

INSPECTION REPORT

WILLIAM MORRIS PRIMARY SCHOOL

Recreation Way, Mitcham

LEA area: Merton

Unique reference number: 102661

Headteacher: Melanie Haynes

Reporting inspector: P E Lyseight-Jones
12641

Dates of inspection: 23rd - 26th June 2003

Inspection number: 246227

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Recreation Way Mitcham
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Telephone number:	(0208) 764 9765
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Appropriate authority:	The governing body
Name of chair of governors:	Richard Mainwaring
Date of previous inspection:	7 th July 1997

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14347	Joan Lindsay	Lay inspector		Pupils' attitudes, values and personal development Attendance Welfare, health, safety and child protection Personal support and guidance How well does the school work in partnership with parents?
20707	David Brettell	Team inspector	Science Physical education Special educational needs	
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

William Morris is an urban primary school which has recently undergone considerable change. At the time of the last inspection in 1997, the school was a five-form entry middle school catering for pupils between the ages of eight and 12. In September 2001 it became a two-form entry primary school for pupils aged between three and 11. This has led to an unusual year group profile. Over 40 per cent of the 318 pupils are in Year 6; there are no pupils in Year 2, Years 1 and 5 each have two classes. All other year groups have one class. The recently opened nursery is currently undersubscribed. The last large Year 6 leaves the school at the end of this term. The school is on the edge of a large local authority housing estate from which it draws most of its pupils. There are high levels of unemployment locally and about 25 per cent of pupils are eligible for free school meals, which is above average. The change to the school's character and the accompanying upheaval has led to a larger than usual number of pupils both leaving the school and joining it. There has been a high turnover of staff. However the next school year will begin with an established staff team.

Pupils at the school represent a wide range of ethnic backgrounds including pupils from Caribbean, African and Indian heritage. The largest group of pupils are white British. At 43 per cent, the percentage of pupils who speak English as an additional language is high. However, only 5 per cent of the pupils are at an early stage of learning English. A higher than average proportion of pupils have special educational needs; those with statements are represented at well above the national average rate. When pupils join the school their attainment is well below average. About a third of the youngest children speak English as an additional language and are in the early stages of learning English. Pupils end their reception year on course to meet expectations in all areas of learning except for reading and writing, where they are below expectations.

HOW GOOD THE SCHOOL IS

William Morris is an improving school. The headteacher provides very good leadership and is managing the school very well. The school community has worked well to make necessary and urgent improvements to the school as it develops as an increasingly effective primary school. Although the national tests in 2002 show pupils achieving well below average, the work they do now is better than this. However, overall standards are not as high as they could be. Teaching is satisfactory overall. Particularly good teaching, with corresponding improvements in pupils' standards, occurs in the nursery and reception classes. The school provides satisfactory value for money.

What the school does well

- Very good leadership by the headteacher which provides a clear vision for the school's development. Overall, there is good leadership and management by key staff, ensuring that appropriate priorities are set and action is taken to meet them.
- Good teaching and learning in the nursery and reception classes.
- Pupils' achievement in reading, speaking and listening, science, art and design, history, information and communication technology across the school and in personal and social development for eight to 11 year old pupils.
- Helping pupils to behave well and to develop good attitudes to learning.
- Promoting very good relationships within the school which contributes to pupils' personal development and to their increasingly good behaviour.
- Pupils with special educational needs and those for whom English is an additional language are well supported.

What could be improved

- Standards in English, mathematics and science and in some foundation subjects, and especially for the more able pupils.
- The use of assessment to improve planning for teaching and learning.
- Developing the effectiveness of subject leaders.
- Improving the consistency and quality of teaching and learning across the school.

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 1997. At that time it was a five form entry middle school for pupils between the ages of eight and 12. The character of the school has significantly changed since it became a two-form entry primary school. In particular at the previous inspection the school had no nursery or reception classes, nor had it any classes for Key Stage 1 pupils. It has now successfully established these new classes. Teaching has improved as has pupils' behaviour and pupils' attitudes to school. The school has strengthened its support for pupils with special educational needs. Provision for moral and cultural development is now very good. Leadership and management have improved and are now good.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with					Key
	all schools			prior attainment	FSM	
	2000	2001	2002	2002	2002	
English	D	D	E	E	E	well above average A
mathematics	E	E	E	E	E	above average B
science	D	E	E	E	E	average C
						below average D
						well below average E

In 2002 the school's performance in national tests was well below average when compared to schools nationally and to similar schools. That position prevailed for the previous four years with no sustained improvements. Few pupils achieved to the higher level. The school did not meet its targets in 2002. The 2003 targets were ambitious. Unvalidated results from the 2003 national tests show that the school came very close to meeting its English target but did not meet the targets which it set for mathematics and science. The proportion of Year 6 which has achieved to a high level increased in English and mathematics. Intensive work in English and mathematics in the past year has contributed to standards of classroom work being higher than in previous years. Pupils' reading is at expected levels by the end of Year 6, however writing remains a weakness. There are weaknesses in pupils' skills in practical number work, handling data and in mental calculation. Whilst pupils use skills learned in mathematics and science to help them to report their science investigations and to present their work well, information and communication technology is not used enough to help pupils to improve their work.

Standards are in line with expectations in art and design, design and technology, history, information and communication technology and physical education. They are below expectations in geography, music and religious education.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are enthusiastic about what the school provides, especially the range of educational visits and visitors.
Behaviour, in and out of classrooms	Good. The school is a generally friendly and harmonious community. There is very little oppressive behaviour and, where it occurs, it is dealt with swiftly and fairly.
Personal development and relationships	Good. Pupils respect each other's feelings and are developing a good sense of the values and beliefs of others.
Attendance	Unsatisfactory. However, the school has put into place good procedures to deal with this. These have resulted in improving attendance across the

	school.
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TEACHING AND LEARNING

Teaching of pupils:	Nursery & reception	Years 1 - 2	Years 3 - 6
Quality of teaching	Good	Satisfactory	Satisfactory

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

English and mathematics teaching are benefiting from the recent emphasis on putting into place national strategies for literacy and numeracy. In lessons, teachers manage time, resources and other staff well. Teachers are skilled at ensuring that pupils behave well. They develop and sustain good relationships in lessons so that pupils feel ready to learn. Pupils with specific needs are well supported. However, more able pupils are not regularly identified in teachers' planning and are not given work which meets their needs often enough. There is some particularly good teaching of music and personal and social education in the nursery and reception classes.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory overall and good in the nursery and in the reception class. The greater attention given to English and mathematics has led to some gaps in other subjects where teaching plans have not been put into practice fully. Strategies for teaching literacy and numeracy are satisfactory. There is a suitable range of educational visits and visitors. Pupils are given a good level of access to and opportunities within the curriculum.
Provision for pupils with special educational needs	Good. Pupils' needs are readily identified. There are good links with parents, the local authority and outside agencies. The co-ordinator provides comprehensive support. There are good resources which are used well by teaching staff and learning support assistants.
Provision for pupils with English as an additional language	Good. Pupils are well provided for. There are good resources available, including bilingual materials. The school uses translators and translations where necessary. A variety of teaching strategies, including small group work, assists pupils to make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Pupils' moral and cultural development are very good. Their social development is good and their spiritual development is satisfactory.
How well the school cares for its pupils	Satisfactory. Guidance and personal support to pupils are good. Assessment of pupils' academic development is unsatisfactory. The new co-ordinator has made improvements in the analysis of pupils' assessment information and this is most effective in English, mathematics and science.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good overall. The headteacher leads the senior management team very well to ensure that an appropriate educational vision for the school is realised. The senior management team plays an increasingly effective part in shaping the development of the school.
How well the governors fulfil their responsibilities	Satisfactory. The governors are knowledgeable about the strengths and weaknesses of the school. They are not yet fully involved in checking the work of the school.
The school's evaluation of its performance	Good. The headteacher, staff and governors are demonstrating increasing effectiveness in setting out the priorities of the school. There is an increasing involvement in effective school self-evaluation. As a result, the school takes very appropriate action towards improvement.
The strategic use of resources	Good. The accommodation is very good and there are good learning resources for the current needs of the school. Support staff are very well used and improve the quality of education in school.

The principles of best value are satisfactorily applied.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like school. • Able to approach the school with questions or concerns. • There are high expectations of pupils. • Children make good progress at school. 	<ul style="list-style-type: none"> • Pupils' behaviour. • Homework. • Working closely with parents. • Leadership and management.

The inspection team is in broad agreement with the points which please parents. The inspectors judge the pupils' behaviour to be good, the leadership and management as good and the school's links with parents are satisfactory. Whilst the school has clear procedures for homework, these are used inconsistently.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

- ***Good strategies have been put into place to improve matters and these have led to significantly improved national test results in 2003.***
- ***Pupils in nursery, reception and in Year 1 make good progress and this is linked to the good strategies which the school has put into place to raise standards.***
- ***There has been a limited impact on the progress of older pupils across the school. Even so, pupils in Year 6 have made better progress in their school work than previously.***
- ***Overall, standards in school are not as good as they could be.***
- ***The headteacher and staff are clear that this position is not to continue.***

1. The 2002 National Curriculum test results for English, mathematics and science showed that standards at the end of Year 6 were well below average when compared to other schools nationally and to the results of similar schools. The 2003 unvalidated national tests show that standards have risen significantly in English, that they have been maintained in mathematics and science and that a greater proportion of pupils than in 2002 has achieved to higher levels in all three subjects. Pupils' classwork across the school has shown improvement in the past year. English and science work seen during the inspection shows pupils' standards to be below average. However, work seen in mathematics remains well below average. Pupils' standards are average in reading, below average in speaking and listening and they are well below average in writing. Although attainment in mathematics was well below average overall, a significant number of pupils are now working at the expected levels.
2. When pupils enter school their attainment is well below average. From this low base, standards have improved in English and in science and pupils have made satisfactory progress. The school did not meet its targets for English, mathematics and science in 2002. This was a key reason for the local authority to designate the school as being of special concern. In conjunction with the local education authority, the school has analysed its test and assessment results and has put into place actions which should help the school move towards its ambition, which is to achieve as well as similar schools.
3. High teacher turnover has had an impact on providing continuous, high quality teaching. Many more pupils than in most schools have either left the school or joined it in the last year. This creates a difficult task for teaching staff and for pupils; keeping on track is harder than usual. In addition, pupils' behaviour up until the year before the inspection is understood to have been very unsatisfactory. This, and the relatively high levels of absence, contributed to standards which are too low. The school also accepts that teachers' assessments of pupils' performance were not as well-founded as they might be and their subject knowledge was not good enough in English and mathematics.
4. It was quickly recognised that the historical low achievement was not acceptable in the key subject areas of English and mathematics. The national strategies for English and mathematics had not been put into place. This means that pupils had not been given a thorough and systematic teaching and learning programme in these subjects. Pupils who had fallen behind were not quickly identified and intervention programmes for them were not in place. Teaching was not well enough planned to meet the broad needs of pupils. As a result of these factors, the more able pupils were not sufficiently challenged; this remains the position. The move to working in mixed ability sets was to encourage teachers to match work to the needs of pupils. Previously, the tendency had been to treat all pupils in one set as broadly similar, resulting in pupils at the top and bottom of teaching groups to be inadequately catered for.
5. There were, and remain, gaps in pupils' learning. Pupils lack good strategies for spelling unknown words but they have a reasonable grasp of the sounds of letters and groups of letters. This is shown in their satisfactory reading attainment compared with their weak writing. Pupils do not tend to use appropriate, simple punctuation consistently. They have few opportunities to write at length. They

use reference texts too little to help them to organise their thoughts or to help them to spell. Pupils are better at speaking and listening in small groups and in pairs. Their lack of confidence in speaking in larger groups is likely to be due to a lack of opportunities as they are not naturally coy or reserved. Pupils lack strong skills in working with numbers and they have only recently been taking part in regular mental arithmetic activities. It has proved more difficult to make satisfactory progress in mathematics than in English. However, the local education authority is working closely with the school to identify areas where pupils need support and is sending in specialist consultants to provide direct guidance and advice.

