays are monitored to ensure that the scheme of work is being followed consistently. Half-termly assessments are completed in line with the school assessment policy to check progress against the National Curriculum programme of study. The co-ordinator has addressed the resources issue reported in the previous inspection and there are now globes in every classroom.

## **HISTORY**

104. Standards in pupils' knowledge, skills and understanding are judged to be in line with expected levels by Years 2 and 6. These standards have been successfully maintained since the previous inspection. The school has now adopted the national guidelines for history to support teachers in their planning and to ensure that pupils cover a balanced curriculum. As a result, pupils of all ability levels, including those with special educational needs and English as an additional language, achieve satisfactorily.
105. By the age of seven, pupils know the difference between fact and fiction and how to find information from books. High attaining pupils are beginning to develop a sense of chronology and are able to recall knowledge from previous units such as old and new toys. High attaining pupils understand that their lives are different from the lives of people in the past. Teachers successfully encourage pupils' interest in the past by initially focusing their attention on changes in their own lives and in the lives of familiar adults. Pupils then go on to acquire knowledge about people and events in the more distant past.
106. Pupils in Year 3 are beginning to carry independent historical enquiry. They were able to produce an account of an aspect of life in Ancient Egypt, drawing on a range of sources of information. However, only the most able pupils were able to interpret rather than copy information and no use was made of ICT as a research tool. Pupils in Year 5 are beginning to identify some of the different ways in which the past is represented, including ideas and beliefs from the past. During their study of Britain and the wider world in Tudor times, pupils explored the concept of a flat world through extended writing from the viewpoint of explorers, merchants and settlers. By the age of eleven, it is clear that pupils have a great enthusiasm for history. They are able to talk animatedly about previous units but cannot always easily distinguish fact from legend when discussing earlier civilisations.
107. The quality of teaching is satisfactory overall. Teachers make good use of historical artefacts to bring the past to life. For example, a Viking display was enhanced by a replica tunic and other items on loan from the Jorvic Viking Centre. In a good lesson, Year 4 pupils were provided with a range of stimulating materials promoting interest in a historical enquiry of Alfred the Great. Pupils' learning was dependent on their reading ability. The texts provided to discover facts about the life of Alfred the Great were well matched to the wide range of abilities in the class. As a result, all pupils made good progress. Pupils also made use of ICT, gathering information from the 'History of the World' CD-Rom. However, pupils in a parallel class were not offered the same opportunity to support their learning and teaching was less satisfactory. Lack of preparation and ineffective behaviour management limited progress. There was also little evidence of extended activities for more able pupils in the lessons observed.
108. Management of the subject remains satisfactory. The co-ordinator is a recently appointed history specialist who has not yet had the opportunity to make an impact on the subject. Improvements since the previous inspection include the introduction of a



history museum which has contributed towards addressing the previous issue of inadequate resources. Resources for history are now satisfactory and the museum has encouraged the loan of many interesting artefacts from parents and the other members of the community.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

109. Standards in ICT are in line with national expectations. This represents a considerable improvement since the last inspection where standards throughout the school were judged to be unsatisfactory. Teachers make good links with other subjects and find relevant opportunities for pupils to develop their skills. As a result, all pupils make good progress and achieve well. National funding has provided the school with a new computer suite, Internet access and opportunities for research and independent learning. Funding has also provided extensive training for teachers and learning support assistants and has improved their knowledge of the subject. Pupils of all attainment levels, including those who speak English as an additional language and those with special educational needs, make good progress in learning basic skills and are confident to use these skills for research and to record their work. Pupils talk enthusiastically about their use of ICT both inside and outside school.
110. By Year 2, pupils use computers with confidence. They are able to open, save and print work independently. In English, they use wordprocessing to write lists of instructions, including rules for games and to present poetry inspired by A A Milne. They select the font style and colour of text for themselves. In history, pupils entered text into 'speech bubbles' to describe what characters in a story may have said. Art and design programs are used well for drawing and pattern making. Pupils use a variety of different tools, including brushes and spray cans, and are able to fill shapes with colour producing images in the style of Kandinsky and firework displays to celebrate Diwali. There was little evidence of pupils' use of datahandling programs to collect and display information.
111. By Year 6, pupils are using spreadsheet modelling to solve a variety of mathematical problems, including calculating the area of polygons and totalling points for a football league table. When wordprocessing, they use fonts appropriately according to the audience. They are able to present and interpret information from databases graphically as pie and bar charts and use a branching database to classify information. Pupils are able to use CD-Roms and the Internet effectively as research tools for historical and other enquiry. While pupils had used Excel to graph data logged from a temperature probe, there was little evidence of pupils using the computer as a control tool.
112. The quality of teaching in all of the lessons observed was good, and the benefits of the improved curriculum and teacher confidence are becoming evident in the standards achieved by the ages of seven and eleven. Planning shows improvement since the previous inspection and includes opportunities for ongoing assessment. The direct teaching of ICT seen was of good quality as a result of teachers' good subject knowledge. In Year 5, pupils were taught to import clipart images before editing and transforming them to produce a shadow image. A good demonstration and clear explanation were given by the teacher to the whole class. The pupils were attentive and were keen to discuss and evaluate their work as it progressed. In Years 2 and 4, pupils with special educational needs and English as an additional language were supported effectively by both learning support assistants and their peers in mixed ability pairs. While less able pupils were well supported, there were too few opportunities for more able pupils to extend their work, other than by level of achievement. Pupils who were sharing computers worked co-operatively but did not always have the opportunity to produce individual work.