6. Pupils are able to undertake interesting investigations in science. This gives them opportunities to plan, predict, check and assess their own work and to use the skills which they have learned in English and in mathematics. Even so, more able pupils are not achieving as well as they should.
7. In Year 6 standards are in line with expectations in art and design, design and technology, history, information and communication technology and physical education. Standards are below expectations in geography, music and religious education. In geography and in religious education this represents a decline since the last inspection. However, the performance of pupils in the key areas of English and mathematics was well below average over several years. In view of this, the school priority to work to drive up standards in English and mathematics is correct.
8. Standards in the Foundation Stage are rising rapidly. Children at the end of their reception year are well in line to meet the early learning goals, except in reading and writing. Many pupils join the school with weak English language skills, whether they are from homes where English is the first language or not. They quickly learn to communicate effectively with each other, enjoying books and asking questions, seeking information. They are introduced to the sounds which letters make and are given good guidance on handwriting and on forming their letters correctly. The routines and good practice which are in place in the Foundation Stage are very promising. If sustained it is likely that pupils' standards will continue to rise within the near future. There is no Year 2 in school. The work seen in Year 1 classes shows satisfactory attainment and, therefore, very good progress since the children were nursery age in mathematics, art and design, design and technology, information and communication technology, geography, history, music, physical education and religious education. Again, given the pupils' attainment on entry to the school, the below average attainment in Year 1 in English and science still represents good progress.
9. The overall standard of achievement of most pupils for whom English is an additional language is good and they make good progress. Pupils are helped to make such progress by the quality of support which they receive from learning assistants both in class and in small groups outside of the class. Pupils who are more able are not given work which addresses their special needs and which challenges them sufficiently. The headteacher has recognised this and, as a contribution to improving their education, expects to provide extension classes for the most able pupils in mathematics.
10. The achievement of pupils with special educational needs is good. Attainment levels are very low on entry to the school, but those pupils who are identified as having special needs make significant progress. This is brought about principally through the good support provided by well trained classroom assistants.

Pupils' attitudes, values and personal development

11. Pupils of all ages have good attitudes to school and parents agree. This is an aspect that has improved since the previous inspection when the school catered for a different age range. Now even the youngest children are enthusiastic about coming to school. Older pupils clearly enjoy coming to school and are eager to talk about what they do. Pupils are especially enthusiastic about the school's range of visits and visitors. At the time of the inspection Year 6 pupils were going on a day trip to France, about which they were particularly excited. Afterwards, they spoke of how much they had enjoyed the experience; they had been able to use their newly acquired knowledge of the French language. Pupils show a good level of interest and involvement in lessons, particularly when the tasks set for them are interesting and suitably challenging. For example, in a Year 6 mathematics lesson, pupils remained absorbed in working out how to move an equal number of frogs from one side of a pond to another, using specific rules. Younger pupils listened avidly to a visiting speaker who came to

talk to them about being a Christian. They were able to relate the discussion to the recent visit they had had to a local church and they were eager to show the drawings they had done as a result of the visit.

12. Behaviour is good overall and has also improved since the previous inspection. This improvement has been highlighted by recent visits to the school by local education authority inspectors. However, a small number of parents still have concerns about behaviour in school. There is a small minority of pupils who have very challenging behaviour but the school works hard to support these pupils so that disruption in lessons is minimised. A new behaviour policy is in place which emphasises positive behaviour strategies. Pupils are very aware of the rewards and consequences that result from different types of behaviour. Now that the school has a more stable staff team there is greater consistency in how these strategies are applied with the resulting positive effect on behaviour. Pupils play well together in the playground. The school has been very successful at reducing oppressive behaviour such as bullying, racism and sexism. There was no evidence of any such behaviour during the inspection and pupils are confident that, if anything untoward occurs, staff will deal swiftly and fairly with it. There have been a relatively high number of temporary exclusions from the school but none have been permanent. In all cases, the pupils have been given a great deal of support within the school but the exclusions are used as a last resort; on occasion they serve to highlight that a pupil is in need of even greater support than the school alone can offer.
13. Relationships are very good throughout the school and again this is an area of improvement. As a result, there is a warm and friendly atmosphere in school as pupils mix very well together. There are high levels of mutual respect between adults and pupils. There is often a good rapport in lessons and this has a positive impact on standards of learning as well as on behaviour. Pupils are consistently reminded to respect the feelings, values and beliefs of others through, for example, assembly themes on rights and responsibilities and through looking at other religions and cultures in lessons. As a result, pupils have a good understanding of the impact of their actions on others. For example, if an incidence of poor behaviour occurs, the pupil concerned is asked to consider how his or her actions have affected others by completing a child-friendly diagram. Outside in the playground, pupils all mix very well together regardless of background, race or educational ability.
14. The extent to which pupils show initiative and take on responsible roles is satisfactory overall. Pupils willingly accept jobs such as helping to set up the hall for assembly and older pupils are keen to assist with the younger ones helping them in paired reading or with games at lunchtime. There is scope for pupils to be given more opportunities to show initiative in lessons and to extend their experiences of independent learning. In addition, the school does not yet have a school council but does give pupils the opportunity of playing some part in the development of their school by setting up specific consultations.
15. Attendance levels at the school are unsatisfactory overall as they compare unfavourably with national statistics for both authorised and unauthorised absences. However, the most recent annual figures show a good improvement as a result of the school's focus on improving pupils' attendance. Punctuality has also been a recent area for improvement and is now satisfactory. A very small minority of pupils still arrives consistently late. Registers are now all marked according to statutory requirements.

HOW WELL ARE PUPILS TAUGHT?

- ***The quality of teaching and learning is satisfactory overall.***
- ***There is good quality of teaching and learning in the nursery and reception classes. The quality of teaching and learning is good for pupils with special educational needs and pupils for whom English is an additional language.***
- ***There is very little unsatisfactory teaching.***
- ***Close to half of the teaching is good, with several very good and two excellent lessons being seen.***
- ***In the best lessons, pupils make either good or better progress.***

16. It is difficult to compare the quality of teaching, other than in the older year groups, with that from the previous inspection because of changes to the school's character. However, the healthy proportion of

good or better teaching and the strength of the newly set up nursery and reception classes suggests that teaching quality has improved. The table below compares aspects of Key Stage 2 teaching.

	Teaching Quality		Subject knowledge		Expectations	
	Previous report	Current findings	Previous report	Current findings	Previous report	Current findings
English	Satisfactory	Good	Satisfactory	Good	Not high enough	Satisfactory
Mathematics	Satisfactory	Satisfactory	Satisfactory	Satisfactory	Sound	Satisfactory
Science	Satisfactory	Satisfactory	Satisfactory	Good	Not high enough	Good
Art and design	Satisfactory	Unsatisfactory	Unsatisfactory	Good	Not high enough	Satisfactory
Design and technology	Satisfactory	Unsatisfactory	Unsatisfactory	Satisfactory	Not high enough	Satisfactory
Geography	No judgement	Unsatisfactory	Satisfactory	Satisfactory	Too low	Satisfactory
History	Satisfactory or better	Satisfactory	Satisfactory	Satisfactory	Too low	Satisfactory
Information and communication technology	No judgement	Good	Unsatisfactory	Good	Not high enough	Good
Music	Good or better	Satisfactory	Satisfactory	Satisfactory	Very high	Satisfactory
Physical education	Satisfactory	Satisfactory	Satisfactory	Unsatisfactory	Sound	Satisfactory
Religious education	Good	Satisfactory	Satisfactory	Satisfactory	Sound	Unsatisfactory

17. The spread of very good and excellent teaching and learning is broad. In English and mathematics there are examples from both of these categories. In addition, there is very good teaching and learning in art and design, geography, science, in the nursery and reception classes and in French. The particular strengths in teaching include:

- good use of time, resources and staffing;
- teachers' knowledge of what they are teaching;
- classroom management of pupils' behaviour;
- work which is well planned and matches pupils' needs;
- good relationships between pupils and between staff and pupils;
- good group work and partnership teaching, especially for pupils with special needs and those for whom English is an additional language;
- use of visual clues, dual language materials and story props for pupils with specific needs;
- teachers' encouragement to pupils to help them to achieve better;
- particularly good music teaching and promotion of personal and social education in the foundation stage; and
- aspects of scientific enquiry.

18. In lessons where these features occur pupils make good or better progress. The school's decision to focus on improving pupils' behaviour as a means of improving the quality of their learning has been successful, although it is clear that this remains an area for attention. Teachers are good at keeping order, in ensuring that classrooms are orderly and that learning takes place. This is taking a lot of staff energy, as pupils are not yet used to such consistently high expectations of their behaviour, but it is effective. In an excellent Year 6 English lesson pupils made very useful contributions to class discussions about 'Romeo and Juliet'. They worked very hard and concentrated well, creating a very purposeful atmosphere. At the end of the lesson their mature approach to learning had led to high

level appreciation of this Shakespeare play. They expressed their opinions very well, demonstrating their capabilities in speaking and listening to a good level.

19. The weaknesses in teaching are also present to varying degrees in some of the otherwise satisfactory teaching. They include:
 - lack of challenge and low expectations, especially for more able pupils;
 - low expectations of pupils' writing and their speaking;
 - work not being well enough matched to pupils' needs;
 - slow pace of work;
 - unsatisfactory assessment of pupils' work; and
 - little promotion of independence in learning.
20. Even where these weaker elements are present, pupils' attitudes to learning and their behaviour in class remain acceptable. This means that they are ready to learn yet are missing valuable opportunities to make progress.
21. The introduction of the national literacy and numeracy strategies is having a positive impact on planning for teaching, on teachers being more clear about standards of work and of appropriate expectations of pupils. Although the emphasis on these strategies and on the teaching of basic skills across the curriculum has been recent, there has been a satisfactory impact. There is evidence through pupils' work that they are being taught methods for learning about sounds and letters which, when well embedded into lessons, should lead to improved writing from pupils across the school. Staff working with the younger classes are making good progress in establishing habits of good handwriting and good presentation of their work amongst pupils. Older pupils have not established these good habits well enough.
22. Teaching and learning for pupils with special educational needs are good. Teachers work in close co-operation with the special educational needs co-ordinator in order to identify needs early. New strategies have been put in place to ensure that concerns are voiced as early as the nursery, now that the school has Key Stage 1 pupils. Thorough screening takes place in the nursery and, in this school year, three children have been identified as having special educational needs and their parents have been consulted. Teachers are involved in the writing of individual education plans and copies of the plans are kept by teachers in the classroom. Support assistants provide good teaching of basic literacy and communication skills to individuals and groups, working within the classrooms and sometimes by withdrawal to work in the designated special educational needs room. Their teaching is well planned in collaboration with the class teachers.
23. The quality of support for pupils who are at the early stages of learning English is good. Pupils are suitably assessed for their English language support needs and are given specialised support. This helps them to make good progress. The specialist teacher uses her time in lessons well, giving good quality and well-planned support to specific pupils, guided by the good records of pupils' progress which she keeps. Class teachers support pupils at all stages of learning English. Although some teachers do not specifically plan with the needs of English language learners in mind, they are aware of the need to focus specifically on the key subject vocabulary; they provide good general assistance and pupils' responses are suitably supported and extended.

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

- ***The quality and range of learning opportunities for pupils are satisfactory.***
- ***The enrichment which occurs through undertaking visits and welcoming visitors is a strength.***
- ***Teachers are making better use of literacy, numeracy and information and communication technology across the curriculum, most particularly during the last year.***
- ***Provision for moral and cultural development is very good.***
- ***Promoting pupils' appreciation of cultural diversity is a strength.***
- ***Provision for social development is good.***
- ***The concentration on English and mathematics has led to omissions in Year 6 in religious education.***
- ***There is scope planning for a wider range of teaching and learning strategies in order to promote initiative and for the pupils to work independently.***
- ***There are weaknesses in the planning for geography, history and religious education which result in some uncertainty about the progress which pupils are likely to make through the***

24. The strategies teachers use specifically for developing literacy are satisfactory. They have been most effective in improving pupils' reading, but less successful with writing. The school has made good improvements to its guided reading sessions. Learning support assistants use good strategies to help pupils with special needs and those for whom English is an additional language. More able pupils have too few opportunities to develop their extended writing. This prevents the literacy strategies from being wholly inclusive. At 90 minutes, some literacy lessons are too long for the pupils to maintain their concentration. Provision for out-of-school activities that improve pupils' learning are satisfactory. They are not well attended even though they provide good opportunities for pupils to develop both personally and socially.
25. There are opportunities for pupils for whom English is an additional language to take part in all activities. The activities are well-planned and pupils are given good quality of support, resulting in equality of access to the curriculum. The ethnic minority achievement teacher carefully analyses the language demands of the curriculum for specific pupils. A clear distinction is made between pupils with English as an additional language and those with special educational needs.
26. Pupils with special educational needs are taught the same range of subjects as the rest of the class and are fully included in all aspects of school life. Good quality individual education plans set out appropriate and challenging targets, designed to help pupils to develop their literacy, communication and numeracy skills. A substantial number of pupils have targets which are designed to help them to overcome emotional and behavioural difficulties. The latter area of special educational needs, that of emotional and behavioural difficulties, is becoming a strong and well regarded feature of the school's provision. Governors are aware of the school's growing reputation for dealing successfully with the behaviour concerns of some pupils. The success of the school's provision for special educational needs can be seen in the fact that behaviour is judged to be good in this inspection. A weakness in providing for the special needs of all pupils is the failure to identify and provide an appropriate curriculum for pupils with particular gifts and talents.
27. Provision for pupils' personal, social and health education is satisfactory and it is well on course towards being better than this. The school has only recently begun to pay more attention to this aspect of the curriculum. It has already made strong and successful efforts to improve pupils' behaviour and is working hard on including all pupils in all its activities. The curriculum includes appropriate attention to sex and drugs education. The subject benefits from having its own co-ordinator who is ensuring that there is an up-to-date policy supported by a progressive programme of work. Visitors such as theatre groups explore aspects of social behaviour such as peer pressure.
28. The contribution of the community to pupils' learning is satisfactory. The local services, such as the police, make a valuable contribution to pupils' safety education. There are strong links with the local community centre. The quality of pupils' art has benefited from an artist-in-residence. Pupils have contributed to a number of charities including 'Help a London Child'.
29. Links with other educational institutions are satisfactory. Teachers from the school liaise with those who will be welcoming the pupils into their secondary schools. Even so, there are no significant links with secondary schools over dovetailing their curricular plans. Adults training in a variety of educational institutions learn from working in the school, as do secondary students on work experience.
30. There has been an improvement in the provision for pupils' spiritual, moral, social and cultural development and this is now good, with some very strong aspects.
31. The provision for pupils' spiritual development is satisfactory. The school does not provide a daily act of collective worship, although some assemblies have a period to reflect on the issues discussed.

Assembly themes, religious education and strands of the personal, social and health education programme give pupils the opportunity for spiritual development. Displays encourage pupils to consider the wonders of space and the universe. Pupils are encouraged to have empathy with others through focus weeks such as Refugee Week when speakers came to talk about their personal experiences. Pupils can also reflect on their own development through opportunities to discuss rights and responsibilities and through evaluating their own work.

32. There is very good provision for pupils' moral development. The school has a very strong behaviour policy and moral code that are consistently promoted. Adults are good role models for principles such as fairness, honesty and respect for others. This is reflected in the very good relationships that exist throughout the school. Older pupils are clear about the attributes of different civilisations and how what may have been considered acceptable in the past, such as slavery, is unacceptable now. The strong moral principles of William Morris, for example, as an enlightened employer are highlighted. There are many opportunities for pupils to explore different cultures and how some have suffered from racial prejudice. Overall, the very wide range of opportunities provided has a very positive impact on pupils' moral development.
33. The school makes good provision for pupils' social development. There is a caring, family ethos within the school that ensures all pupils are included, whatever their ability, race or gender. There is a 'quiet club' held each week in the library for younger pupils who want to socialise in a less boisterous environment than the playground. Circle time allows pupils the chance to think about how their actions might affect others and about the importance of friendship. The residential visits arranged for Years 3, 4 and 5 as well as the day trip to France for Year 6 are important aspects of the pupils' social development. Pupils also have the chance to experience the needs of others in the wider community through charity collections such as for Comic Relief and through distributing Harvest Festival gifts. As yet, pupils do not have a representative body such as a school council so that they can become more involved in improving the school. However, pupils are consulted on projects such as the playground improvements and their views are taken into account. The result of the good opportunities to develop socially is that behaviour is good and relationships throughout the school are very good.
34. The provision for pupils' cultural development is very good. Pupils have many opportunities to extend their knowledge, particularly in art. Older pupils talk very enthusiastically about a music project in which they are participating. Although cost prohibits many visits to theatres and galleries, the school makes up for this by inviting in a wide range of theatre companies and visiting artists to work with the pupils. There are very many opportunities for pupils to appreciate the multi-cultural nature of today's society. This is inherent in the curriculum as well as through focused sessions. The school was fully involved in Black History Month. A variety of religious and cultural festivals are celebrated such as Chinese New Year and Divali as well as the Christian festivals. Pupils are provided with very many chances to appreciate cultural diversity; this is a strength of the school.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

- ***The procedures for monitoring and promoting good behaviour and for eliminating oppressive behaviour are very good.***
- ***Pupils feel safe and secure in school.***
- ***Pupils' personal development is well supported and monitored.***
- ***There are very good procedures for monitoring and promoting good attendance.***
- ***The procedures for child protection and for ensuring pupils' welfare are satisfactory with some good aspects.***
- ***The educational and personal support and guidance for pupils is satisfactory with some very strong features.***
- ***The school analyses national and optional test results well.***
- ***Group targets are well identified.***
- ***Pupils with special educational needs are properly identified and supported.***
- ***The needs of pupils who are learning English as an additional language are carefully judged and their progress regularly checked.***
- ***The school's attendance rate is unsatisfactory.***
- ***Procedures for assessing pupils' academic achievement are not consistently and fully in place.***
- ***Individual pupil target-setting is not sufficiently established.***
- ***More able pupils and their needs are not systematically identified and supported.***

35. The school has formally adopted local authority guidelines in relation to child protection. Staff are aware of the school's procedures for child protection yet these have not been written into staff guidance documents. There is an adequate number of staff trained in first aid procedures and the facilities for dealing with accidents and illnesses are good. There is a separate medical room. Appropriate accident, treatment and individual medical needs records are kept; 'bumped head' procedures are good. The health and safety policy gives good, clear guidelines and also outlines roles and responsibilities. Health and safety checks are carried out regularly by the caretaker and governors. The local education authority undertakes an annual risk assessment of the site. Electrical and fire equipment is checked by the appropriate contractors. Regular fire drills take place.
36. Educational and personal support and guidance for pupils are satisfactory with some very strong aspects.
37. The school has very good procedures for monitoring and promoting good attendance. Although the school's attendance rate is unsatisfactory, recent initiatives have had a positive impact on both authorised and unauthorised absences. The education welfare officer visits the school each week to follow up cases causing concern and to advise the school on how to improve attendance and punctuality even further. The school's late book records whether pupils who arrive after the start of school are accompanied by a parent to try to establish the cause of the unpunctuality. Parents are given frequent reminders about the importance of good attendance in newsletters and the school now telephones parents if they do not contact the school on the second day of the pupil's absence.
38. Procedures for monitoring and promoting good behaviour and for eliminating oppressive behaviour are very good. A small minority of pupils have very challenging behaviour; a variety of good strategies and support packages has been put in to support them. As a result, the school has been successful in keeping some pupils in education where other schools might not have been. Good behaviour is actively promoted. The staff has been very successful at eliminating oppressive behaviour. There is a good system whereby pupils can talk about what is troubling them with a trained counsellor or the school nurse. Where occasional racist incidents occur there are appropriate procedures in place to deal with them. Pupils themselves feel safe and secure in school.
39. Pupils' personal development is well supported and monitored. Most parents feel that the school is helping their child to become mature and responsible. There is a high level of care for pupils evident amongst staff. Teachers know their pupils well.
40. The school is successful in its identification of and provision for pupils with special educational needs. The school acts swiftly to involve parents and to seek the advice of outside agencies where appropriate. The school spends its budget for special educational needs wisely. In addition, substantial extra funding is identified to ensure that the level of support is adequate to provide for the pupils' needs. A good example of extra provision is the role of a support teacher, who works with individual pupils and small groups for three days each week. His work is having a significant impact upon the behaviour of a small number of pupils with whom he works. Pastoral care is a high priority within the school and its success is shown by the confident way pupils for whom English is an additional language become full members of the school community.
41. Overall, assessment is unsatisfactory. However, the school's procedures for assessing the attainment and progress of pupils have improved significantly in the last year. The current procedures are very new, not yet fully part of the school's practice and, therefore, have had insufficient impact. The school has appropriately focused much effort on assessments in English, mathematics and science. The results of national assessment tests are analysed. The results are used well and provide much valuable information about overall performance and individual progress. Annual school test results in English, mathematics and science for Years 4 and 5 are analysed and used to make predictions for future attainment of individual pupils. The information is used diligently to identify strengths and weaknesses in provision, to identify whether any particular groups of pupils are

underachieving and to set targets for future improvement. These targets are not sufficiently refined to identify exactly what pupils need to do to improve. As a result, individual pupils and their parents are not yet aware of what pupils have to do to improve their work. The needs of more able pupils are not systematically identified and responded to. Detailed written reports are produced at the end of year by teachers for all pupils targeted for extra English language support. Pupils are carefully identified through suitable analysis of their previous attainment. Pupils' progress is checked by the specialist teacher and the class teacher working in partnership.

42. The school is developing portfolios of the pupils' work in English to help staff to be more consistent in their assessments of the pupils' standards. For subjects other than English, mathematics and science there are no clear systems to assess pupils' progress. In these subjects assessment quality varies and there is some worthwhile practice. For example, in art and design, pupils take part in the good practice of both self-assessment and peer assessment; members of the class engage in constructive criticism to help one another improve their work.
43. Assessment arrangements in the Foundation Stage are satisfactory. Children are assessed on entry to Nursery against the Stepping Stones in the Early Learning Goals. The teachers in the nursery and the reception classes plan activities to help the children meet the Early Learning Goals that most children are expected to achieve by the end of the Reception year. Detailed records of each child's progress are kept. At present, the results of these assessments are not analysed systematically to set targets for either individuals or different groups of children nor are the actions staff and children need to take to achieve these targets identified clearly enough.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

- ***The school maintains satisfactory links with parents.***
- ***The information provided to parents is of satisfactory quality.***
- ***There is inconsistent setting of and use of homework.***
- ***The school prospectus and the governors' annual report to parents lack some statutory items.***

44. The school has successfully maintained satisfactory links with parents despite the many changes that have taken place in recent years. Parents who responded to the questionnaire or attended the parents' meeting have satisfactory views of the school. Their biggest concerns were: the standards of behaviour, homework, how well parents are kept informed about progress, how closely the school works with parents and the school's leadership and management. Inspectors' judge that overall, behaviour is good, parents are given satisfactory information about progress, links with parents are sound and leadership and management are good. There is some evidence that the use of homework is not consistent throughout the school. During the inspection there was very little homework given out.
45. The contribution of parents to their children's work at home and at school and the impact of parents' involvement on the work of the school are satisfactory. Very few parents regularly come in to school to help. Some parents support their children by listening to them read at home. Only a very small number of parents attend meetings at school where these do not directly involve their own children. However, parents are very supportive of school productions and several help at events such as the school sports day. A Friends' Association has recently been formed and the school is trying to increase parental interest so that a committee can be set up. The school has recently set up a parent/carer and toddler group. There is good practice in home visits being carried out to homes of all children who are starting in the nursery class. There is a suitable home school agreement which parents sign when their child first joins the school.
46. The quality of information provided for parents is satisfactory overall. Parents receive regular, informative monthly newsletters. There is no consistent system to give parents regular curriculum information. Parents may attend two formal consultation meetings each year to discuss their child's progress; they receive a written report in the summer term. This report gives a satisfactory amount of information, although comments are very brief for the subjects other than English, mathematics and science. In addition, these reports do not consistently give indications about what the pupil needs to do to improve further. Most parents are happy to approach the school with any problems or concerns. The school has a strong and positive relationship with the parents of pupils with special educational needs. From early identification of need, there follows suitable consultation with parents. Parents'

views are sought through regular reviews and copies of individual education plans are shared with parents. The views of pupils are also sought. Where pupils have English language learning needs, support from their parents is effectively sought and translators and translations are arranged where needed.