113. ICT is used effectively across the curriculum particularly in English and mathematics. In Year 3 literacy, a talking book 'Dragons' was projected onto the whiteboard to provide a stimulus for poetry. In mathematics, the 'Collins Primary Maths' software was used to support problem solving for less able pupils. While there was evidence of use of CD-Roms for research in history, pupils in parallel classes did not always have access to the same technology.
114. The co-ordinator was appointed shortly after the last inspection and shows good leadership of the subject. The school has adopted the national guidelines for ICT ensuring that pupils cover a balanced curriculum. Resources are now satisfactory and the school makes efficient use of its equipment. The co-ordinator supports colleagues through regular in-service training and informal drop-in sessions. There is a clear action plan for raising standards and the school is developing a website which gives general information about the school. Pupils are involved in the creation of the website and add examples of their work during an after-school computer club. Parents' awareness of pupils' learning is also enhanced during regular family ICT sessions. An Internet safety policy is in place, which is signed by all parents. Although there is a portfolio of work, the co-ordinator has rightly identified the introduction of a system to assess pupils' attainment and progress against National Curriculum levels, as an area for improvement.

## **MUSIC**

115. At the time of the last inspection, standards by the end of Years 2 and 6 were judged to be in line with national expectations, with particular strengths in singing. Judgements in this inspection show that improvement has been made, with standards throughout the school, in all aspects of the subject, being above national expectations. Music is regarded as part of the core curriculum of the school and good planning and good teaching have resulted in this improvement. Singing is now very good and is effectively used to promote learning in many other areas of the curriculum.
116. Pupils in Years 1 and 2 sing confidently, with expression and empathy for the genre of the music. Two-part singing is well executed and pupils tackle new songs with confidence. By the end of Year 2, pupils have good listening skills and identify sounds as high or low, soft or loud. They can combine different elements of music using untuned percussion instruments to make their own sounds and can effectively evaluate the result.
117. Pupils in Years 3 to 6 sing well. They have good diction and a good sense of rhythm and pulse. The pupils sing in tune and reflect the emotions of the song by altering speed and volume. By the end of Year 6, they understand notation and improvise rhythmic phrases within a group performance using percussion instruments. They have a good understanding of great composers of the past and can describe and compare a range of music using suitable vocabulary. Pupils with special educational needs and English as an additional language achieve very well and are fully integrated into all aspects of the subject.
118. Teaching overall is good and is never less than satisfactory. Where the teaching is good or very good, staff have a clear understanding and enthusiasm for the subject. Lessons are planned to include practical work by the pupils, extending learning opportunities from previous sessions. For example, a lesson involving pupils creating sounds to reflect an animal, combined the playing of percussion instruments with drama to good effect. The performance clearly showed the pupils' previous work in playing instruments with

sensitivity and control. Lessons have a brisk pace and the pupils are challenged to complete their tasks within set time limits. Teachers' comments are both timely and well judged to focus on the essential features so pupils listen carefully to what is required and make a good effort to apply what they are told. Good examples are set by all adults who join in with enjoyment, but particularly when demonstrating what to do, and accompaniments are supportive. Musical notation is taught using 'soundscapes' – pictorial representation of musical sounds, and the teacher encourages the pupils to use their imagination and creativity in following the notation. Pupils are then challenged to create their own musical scores using similar notation. Involvement by the school in an arts week has boosted staff knowledge and confidence. Extra-curricular lessons include keyboards, recorder, choir and brass tuition.