47. Both the school's prospectus and the governors' annual report to parents have some statutory items missing. This was also the case at the last inspection.

HOW WELL IS THE SCHOOL LED AND MANAGED?

- *There is very strong commitment for the school to succeed.*
- *The headteacher's leadership and management are very good.*
- *The headteacher and senior staff lead and manage the school well.*
- *The school is good at checking what it does and in taking appropriate action.*
- *Support staff, administrative staff and the caretaker make a valuable contribution to the work and smooth running of the school.*
- *The governing body undertakes its responsibilities satisfactorily.*
- *The school uses the funds available to it well and applies best value principles satisfactorily.*
- *The role of some subject leaders is insufficiently developed.*

48. The headteacher gives a very strong lead to the school and its development and has done so since she came into post in April 2002. The considerable issues which are linked to the school changing from a middle school to a primary school continue to present real challenges. It is to the credit of the headteacher that so much improvement has occurred in such a short time, with staff, pupil and governor morale still buoyant.
49. The headteacher works closely with the governing body and local education authority staff to put into place systems and procedures for raising standards. The headteacher, along with the deputy headteacher, have correctly identified the key priorities for developing the school at this time of change, in line with the school's aims and values. The school development plan highlights the necessity to improve pupils' standards in English, mathematics and science. The correct strategic decision was taken to give more curriculum time to these subjects than would usually be the case. Local education authority consultants, along with the headteacher and deputy headteacher, give training and in-class support to teachers to improve pupils' education, most specifically in English and mathematics. The high profile given to improving pupils' behaviour and their attendance rates have been both intensive and successful. As a result, pupils are getting better access to learning – they are in school and they are ready to learn.
50. The headteacher and the deputy headteacher regularly check the quality of teaching through a regular programme of observations. The senior management team is getting into its stride and all of its members are capable, experienced and skilled. They work well together as a team and are given a clear steer by the headteacher within a consultative climate. Whilst recognising that subject leaders need clearer definitions of their roles, as many of them are new into post, the emphasis has been on ensuring that the literacy and numeracy leaders are well equipped to bring about improvements. This emphasis is now being turned to teachers who are leading in other subjects. The effectiveness of satisfactory and better subject leadership and management are due to the expertise and drive of the individuals. The school recognises that longer-term and sustained subject development, such as agreeing standards and checking teaching and learning, will be improved by all subject leaders working closely to an agreed management and leadership brief.
51. The governors work well as a team and are ably led by the chair of governors. They deal with school matters satisfactorily but it is clear that the healthy working partnership with the headteacher and her team will lead to an even sharper focus on strategic school improvement matters. Governors take a real interest in the school and are well aware of the school's strengths and weaknesses. They are taking an increasingly direct part in devising the school development plan as they are now invited to the school working day on which the plan is reviewed and renewed. Governors are united in identifying improved communication as one of the successes of the last year. The appropriate committees are in place and meet regularly. There remain minor areas where the governing body is not fulfilling statutory requirements.
52. The special educational needs co-ordinator provides very effective leadership and management of the school's provision. She works closely in co-operation with the class teachers to ensure that extra support given to pupils relates directly with the work going on with other pupils. She manages all of the administrative work very efficiently and the special educational needs resource room is a well ordered base. The co-ordinator provides training for learning support assistants to ensure their full

understanding of phonic development, reading and writing packages. In addition to the work with pupils on the special educational needs register, the co-ordinator carries out an annual, whole school reading assessment as part of the screening for special needs. She has created good links with the school governors, with the local authority and with outside agencies. The ethnic minority achievement co-ordinator supports teachers effectively in their planning. She has a well-constructed action plan and uses appropriate strategies to check the effectiveness of what is provided.

53. There is a comprehensive school development plan that identifies suitable school improvement priorities. However, financial costings are not included in this plan due to the difficulties of timing, as the school development plan is finalised in September and the school budget relates to the financial year-end. Due consideration is taken of any financial implications involved in achieving the stated targets. The school had a large surplus which appears to date back to monies unspent following a major insurance claim, linked to the 1996 fire which destroyed much of the school. The current headteacher set a maintenance budget when she joined the school. Some of the consequent continued surplus was used to develop the school premises, to improve the playground and to offset some reorganisation costs. Falling rolls and the general restriction of finances available to the school in the current year mean that much of the remaining surplus has been allocated. The finance manager and the headteacher keep governors very well informed about the school's financial situation and take prudent decisions based on informed discussions. For example, different scenarios were produced when decisions had to be made about staff numbers for the coming academic year so that governors could discuss and make their decision. The school makes good use of new technology, particularly in relation to finance and monitoring attendance.
54. Additional grants are focused well on the areas of need so that the pupils involved make good progress overall. The school uses the principles of best value satisfactorily, for example by consulting with energy suppliers and comparing economies that could be had by switching energy suppliers.
55. There is a satisfactory match of teachers and support staff to enable all subjects of the National Curriculum to be taught. Although there has been a high turnover of staff in the past and some teachers do not have a lot of experience in teaching younger pupils, they have attended training courses and are beginning to gain more confidence in teaching subjects such as music. Performance management is in place, team leaders have been identified and teachers' targets have been devised. There is a good number of well-trained and effective support staff in the school and they have a positive impact on the progress made by specific groups of pupils. The office staff make a valuable contribution to the pleasant and welcoming atmosphere in the school and the caretaker plays a valuable role in ensuring the building and site is kept clean and tidy and the entrance is enhanced with colourful tubs of flowers.
56. The allocation of support assistants is very good. They provide good value for money in enabling pupils with special needs to be included with the mainstream education provided by the school. Their deployment is well planned and their work with pupils is very effective. Accommodation for special needs is very good, with a dedicated classroom, packed with a wide range of appropriate resources. The school also makes good use of smaller areas where groups of pupils can receive support outside their classrooms.
57. The accommodation is very good, having been designed as a middle school for a larger number of pupils. As a result, classrooms are spacious and there are several specialist rooms such as for food technology, art and information and communication technology. There are two halls, one specifically for physical education which has newly refurbished changing rooms and toilets. The other hall is used for assemblies and at lunchtime. The accommodation for the youngest children is particularly spacious with a very large outdoor area. The playground for older pupils is spacious and has been recently enhanced by the addition of climbing equipment. Pupils also benefit from having a large grassy area to play on, a separate space for football and the adjacent public parkland that can be used for outdoor physical education and sports day.
58. Resources are good overall, with particular strengths in art and for children in the Foundation Stage. There are good resources for English as an additional language. Art resources include a kiln and a wide range of books. The relatively newly resourced area for the youngest children is very good, both indoors and out. Although the main school library is well stocked and of a good size, there is not yet a

good range of books for the younger pupils who now attend the school. Resources for all subjects are neatly stored and accessible. The school makes use of the wider community as a resource such as by visiting the community centre and the local church as well as inviting in a wide range of people to speak to the pupils, including football teams and rap stars. The school's nature area is currently not being used and it is now very overgrown but is an area that pupils would like to see developed in the future.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

59. The governors, headteacher and senior staff should:

- i. Raise standards in English, mathematics and science and in foundation subjects by:
 - fully putting into place the national strategies for literacy and numeracy;
 - developing pupils' writing, speaking and listening in English and their number and mental calculation in mathematics;
 - extending the opportunities which pupils are given to investigate and to enquire, independently and using their own initiative;
 - ensuring that teachers plans meet the needs of all pupils;
 - ensuring that the time allocated to each foundation subject, but especially to geography, history and religious education, are sufficient for the subjects to be taught in depth;
 - ensuring that there is regular checking of teachers' plans to ensure that the planned curriculum is being taught as agreed;
 - improving the assessment techniques and practices in school and applying them regularly, consistently and constructively;
 - extending the opportunities which pupils have for assessing their own and each other's work;
 - putting into place suitable individual target-setting; and
 - ensuring that the homework schedule is adhered to and that homework provides enrichment to teaching and learning in class.

(Paragraphs 5, 6, 7, 9, 15, 19, 21, 41, 42, 43, 44, 78, 79, 80, 82, 86, 90, 95, 106, 120, 139, 142, 143, 147, 152 and 153)

- ii. Raise standards of more able pupils by:
 - ensuring that there is a member of staff with responsibility for more able pupils, their identification and development;
 - identifying more able pupils accurately, in creative, academic and physical areas of school life;
 - seeking out projects and enterprises which will challenge, enthuse and motivate the more able pupil; and
 - setting relevant targets for the achievement of more able pupils.

(Paragraphs 6, 9, 19, 26, 41, 105 and 146)

- iii. Improve the effectiveness of subject leaders by:
 - ensuring that all subject leaders have up-to-date job descriptions and that these are regularly reviewed;
 - ensuring that all subject leaders devise suitable subject development plans which are in accordance with priorities identified in the school development plan;
 - enabling subject leaders to have regular opportunities to check the quality of work which pupils and teachers are doing;
 - ensuring that subject leaders check that their subjects are being taught to the necessary breadth and depth; and
 - checking that pupils are offered consistently good quality programmes of work which build fully on their previous learning.

(Paragraphs 50, 58, 97, 108, 122, 128, 134, 139 and 157)

- iv. Improve the consistency of teaching and learning across the school:
- ensuring that relevant school's procedures are made clear to all teaching staff;
 - identifying good practice, especially in school, and ensuring that others are made aware of it;
 - regularly checking the quality of key activities such as assessment and planning; and
 - putting into place a programme of regular lesson observations and of reviewing of pupils' work.

(Paragraphs 19, 41, 61, 68, 72, 78, 86, 116, 125, 132, 134, 139 and 156)

In addition, governors should ensure that the areas where the school does not meet statutory requirements are addressed.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	81
Number of discussions with staff, governors, other adults and pupils	50

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	2	11	27	38	2	1	0
Percentage	2.5	13.5	33.3	46.9	2.5	1.2	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgments 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)	13	303
Number of full-time pupils known to be eligible for free school meals	n/a	78

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	8
Number of pupils on the school's special educational needs register	0	85

English as an additional language	No of pupils
Number of pupils with English as an additional language	109

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	39
Pupils who left the school other than at the usual time of leaving	45

Attendance

Authorised absence	%
School data	7.2
National comparative data	5.4

Unauthorised absence	%
School data	0.8
National comparative data	0.5

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

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	64	69	133

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	31	32	45
	Girls	40	29	52
	Total	71	61	97
Percentage of pupils at NC level 4 or above	School	53 (74)	55 (52)	73 (80)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	43	45	48
	Girls	54	39	54
	Total	97	84	102
Percentage of pupils at NC level 4 or above	School	73 (64)	64 (60)	77 (59)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British - Indian
Asian or Asian British - Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Chinese
Any other ethnic group
No ethnic group recorded

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
135	20	0
1	0	0
10	0	0
9	0	0
7	0	0
2	0	0
7	0	0
10	0	0
2	0	0
0	0	0
4	0	0
26	2	0
64	0	0
14	0	0
1	0	0
7	0	0
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)	15.3
Number of pupils per qualified teacher	18.4
Average class size	25.5

Education support staff: YR – Y6

Total number of education support staff	13
Total aggregate hours worked per week	257

Qualified teachers and support staff: Nursery

Total number of qualified teachers (FTE)	0.5
Number of pupils per qualified teacher	16.5
Total number of education support staff	2
Total aggregate hours worked per week	32
Number of pupils per FTE adult	5.5

Financial information

Financial year	2002/3
	£
Total income	1,191,661
Total expenditure	1,068,278
Expenditure per pupil	2,103
Balance brought forward from previous year	160,294
Balance carried forward to next year	117,681

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	15.3
Number of teachers appointed to the school during the last two years	10.6

Total number of vacant teaching posts (FTE)	3.6
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	3.6
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0.0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	318
Number of questionnaires returned	25

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	44	52	4	0	0
My child is making good progress in school.	36	52	12	0	0
Behaviour in the school is good.	24	32	20	6	8
My child gets the right amount of work to do at home.	20	44	24	12	0
The teaching is good.	36	48	12	4	0
I am kept well informed about how my child is getting on.	32	36	28	4	0
I would feel comfortable about approaching the school with questions or a problem.	48	44	4	4	0
The school expects my child to work hard and achieve his or her best.	44	52	4	0	0
The school works closely with parents.	40	24	28	4	4
The school is well led and managed.	40	24	16	12	8
The school is helping my child become mature and responsible.	28	56	8	8	0
The school provides an interesting range of activities outside lessons.	24	48	12	8	4

Other issues raised by parents

Six written responses were received. The main issue was an evenly matched debate over the impact on standards and leadership in the school since the school became a primary school.

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

60. Provision for children in the Foundation Stage is good overall. Owing to the change of status of the school, there has been a reception class for just two academic years and the nursery class was formed last September. The nursery has 26 children who attend part-time in the afternoons. Children are admitted to nursery at the start of the term after their third birthday and will progress to the reception class in September or January following their fourth birthday. At present there are 30 children attending full time in the reception class. There is a wide range of ability among the children who start nursery but overall attainment is well below average. Approximately a third of the children do not speak English as their first language and are in the early stages of learning English. Across the Foundation Stage children achieve well in all areas of learning. Most children are on course to meet the early learning goals, except in reading and writing, by the end of the reception year.
61. Weekly planning is very detailed in both classes. It is soundly based on the recommended areas of learning and staff plan together. This ensures consistency of practice across the two classes. Teaching is consistently good in all areas of learning but sometimes activities are not adapted well enough for children of different ages, abilities and experience. This is because assessments about children's progress are not focused well enough to identify their next steps in learning. Children's special educational needs are met well, as are the needs of children who are in the early stages of learning English as an additional language. Relationships between staff and children are very good. Children are managed very well. Expectations about ways to behave are made clear to them. As a result, their behaviour is good.
62. Relationships between staff and parents are very good. Parents are generally pleased with the education their children receive when they first start school and with the educational advice and guidance the school provides. However, the lack of a parents' bulletin board summarising the day's teaching and learning means that an opportunity is missed to help some parents to appreciate the range of ways in which young children learn. Regular meetings about the teaching of early reading, writing and mathematics would also enable the parents to provide their children with better help and support at home.
63. The management and co-ordination of the Foundation Stage are good. All the staff, including the nursery nurse and classroom assistants, work very well together. Both teachers have done well to establish themselves so competently within these new classes. Accommodation is very good and the resources are good. Regular access to high quality outdoor facilities greatly improves the children's learning opportunities.

Personal, social and emotional development

64. By the end of the reception year, standards are above those expected for their age. This is due to the emphasis placed on this important area of learning by all the adults. Teaching and learning of this area are particularly good. Children throughout the Foundation Stage generally behave very well. In both the nursery and reception classes, the children are given responsibilities such as being members of the tidy up team. They carry these out with pride.
65. Nursery children have plenty of opportunities to develop their personal and social skills. Once they are used to the nursery routines, they quickly learn to become independent. They help themselves to the equipment and resources which they need. They are encouraged to select their own activities, to work and play together, and to take turns and share. At times, the large space and wide variety of activities from which to choose is a little overwhelming for the newest and more timid children.
66. All adults provide interesting activities designed to capture children's interest and fire them with enthusiasm. They will often join in an activity to help children maintain their interest and to work hard. The adults help children to learn well and to develop their independence. Nursery staff encourage

children to concentrate in all areas of the curriculum. For example, following a visit to a farm, the nursery nurse helped children to make a scarecrow. She developed their spoken and mathematical language well, as they stuffed its body, by asking 'Is there enough hay in his chest?' or 'Are his thighs fat enough?' She also helped them to develop their creative skills by leading the singing of 'I'm a Dingle, Dangle Scarecrow'. Finally, she asked the children to teach the scarecrow to dance to scare the birds. This approach ensured that the children remained fully interested in their work.

67. In the reception class children are also given plenty of opportunities to share, play together and to be sociable. They can sustain their interest for a very long time when their interest is captured. In a game of pirates, children helped each other to wrap and tie material around their heads. They rowed their cardboard boat out to sea where they cast their nets to catch fish. One boy accidentally caught a passing girl with a glancing blow with his net. In a most unpirate-like fashion, the boys put their arms around the girl to comfort her as they apologised. The next day, again dressed as pirates, the children were seen dancing and playing musical instruments. 'We've landed on an island and we're having a party' they explained. Their interest in their game went on for days.

Communication, language and literacy

68. When they begin school, a few children have immature speech and, approximately, a third of nursery class children are in the early stages of learning to speak English. Staff pay very good attention to developing children's speaking, listening and early reading. As a result, all children in the nursery make good progress. By the time they leave the reception class, the majority of children are in line with expectations in speaking and listening. On entry to the nursery, children's reading and writing attainment are well below average. Children make good progress. Even so, by the end of the reception class the standards they attain remain below the level expected.
69. Teaching and learning are good. Most children in the nursery explain what they have done by using short statements. The more able children in the nursery speak clearly in sentences and act as good examples for the others. The children enjoy stories and are encouraged to make comments on, and answer questions about, stories they have heard. The teacher and the nursery nurse ensure that every child has the opportunity to join in with discussions and to answer questions. When singing familiar songs as a whole class, all the children join in. They try hard to perform the actions to go with the words. Children with speech and language difficulties, and those at the earliest stages of learning to speak English, are supported and encouraged very well by all the adults; these children also make good progress. By the end of the reception class, the standards which they achieve are average in speaking and listening. Children are given frequent opportunities to listen and to answer questions, to practice what they have learnt, and to practice speaking with one another and with adults during their play.
70. In the nursery, children are encouraged to recognise their own and each other's names and to write their own name on their work. For most children, this consists of writing the first letter. By the end of the reception class most children can write their whole name with the letters correctly formed. Children learn to recognise the sounds of letters at the beginning of words. They enjoy books and stories. During the inspection, children shared reading books, telling stories from the pictures. In the reception class, children are given plenty of practice in recognising letters and sounds and building up words. Many children can practice reading both on their own and with the teacher. Children clearly enjoy reading and are interested in books and print around the room. They can use and apply well the knowledge they have learnt. At the end of one day the reception class teacher was getting children ready for going home by saying 'If your name begins with' When he called out 'Ch' one child said 'Children begins with 'ch' so we can all go!' This ability to share jokes with the teacher demonstrates the very good relationships that abound in the nursery. These very good relationships result in very well motivated children who are eager to learn. In every room there is a supply of attractive books. These are moved between the nursery and reception classes in order to ring the changes and provide variety. There are not enough high quality picture books to thoroughly meet the needs of these keen learners.
71. In both the nursery and reception classes, children are given suitable opportunities to write independently in their play. The more able children achieve the standard of writing expected for their age by the end of the reception class. They use their knowledge of sounds to write simple words

correctly. They make good attempts at more difficult words. For example, when writing about the weekend, one girl wrote, 'I wt T Tha PkPc WV my mummy anD my anDTae' (I went to the park with my mummy and my aunty). A boy's attempt read, 'I pD FBOBALL WV mu KZ' (I played football with my cousin). Children's use of simple punctuation and of capital letters is not yet secure. Children whose capabilities are average or below average write strings of letters, which, when read back by the children, can be seen to make sense. 'IWMTANNAISHOS' (I went to Annais' house). Children are given plenty of opportunities to write freely in their play and to practice letter formation using writing in sand in trays. All children are supported well by the good intervention of the teachers, nursery nurse and classroom assistants. As a result, they make good progress. However, many of the children are encouraged to write in capital letters at home by their parents and this can make the systematic and structured teaching and learning of writing difficult.

Mathematical development

72. Standards in number work are average at the end of the reception class. The children make good progress overall in the Foundation Stage because the teaching of number skills is good in both the nursery and reception classes. Standards in using space, shape and measures are as expected. Children learn to use the language of size and to count in a variety of practical ways using toys and mathematical apparatus. They learn about 'one more' and 'one less' in number songs and rhymes, and compare and measure things using words such as 'bigger', 'smaller', 'longer' and 'shorter' when using the building blocks and playing outside. They enjoy water play and adults help children to develop the language of capacity very well. During the inspection the reception children were given the task of estimating how many small vessels would fill a larger one. This was a very appropriate and challenging task as the children were then asked if their guess was more or less than the actual number. However, the accompanying work sheet was not designed well enough to be helpful to the children. Also opportunities to check the children's understanding of the task were missed at the end of the lesson.

Knowledge and understanding of the world

73. Children make good progress in this area of learning and most will achieve the level expected by the end of the reception class. Teaching and learning are good, and, as a result, children make good progress throughout the nursery and reception classes. Children take part in a very wide range of both in-class and outdoor activities. They build and construct with a wide range of objects, such as old cardboard boxes, small construction toys and large building blocks. They experiment with sand and water. They select the tools and equipment which they need. In both the nursery and reception classes, children are taught to use simple computer programs. By the end of the reception class children are confident in clicking on icons and dragging and dropping symbols on the screen. They have plenty of opportunities to discuss their work with adults.
74. During the inspection, the nursery and reception classes visited a farm. School staff made sure that the children were very well prepared and knew about the different animals they might see. Good attention was paid to health and safety. Parents were invited to accompany the visit and to help look after the children. All children knew that they had to stay with their partner and not to stray from the adult in charge of them. They were told that they could only touch the animals if the farmer gave permission, and that they must wash their hands afterwards. Children behaved extremely well and everyone, including the adults, had a good time. In school, the following day was full of fun and excitement. Children drew and wrote about their experiences, built farms with construction toys and pretended the tricycles were tractors. During the visit, the ride on the tractor had been a most enjoyable experience. Back in class, it proved to be a major topic of discussion, helping pupils to develop their spoken vocabulary well. When the reception class children were asked to draw maps of the farm, the tractor featured in all of them.

Physical development

75. By the end of the reception class the majority of the children are likely to meet the expectations for their age. This is because of the learning opportunities provided for children and the regular high quality teaching. Children have frequent opportunities to develop their awareness of space in their daily play activities. They move around the outdoor area taking account of others and their movements. Children

are supported well by adults who encourage them to practice skills such as steering vehicles, climbing, balancing, throwing and catching. Both inside class and outdoors, the children have good opportunities to use tools, equipment and materials for a wide range of purposes such as, cutting, rolling, stirring and mixing. As a result of the very good provision, all children make good progress, not only in their physical development, but also in their social skills.

Creative development

76. Most of the children are likely to meet the expectations for their age by the end of the reception class. Children in both the nursery and reception class experiment with a variety of painting and drawing techniques. They do a variety of paintings, and create pictures of things that interest them using a variety of materials and textures to make collages. They experiment with Playdoh to make three-dimensional models and use a variety of different shaped objects for printing. Very good progress is made in painting and drawing because of the very high quality support and provision.
77. Teaching and learning are particularly good and all aspects are taught well. Children are provided with very high quality opportunities to foster their creativity and imagination, not only in art, design and in role-play, but also in music. Many opportunities are provided to experiment with musical instruments. Children are taught sounds and their names. They maintain a steady beat when playing instruments to accompany their favourite songs. During the inspection, music lessons were seen in both the nursery and in the reception class. Both these lessons were of a very high quality and pitched at exactly the right level of challenge. All the children made good progress in musical skills over the course of the lessons. It was very apparent that the reception class children were working at a significantly higher level than the nursery children. This shows the very good progress children make between starting nursery and the end of the reception class.