119. Music is used successfully throughout the school to enhance pupils' learning in other curriculum lessons. For example, music is linked to science and, in mathematics, pupils sang a jingle as they selected a shape from a bag. The jingle used mathematical language and provided great enjoyment to the learning experience. Music is used effectively to set the scene in assemblies and acts of collective worship, when chosen music is played. Here, the pupils can correctly identify the title and composer and can suggest suitable moods and emotions inspired by the music. The spiritual development of the pupils is enhanced by the value the school places on music. Times for reflection are often accompanied by quiet, calming music. The singing of folk songs from around the world gives the pupils an opportunity to appreciate and value cultural variations, and is recognised by the school as a useful teaching tool in this area of the curriculum.
120. The subject is effectively managed by the co-ordinator who is an enthusiastic musician, and the headteacher provides valuable support, particularly in accompaniments. The subject is planned well throughout the school and areas for assessing pupils' progress are clearly identified. Planning is monitored regularly to ensure effective delivery of the curriculum. There are some examples of computers supporting work successfully.

## **PHYSICAL EDUCATION**

121. The physical education programme includes all the essential aspects of the National Curriculum. Gymnastics, games and dance are taught throughout the school with the addition of athletics in Years 3, 4, 5 and 6 and outdoor and adventurous activities in Years 5 and 6. Swimming is taught in Years 4 and 5.
122. During the week of the inspection, it was possible to observe only gymnastics and games. Standards in work seen by the end of Years 2 and 6 have been maintained since the previous inspection and are at the expected levels. Pupils with special educational needs and those for whom English is an additional language are integrated fully into lessons. As a result of teachers' careful strategies to engage all pupils actively in their learning, most achieve at a similar rate to their peers. Within this context, classroom assistants play an important part in supporting the work of pupils with special educational needs. There is no difference in the standards attained by boys and girls.
123. There are very good opportunities for pupils to further improve their skills in extra-curricular activities. Some of the activities are seasonal but, currently, they include aerobics, dance, football and netball. Recorded evidence shows that the pupils achieve very well both in friendly and competitive sports events with other schools. In 2001, for example, the swimming team won all the trophies for medley relay, freestyle relay and individual events in the Uxbridge and District league. Girls and boys respectively came second and third in local cross-country championships.

124. In Year 2 gymnastics, most pupils demonstrate reasonable levels of competence when developing sequences of movement that involve travelling along, over, under and around apparatus. In Year 6 games activities, pupils develop power and accuracy and improve their catching skills when throwing a ball over a distance. There are good links to personal, social and health education because teachers discuss with pupils how exercise contributes to a healthy lifestyle. Proper attention is paid to health and safety requirements. Rightly, this is not allowed to inhibit pupils' spirit of discovery and adventure. All pupils dress appropriately for physical education.
125. In lessons observed in Year 2, the quality of teaching is satisfactory overall resulting in satisfactory learning with pupils attaining the expected level. In Years 3 to 6, the quality of teaching ranges from satisfactory to very good with some very good features. Overall it is good. Consequently, almost all pupils attain competently at the expected level and some attain above. The most effective teaching is characterised by teachers' secure knowledge and understanding of the subject combined with their high level of expectation and their effective management of pupils. Some teachers provide good opportunities for pupils to watch and carefully observe the performances of others with a view to making improvements. However, this good practice is not consistent throughout the school. On some occasions, the noise level in lessons is excessive and this distracts from overall achievement.
126. The curriculum is planned well and provides an appropriate variety of learning opportunities. Teachers undertake appropriate ongoing assessments of pupils' performance and record these each half term. The statutory curriculum is enhanced by very good extra-curricular provision. These activities have a significant and beneficial impact on improving pupils' skill levels and on their achievement. Links to ICT are developed mainly through dance materials. Resources to support and extend learning are satisfactory in range and quality. However, both gymnasiums in the school are cramped and their acoustics are poor. Leadership and management of the subject are effective. Termly monitoring takes place and the outcomes are evaluated by the senior management team and the headteacher. Training has been led by the co-ordinator to familiarise staff with new resources for the subject.