ENGLISH

78. **Standards at the end of Year 6 are below average overall. Standards are average in reading, below average in speaking and listening, and they are well below average in writing. Given their previous low attainment, pupils make satisfactory progress. The 2003 invalidated test results show significant improvement and that a greater proportion of pupils achieve to a higher level. This reflects the concentrated efforts which the school has made in the past year in raising standards in English.**

Methods for assessing pupils' progress are good, but teachers do not make enough use of their findings when they plan to be sure that the needs of individuals are met.

Progress since the last inspection is satisfactory.

Strengths

- The good quality of teaching and learning, overall.
- The helpful support by teachers and assistants of pupils with special needs or with English as an additional language.
- The strong leadership and management of the subject co-ordinator.

Areas for development

- More consistency in teachers' expectations.
- Better marking.
- Greater consistency in enabling pupils to take part in class discussions.

79. By the end of Year 1, pupils' speaking and listening are below expectations. In lessons, with or without a teacher, pupils' speaking in small groups is satisfactory. In one lesson, one group of pupils were having a discussion about a book. They enjoyed answering questions about the meaning of words. In another a group, those pupils who spoke English as an additional language developed their spoken language suitably through sharing what they knew about boats. When talking to the class, pupils speak single words and short phrases rather than whole sentences. Although they listen to one another and the teacher, they make few direct responses to each other. Therefore there is little discussion.
80. By the end of Year 6, pupils' speaking and listening are below average. The contrast between their openness in group work and quietness in class or whole school situations persists. In a lesson about the meaning of words in a text, many pupils answered in single words or phrases and rarely gave their own ideas. Yet in a group discussion about a solar eclipse pupils talked with each other about what

- happens during an eclipse, at a level which was typical for their age. Pupils lack confidence to speak audibly, for example, in assemblies.
81. By the end of Year 1, pupils' standards of attainment in reading are in line with expectations for their age. This is the strongest feature of their English. Most pupils confidently read aloud new text which matches their level of understanding and have a suitable strategy to approach words which they find difficult. More able pupils are becoming fluent and expressive. They acknowledge punctuation in the text. For example, one pupil successfully used his knowledge of sounds in tackling difficult words like 'business' and 'dignified', even if their meaning had to be explained. Less able pupils were more confident with texts which repeat words and phrases, and where pictures give useful clues.
 82. By the end of Year 6, pupils' reading remains average. Most pupils read fluently and expressively. They discuss plots and characters. Pupils are not skilled at explaining what they like or dislike about books but they realise that there are different types of books, like fantasy and adventure. About a third of the pupils read at above average levels. These pupils speak in detail about the personalities of characters. They express opinions about whether some of the fantasies which they read about are able to be believed. Pupils are good at understanding the feelings and motives of characters in the books which they read. They explain satisfactorily why they would or would not like to have the opportunity to be one of the characters. An equal proportion of pupils have not progressed beyond the level expected of those who are three years younger than they are. This demonstrates the wide range of achievement with the year group.
 83. By the end of Year 1, the standard of writing is well below expectations. This is the weakest feature of pupils' English. A large proportion of pupils write one or two sentences. Many of these sentences need to be explained by the pupils to be understood by another reader. Pupils spell few words correctly without help. However, their handwriting is clear and accurate. More able pupils write longer pieces of work. They are beginning to understand how to use full stops although they often misplace them.
 84. By the end of Year 6, the standard of writing remains well below average. A significant number of pupils do not punctuate their work properly. Pupils use linking words like 'because' rarely. This means that sentences tend to be short, too simple and contain only one idea or subject. Nevertheless, pupils often use descriptive words for their effect. Pupils' handwriting is poor and often not joined. Spelling of longer words is inconsistent. More able pupils are developing style in their narrative, and their handwriting and spelling are consistently good. When challenged and supported, these pupils produce some coherent arguments. For example, when considering the advantages and disadvantages of having cats or dogs as pets one pupil stated, 'Dogs regularly foul pavements, whereas no-one can deny that cats are fastidious in their toilet.'
 85. Overall, the school is satisfactorily maintaining the progress identified at the most recent inspection by the local authority. Pupils progress steadily through the school, but not enough to match the standards of pupils of the same age in other schools. There are signs that the pupils in the younger age groups are making progress at a rate which should lead to higher achievement than the pupils who are currently in Year 6.
 86. The quality of teaching is good and it is clear that this represents an improvement. The good teaching is raising both the standard of pupils' responses to their lessons and the quality of their learning. All lessons seen during the inspection were satisfactory or better. Over one third was very good, including one lesson that was excellent. The most noticeable feature of this lesson was the fact that it raised pupils' attainment in understanding and speaking to being above average. The pupils discussed aspects of Shakespeare's 'Romeo and Juliet' in a very sophisticated manner, interpreting with clarity such lines as 'a rose by any other name would smell as sweet'. Like the other very good lessons, the teacher treated pupils as if she expected them to be mature, and consequently they learnt to be so. Teachers prepare themselves well in order to use their knowledge to help pupils learn accurately. It is in the teaching of speaking and writing that expectations are sometimes too low. Teachers take too few opportunities to urge pupils to speak at length and to initiate ideas. When holding class discussions, they often do not include those who are reluctant to speak. Marking varies from unsatisfactory to being very detailed and supportive, so that pupils are sometimes not aware of the standard of their work and do not learn how to improve it.

87. There are three main factors contributing to the gradual improvement in standards. First, there is the overall quality of teaching. Secondly, provision both for pupils with special educational needs and for those for whom English is an additional language is good. These pupils receive close support in groups and sometimes in one-to-one situations. Consequently, they develop confidence and learn well. Thirdly, the subject leader checks closely the performance of teachers and pupils as well as of the subject as a whole. She gives very clear educational direction. She takes necessary action, assisted by subject development plans which have very appropriate and clear priorities.
88. Procedures for assessing pupils' work and progress are good, yet they are not always well used in teachers' planning. Teachers are beginning to use other subjects to promote literacy when making investigations, such as of Ancient Greece in history. They are also beginning to guide pupils to use computer technology to record their poems and stories and to illustrate these with pictures collected from electronic files. The library is under-used by pupils. There are enough books in school but the range available in the library is too narrow.

MATHEMATICS

89. **Standards are below average at the end of Year 6.**
- **Unvalidated test results for 2003 show similar overall outcomes to 2002 but with an increased proportion of pupils achieving higher levels.**
 - **Pupils make good progress between the ages of eight and ten, and they make satisfactory progress in Year 6.**
 - **Teaching is satisfactory overall.**
 - **Provision for mathematics is satisfactory.**
 - **The curriculum is satisfactory and continues to improve.**
 - **Pupils who have special educational needs and those who speak English as an additional language are well supported.**
 - **Most pupils behave well and are keen to learn.**
 - **An able and knowledgeable subject leader gives satisfactory leadership.**
 - **Planning for teaching is not consistent across the school but all areas of the mathematics curriculum are covered.**
 - **There has been satisfactory progress since the last inspection.**
90. The school has analysed the national test results effectively. It has identified areas for development and has started to address them, for example, the pupils' mental recall of number facts to aid their written calculations, handling data and solving practical problems. Work is adjusted to suit the needs of pupils with special educational needs; work for these pupils is usually set at the correct level and designed to meet the mathematical targets on individual educational plans. Very able classroom assistants support these pupils and, as a result, these pupils are making good progress. Pupils with English as an additional language, who have difficulties in understanding the language of mathematics, also make good progress because they too are often given additional support in class. No significant difference was observed in the attainment or achievement of boys and girls. Standards in mathematics have remained steadfastly well below average over the past four years at the end of Year 6. But since becoming a primary school some good strategies have been put into place to remedy the situation and pupils in Year 6 are now making sound progress.
91. In Years 3 to 5, the new initiatives to raise standards are already beginning to have a positive effect on standards. In these classes, pupils build well on the skills, knowledge and understanding acquired earlier. In Year 4, whilst there is a wide spread of ability, overall pupils are working at just below the level expected, with a third of the class attaining higher than average levels. The pupils have a good understanding of decimal notation and place value and understand that fractions can be converted to decimals. They work confidently with whole numbers in thousands, hundreds, tens and units, can collect and represent data on a bar graph and understand the terms, mode, mean and median. In Year 4, pupils can apply their skills in multiplication and division and can often work things out in their heads faster than it takes to use a calculator. Year 3 pupils can order a set of three digit numbers and use division to find remainders. The sound progress made by pupils is a direct result of improved behaviour management and the procedures agreed by the school are applied consistently in every

class. Instances of disruptive behaviour have been almost eliminated. This is having a positive impact on standards.

92. This is the first year that the school has had Year 1 pupils. There is clear evidence from the work seen that these pupils have made satisfactory progress in acquiring mathematical skills since the end of the reception class. By the age of seven, their attainment is likely to be below the national average for their age because there are too few working at the higher levels in all aspects of mathematics. In number, lower-attaining pupils add and subtract from 20 with confidence. More able pupils understand place value in two-digit numbers and work with larger numbers. Pupils use conventional symbols and apply their knowledge to simple money problems. In work on shape and space, pupils carefully and accurately measure using non-standard measures, such as hand span. The majority of pupils recognise a wide variety of two- and three-dimensional shapes, with average and higher-attaining pupils confidently naming properties, including the number of sides and corners. Pupils have had some experience of collecting data, such as pupils' favourite crisps, and record them accurately on graphs.
93. Whilst the quality of teaching and learning seen is satisfactory overall; it varies from excellent to unsatisfactory. Teachers plan their lessons effectively; the planning is based on the National Numeracy Strategy. Pupils know what they are going to learn because lesson objectives are outlined at the start of the lessons and, in the best lessons, the objectives are revisited at the end to ensure they have been covered and that pupils have understood what they have been taught. In these lessons, teachers use recaps to ensure that pupils have understood previous work and use methods that interest and motivate the pupils. For example in the excellent lesson in year one the teaching assistant was very well deployed, keeping notes of pupils responses during the whole class session. Misbehaviour was dealt with sensitively taking care to preserve the pupil's self-esteem. The work was very well matched to the needs of different groups of pupils and, at the end of the lesson, the teacher carefully checked the pupils' level of understanding, gave praise where it was deserved and provided further challenge by asking "Can you find one more way?" By the end of the lesson, pupils could add three single numbers together. They became better at using a number line to help them to add figures and make up simple sums. The progress made during the lesson was rapid because of the brisk pace and good attention to individual needs. The lesson ended with a fun mathematical game in the playground leaving pupils feeling very positive about the lesson and fired with enthusiasm for the subject. This lesson was outstanding not only because the high quality teaching ensured that pupils understood the ideas taught, but also because of the independence, enjoyment and delight that the lesson engendered.
94. All teachers pay good attention to developing mathematical vocabulary, both in lessons and on the good quality classroom displays. In the very good quality lessons, the pace is brisk and pupils are kept interested. There are a small number of lessons where teachers spend too much time talking at the start of the lesson and where the pace slows just before group or individual work and there is time lost during the distribution of tasks. Sometimes the tasks provided are not well enough matched to the different needs of pupils. All teachers are competent in teaching the basic skills of number but they sometimes miss opportunities to develop learning by the use of constructive marking. There is some good marking but this is not consistent. Homework is generally used effectively. Other adults are well deployed to help specific groups of pupils make good progress. These include specialist teachers of English as an additional language and special educational needs. Support staff employed to work with these groups are of a high calibre. Pupils are generally managed effectively by staff and there are good relationships between adults and pupils. Sometimes, however, despite skilled teaching, pupils do not respond very well to their teachers and other adults. They do not always pay sufficient attention and some pupils are content to let others do all the work when given group tasks. Teachers are constantly reinforcing and insisting on high standards of behaviour and this is beginning to have a positive effect on the ethos of the classroom and the standards pupils achieve.
95. Mathematics is developed satisfactorily across the curriculum. In science, pupils are given opportunities to measure and read scales. Measuring skills are developed in design and technology and pupils develop an understanding of number in geography. There are insufficient opportunities for pupils to use mathematical programs including data handling and using programmable toys. Good opportunities are provided for pupils to develop social and moral understanding when they work together with partners and in groups.

96. The leadership and management of the subject are satisfactory. The subject leader has good subject knowledge. There is now an emphasis on raising standards although the processes needed to do so have only recently been put in place. A start has been made in checking the quality of teaching and learning and strategies have been put in place to ensure continued improvement. A good start has been made on the use of assessment procedures, but these are not yet developed well enough to develop and improve the learning of individuals. Resources are sufficient to teach the subject in every year group and to meet the needs of all pupils. The governors are very committed to raising standards and are very supportive, however, the initiatives introduced are too new to have made any significant impact on standards this year, but the outlook is considerably better for the future.

SCIENCE

97. **Standards by the end of Year 6 are below average.**

- **Results of the 2003 invalidated national tests have been broadly maintained since 2002, with a greater proportion of higher level achievement.**
- **Overall, pupils' achievement is satisfactory given their low attainment on entry to school.**
- **Pupils are making at least satisfactory progress overall.**
- **Provision in science is satisfactory.**
- **Pupils with special educational needs and those for whom English is an additional language learn well and make good progress.**
- **Teaching is satisfactory and teachers' knowledge and understanding of science are good.**
- **Teaching support staff are well used.**
- **The subject is well led.**
- **Appropriate plans are in place which should lead to the school meeting its longer term targets for improvements in pupils' achievements.**
- **The accommodation is very good and the good resources available for the subject are well used.**
- **Pupils with higher ability are not consistently challenged.**
- **There is suitable checking of the subject's overall performance but day-to-day assessment of pupils' work and using assessment information to make changes to the curriculum are unsatisfactory.**
- **Improvement since the last inspection is satisfactory.**

98. Most pupils are making satisfactory progress in science and their achievement is satisfactory. The progress of pupils who have special educational needs is good, mainly as a result of the very good support they receive through the work of well-trained classroom assistants. As yet, the school has not taken steps to identify and provide for the small number of pupils with higher ability or who are gifted or talented. In relation to their previous learning as they entered the school, and in comparison with their performance in the other main subjects, most pupils are achieving well in science.

99. The skills which pupils learn in English and mathematics make a good contribution to their learning in science. These are seen in the good quality report writing and recording of experiments, and in examples of scientific graphs, tables and calculations. The use of information and communication technology to support and enhance pupils' work in science is insufficiently developed.

100. The most significant feature of pupils' work is in the area of scientific enquiry. The school has used the principle of 'learning by doing' to good effect. Much of the science learning takes place as a result of practical investigation and experiment. Pupils have a clear understanding of scientific processes and in their investigations they know how to ask questions, develop hypotheses, gather evidence, make and test predictions to achieve results, make conclusions and then evaluate their own work.

101. A good example of scientific enquiry is illustrated by pupils in Year 6. They carried out an investigation to discover which brand of crisps had the greatest salt content, in order that they could evaluate the crisps against healthy eating principles. They described satisfactorily the evaporation process by

which they arrived at a collection of salt crystals. The outcome of the investigation was that pupils were able to make a suitable graph of their findings to show the salt content of each brand.

102. In another Year 6 science lesson, pupils used their scientific strategies to investigate sound. In this lesson they showed clearly that they understood the process which would take them from a question through to a conclusion, through the use of fair testing. They worked through a number of variables in their testing of the volume and pitch of sounds that can be created by using a paper cup and string. This lesson demonstrated how well pupils can apply scientific knowledge and principle, how extensive is their command of accurate scientific vocabulary and how well they can work collaboratively in groups.
103. In a Year 3 lesson, pupils carried out investigations into light and shadow. They were encouraged to use hand torches to explore the effects of light in creating shadows. They enjoyed making interesting and imaginative shapes in their shadows. They learned that the shadow has a similar shape to the object which blocks the light and that the size of the shadow can be changed according to the position of the light source and the object. Some pupils were able to present the idea that light travels in straight lines. Pupils worked hard and made gains in learning although the overall standard of their work was below average.
104. The practical work in science is well planned in most respects. An area that needs to be developed is the provision of additional, more challenging tasks to cater for the needs of a small number of more able pupils. Pupils are showing their capability to work both independently or as members of a group. Some are now capable of going further and faster with their investigations, so planning should incorporate such tasks.
105. Teaching and learning of science are satisfactory overall, with some examples of good teaching and learning taking place. The good aspects of teaching are the knowledge and understanding shown by teachers; they have good expectations of their pupils, both in terms of their learning and of their behaviour; and they manage their pupils well, which has a positive effect in establishing good behaviour and positive attitudes in science lessons. Support staff are well used, particularly to ensure that pupils with special educational needs and those for whom English is a second language are enabled to make good progress. The emphasis on practical work is helping to capture the interest, concentration and independence of pupils. Homework is not yet provided on a regular and consistent basis, in order to support pupils' work in school.
106. Pupils have good attitudes to school and their behaviour is also good, especially where they are absorbed and challenged by practical work. Group and paired work make a good contribution to pupils' social development. Although it is not yet a planned outcome, there are many incidents of personal and spiritual development that occur during science lessons. These can be seen in the joy of discovery, the realisation of a prediction or the satisfaction of a task well done.
107. Science is managed by an enthusiastic co-ordinator, who has worked well to create an improving area of the school curriculum. She has ensured that science is delivered consistently through the use of a nationally provided scheme and has set down her intentions for further improvements in her action plan. She provides good support and advice to her colleagues and she ensures that resources for science are adequate. She carries out some monitoring of the quality of science by looking at teachers' planning each term. As yet, however, it has not been possible for her to carry out any scrutiny of pupils' work or to monitor the quality of teaching and learning. These are areas for development in the near future. She is aware of the need to provide more challenge for pupils with higher ability or special talents, and this she plans to address, in part, by the creation of a science club. She is also aware of the need to ensure that the recently established Key Stage 1 is providing science education consistent with the more established part of the school.

ART AND DESIGN

108. **Standards by the end of Year 6 are in line with expectations.**
 - **All pupils achieve well and enjoy their work.**
 - **Provision in art and design is satisfactory.**

- **Assessment is well used and leads to pupils all being given work which meets their needs.**
 - **Very good accommodation is available along with good learning resources.**
 - **Teachers' good knowledge and understanding of the subject lead to pupils' skills, knowledge and understanding improving well.**
 - **The subject is well led.**
 - **Overall, teaching and learning are sound.**
 - **There has been satisfactory improvement since the last inspection.**
109. Few lessons were observed during the inspection and no lessons were seen in Year 6. Judgements are therefore based on discussions with teachers and pupils and on looking at pupils' work.
110. Displays show many aspects of art including collage, drawing, painting, printing and the use of colour. Little three-dimensional work was seen but the photographic record shows that pupils can produce their own sculpture and those in Year 6 have made ceramic tiles as part of their recent work in art. Although little clay work produced by pupils was available, there is other evidence that they have the appropriate skills in this medium including the making of thumb and coil pots. The school has a kiln and an art room that provides facilities for a wide range of activity. Art is well resourced. Younger pupils have a good introduction to art and design and those in Year 1 already have a range of skills in painting and observational drawing. They were observed working on a variety of colourful weaving activities one of which involved making a vivid sunrise motif on the wire fence of the playground.
111. Art is used to support work in many subjects and skills are taught in specific lessons. Pupils produce illustrations from stories and poems, for example The Wind in the Willows, and their poems on cats. Work in art clearly develops their skills in literacy. A higher attaining pupil in Year 6 talked with assurance about why he liked the impressionist style of painting and particularly Starry Night by Van Gogh. Another explained the use of various techniques including the use of pastel and watercolours. Pupils in Year 1 can make pictures of faces and paintings of tigers and pandas to decorate their classrooms. Pupils develop techniques in painting, drawing and in observational work, for example in observational drawings of flowers in Year 6 and domestic objects from the past in history in Year 1. Teachers use the work of famous artists well and this promotes effective learning. The work of several Impressionist artists is used to help pupils understand and then follow the techniques they used, including pointillism. Pupils have good knowledge of the work of a range of artists and they do know about the designs of William Morris because his work is studied in depth. Pupils in Year 6 show good knowledge of the work of famous artists and they are clear that there are women who have been very successful because they have studied their work. Skills are well developed and teachers demonstrate techniques to help pupils learn. Pupils with special educational needs make good progress in practical tasks because of the quality of support they receive and because of the effective use of resources. They evaluate their own and others work. An effective approach to assessment is helping to raise standards. Pupils in Year 4 use sketchbooks appropriately to maintain a record of their progress. Pupils are interested in art and they responded well in the lessons observed.
112. Teaching and learning are satisfactory overall. Work seen shows that the teachers have a secure knowledge and understanding of the subject and are able to encourage pupils to work with confidence in a variety of media. There is a real emphasis on creativity and as well as on careful observation where appropriate. Pupils are encouraged to look carefully and then copy the techniques used, thus extending their own skills. The lessons observed were planned to meet the learning requirements of all pupils. Some teaching is over directed and pupils spend too long listening rather than drawing or painting. Artwork is well mounted and displayed. As a result, pupils are encouraged to value it. No use of art related computer software was seen during the inspection but pupils can talk about its use.
113. The management of the subject is good. The subject leader provides very good leadership and guidance. She ensures that the subject is planned and resourced appropriately despite the lack of confidence of some teachers. The development of art and design teaching is checked and the subject leader ensures that timely and suitable action is taken to meet the subject's priorities and targets.

DESIGN AND TECHNOLOGY

114. **Standards by the end of Year 6 are in line with expectations overall.**

- **Pupils have good attitudes and this contributes towards their satisfactory achievement.**
 - **Pupils with special educational needs and those for whom English is an additional language make satisfactory progress along with other pupils in school.**
 - **Provision is satisfactory overall.**
 - **Teaching and learning are satisfactory with pupils being given suitable opportunities and access.**
 - **Leadership and management are satisfactory.**
 - **Accommodation is good.**
 - **Assessment and checking of the overall quality of the subject are insufficiently developed.**
 - **The curriculum is in place but there is too little attention given to the use of information technology.**
 - **The school has improved on the unsatisfactory standards reported in the last inspection.**
115. Most teachers effectively use the national guidance in the subject and this helps them to identify accurately the skills to be taught and to teach the subject confidently. The planned programme outlines appropriate curriculum coverage for design and technology and is generally well followed by most classes. The arrangement of the curriculum is such that design and technology alternates with art and design during each term. However, most year groups work on just one or two design and technology projects per year. As a consequence of the high priority given to teaching and learning English and mathematics, the time allocated to the subject is insufficient and this, to some extent, affects pupils' knowledge and understanding in the subject, and their acquisition of skills. Planning indicates that teaching is not always based on the development of what has been taught previously and thus the development of skills is not fully ensured.
116. The school is very fortunate to have a design and technology room which pupils have started to use very recently. There is an adequate range of resources, including tools and textiles, to support teaching and learning. These are suitably organised by the temporary co-ordinator this year.
117. Due to timetable arrangements few lessons were seen during the inspection and all of these were in Year 6. Few samples of work were available for scrutiny. Judgements about pupils' standards are therefore largely based on work on display, an analysis of teachers' plans and discussions with pupils and members of staff.
118. The work displayed in Year 1 is of good quality. Pupils are well supported in their use of complete processes of design and technology, for example, as part of a challenge to make home structures. After sketching the design of their own models, they experiment with different techniques to join materials. Pupils choose from a variety of materials to make their models. Many of the models show a lot of furnishing detail, especially where pupils have been supported by their parents at home. The finished products show standards expected for the pupils' ages.
119. Pupils in Year 6 have a sound understanding of design and technology. In one of the lessons, they examined a variety of hats and showed improved understanding that products are designed for a purpose and are useful for different users. They carefully considered appearance, cost, safety and strength to suit the purpose. In this session pupils discussed the properties and use of different materials, linking their work in design and technology to the knowledge acquired in science. However, another Year 6 lesson on the same topic was unsatisfactory due to a lack of interest shown by the pupils and a teaching approach where pupils had little direct involvement. Year 6 pupils were particularly enthusiastic about their moving wooden puppets which they made last term. Discussion with pupils showed that they learn how to measure component parts and how to join them. They talked competently about their knowledge of different tools and how to use them. Pupils' explanations were focused too much on models and artistic appearance, rather than on suitability of materials and their strength. Pupils do not sufficiently evaluate their own and each others work, or carefully consider what they would change next time to make their product more effective.
120. The overall quality of teaching and learning are satisfactory. In the two satisfactory lessons, pupils' gained an understanding of the information needed at the planning and designing stage, by being

encouraged to generate ideas and to compare other similar products of hats. The use of information and communications technology to enhance the designing of the products is insufficiently developed.

121. Leadership is satisfactory. The subject leader has a clear view of development in the subject and has taken suitable actions to meet subject priorities. Checking planning, pupils' work and teaching are currently irregularly and informally done, leading to assessment being unsatisfactory overall. There is good accommodation with sufficient learning resources to develop the subject.

GEOGRAPHY

122. **Standards by the end of Year 6 are below expectations.**

- **All pupils are making satisfactory progress in Year 1.**
- **Provision is unsatisfactory.**
- **Teaching and learning are satisfactory.**
- **Leadership and management are satisfactory.**
- **Pupils' behaviour is managed well.**
- **Accommodation is good.**
- **Assessment of pupils' work and using assessment to make changes to curriculum planning are unsatisfactory.**
- **The curriculum has insufficient time allocated to it and this time is not evenly spread throughout the year.**
- **Pupils in Years 3 to 6 make unsatisfactory progress.**
- **There has been unsatisfactory improvement since the last inspection.**

123. Most pupils in Years 3 to 6 make insufficient gains in acquiring geographical skills, knowledge and understanding as they move through school. Skills in geography are not taught systematically and consistently in all classes.

124. The planning in the subject is ensured through termly topics that alternate with history. Most teachers use national guidance soundly to provide suitable learning opportunities in geography. However, not enough time is allocated to geography teaching, and most classes only follow one topic a year, and often there are long breaks between the topics. This is explained by the school's decision to focus strongly on English and mathematics, with a view to improving standards in these subjects, giving less emphasis to other subjects. It is acknowledged that this is a specific, short-term strategy geared to ensuring that pupils move on to their secondary schools with an improved grounding in English and mathematics. Without such skills their progress in geography is impeded. This means that there are currently significant weaknesses in pupils' geographical knowledge and skills. Valuable opportunities to extend pupils' thinking, and to develop their writing through subjects other than English, are missed. There is very little recorded work in books throughout the school, and what is there is poorly presented. When planning, teachers take insufficient account of different abilities and all pupils are often given same work to complete. There is no formalised assessment of pupils' progress in the subject and work does not always build on what pupils already know and understand.

125. Pupils in Year 1 are beginning to develop some understanding of the local area. In a lesson, they talked about the 'busy' and 'quiet' roads recently visited, and linked this with the survey they conducted of the traffic just outside school. Most of these pupils show satisfactory gains and use their previous knowledge about traffic and the effect of road works on traffic flow well. But their ability to make comparisons and use key vocabulary with understanding is not yet well enough developed. Year 3 pupils learn to follow a route from home to school and express some views about their own local area in their discussion. What pupils' know about human and physical features of the local area, their understanding of places closer to home and further afield is very limited. Most pupils have limited experience of map-work and preparing simple plans. Year 5 pupils learn about life of a river and name some of the features, such as the waterfall, tributaries and estuaries. In one lesson, they used computers to look at rivers. Pupils in this lesson were not well prepared in their understanding of terms such as, 'deposition', 'transportation' and 'erosion', yet were able to revise the previous learning. Pupils' knowledge and understanding of the use of keys and geographical symbols when using atlases and maps is too limited. A discussion with Year 6 pupils revealed that they had little

knowledge of the countries of the United Kingdom, the oceans or continents of the world and how places change over time.

126. The overall quality of teaching and learning are satisfactory in most lessons, and often good. The lessons are carefully planned and based on clear objectives. However, there is limited evidence of the use of information and communication technology to promote pupils' research skills in the subject. In all Year 6 lessons, learning was based on a text book on mountains which presented pupils with very little challenge and opportunity to develop independent enquiry skills. Praise and encouragement are used well and effectively supports pupils' attitudes to learning. The use of educational trips to stimulate progress and form a secure basis for further development, is good. Year 6 pupils go on a residential trip to France and Year 5 pupils visited Juniper Hall last year. Year 5 also visit the River Wandle as part of their Rivers study.
127. The subject leader is new this year. She has clear views about the future development of the subject. She has not yet had the opportunity to examine pupils' work, or monitor teachers' planning and teaching through focused lesson observations. It is too soon to judge the longer term impact of her work.

HISTORY

128. **Standards at the end of Year 6 are in line with expectations.**

- **Overall provision is satisfactory.**
- **History contributes well to pupils' development in literacy and to their spiritual, moral, social and cultural education.**
- **Teaching and learning are satisfactory but assessment procedures are underdeveloped.**
- **There has been satisfactory improvement since the last inspection.**

129. No lessons were observed during the inspection. Judgements are based on pupils' work and on talking to them about it. Standards in Year 1 are as expected of pupils of a similar age. Achievement is good in the more practical aspects of study despite their low skills in literacy. Pupils in Year 6 show a satisfactory level of knowledge and understanding of the role of key figures of past centuries and about how historians find out about the past.
130. Pupils begin to understand change over time because they study their own place in the family and they sequence stories. Planning shows that they study some aspects of life in the past through a focus on significant people such as Florence Nightingale. The work of pupils in Year 1 shows that most pupils are able to understand that life in the past was different from today and they can compare aspects of life today with life then because they examine and draw everyday objects that might have been used, for example, a hundred years ago. It is clear that pupils are being introduced to a sufficient variety of sources of evidence and that these are being used effectively to help pupils' understanding.
131. Work in history at Years 3 to 6 is arranged in blocks during the year and sometimes there is a gap of two terms between history topics. Average and lower attaining pupils show limited recall of recent or earlier work because the approach to planning the subject has had a negative effect on continuity and progression in the development of skills and knowledge. However, some written work is good, and where topics are studied in detail, for example Ancient Greece in Year 6, pupils make good progress. Higher attaining pupils are able to talk about the differences between Athens and Sparta and about everyday life including the work of slaves and women. They are able to write at length and in detail about Greek myths and below average pupils can give examples from their knowledge of Greek religion. All pupils questioned had some ideas about sources of information, particularly the work of archaeologists.
132. Learning is sound overall and it is evident that teaching over time, although inconsistent across the year groups, is broadly satisfactory. Work is marked regularly but comments are very general and do not give pupils strategies for improvement. The use of information and communication technology to enhance work in the subject has been underdeveloped but pupils do have some opportunities for independent research and they do know how to use computers for this. In all year groups pupils write

about history, often in considerable detail and in a variety of ways, and this is making a valuable contribution to progress in literacy. Pupils say that they enjoy the study of history and they clearly benefit from a variety of visits and events including the Black History Month that includes museum visits and a focus on key figures in Black history. Although pupils know something about the history of their school site and about the work of William Morris, they know little about London's history or major events in the last century.

133. Management is satisfactory. A new subject leader has been appointed. She has identified the need to improve resources for younger pupils. Some planning is in place for work in all year groups. However there is a clear need to review overall curriculum planning in the subject and to develop assessment in order to ensure continuity and progression in history.

INFORMATION AND COMMUNICATION TECHNOLOGY

134. **Standards by the end of Year 6 are in line with expectations.**

- **Provision for information and communication technology is good.**
- **The subject leader gives strong leadership and management.**
- **Much teaching is of good quality.**
- **There is appropriate support for pupils with special educational needs.**
- **The school has made satisfactory progress since the last inspection.**

135. In the one lesson observed in Year 1, attainment was in line with national expectations. Pupils were learning to use a tape recorder. They demonstrated confidence and skill in using it to record and play back their own voices. Previous work includes successfully made pictograms of pupils' favourite fruits and examples of pupils typing instructions for controlling everyday electrical appliances. Pupils also successfully use word-processing skills.

136. Work in Year 3 to 6 also exhibits attainment in line with the expectations for pupils' ages. In lessons, pupils use CD-ROMS and the Internet to retrieve and use information for their own research purposes, which they then put into their own words. One recent project has been a study of mountains. Teachers missed the opportunity to draw out a spiritual response to their magnificence. Pupils have not yet used e-mail at school. Pupils have also learnt to use computers to make things happen, such as making their own designs on-screen. They import pictures to go with their own text, and are beginning to make presentations using a variety of media. Pupils also monitor temperature and light changes as part of science. Such use of computer technology in other subjects is a strong feature.

137. The quality of teaching and learning are good. The school has successfully made the transition from specialist teaching to all teachers working with the pupils on their computer skills. The one lesson observed which was less than satisfactory was untypical. Teachers pair more skilful pupils with those who need help. In this way those with special educational needs, or who have difficulty in understanding instructions because they are still developing their English, learn well and remain included in what is being taught. Teachers organise their lessons effectively on the basis of their strong knowledge. Consequently, pupils concentrate well and progress in their learning. Teachers both prepare pupils before they use the computers and ensure that they understand the sequence of actions they have to take. While pupils are using computers, teachers ensure that pupils are learning by moving around the suite to check their work. The school's resources in the suite are well used. These include a special touch screen whiteboard. Occasionally there are missed opportunities to stop the lesson briefly to teach or emphasise a point of learning. Nevertheless, teachers have successfully promoted increasingly independent learning, even if pupils do not use computers in lessons in their own classrooms.

138. The subject leader leads and manages the subject well. He has an action plan with very appropriate priorities. These will develop the subject still further, for example by promoting the use of a digital camera. He has not had non-teaching time to support teaching directly in classrooms. Even so, he monitors the subject well and ensures that teachers are well trained to teach information and communication technology skills, including manipulating simulations. Although there are a large number of computers, some of them are dated and need replacing. Classroom assistants provide

good support for those pupils who need it. Procedures for assessing pupils' progress have a clear purpose but are not universally applied.

MUSIC

139. **Standards by the end of Year 6 are below expectations.**

- **Pupils make satisfactory progress across the school and pupils for whom English is an additional language make good progress.**
- **Provision for music is unsatisfactory.**
- **In Year 1, pupils' work rate, their concentration and the effort which they put into what they do are good.**
- **Teaching and learning are satisfactory and the management of pupils' behaviour and the use of resources to support development are good.**
- **Priorities for development have been identified well and good progress has been taken towards achieving these.**
- **Accommodation is good.**
- **Subject leadership is satisfactory.**
- **Assessment for individual pupils and its use to improve longer-term curriculum planning are unsatisfactory.**
- **Progress since the last inspection is satisfactory.**

140. The departure of the previous subject leader resulted in music not being taught systematically throughout the school. This was partly due to the decreased emphasis on the subject because the school was concentrating on raising standards in English and mathematics, and also to the lack of teacher knowledge and confidence in teaching the subject. A new scheme of work to support the teaching and learning of music throughout the school has been introduced, and the subject leader is working with one teacher at a time to model music lessons using the new scheme.

141. Throughout the school, pupils take part in singing and have plenty of opportunities to listen to a variety of different types of music, for example, as they enter the hall for assemblies. In assemblies observed, the teachers drew pupils' attention to the music discussing the singer, the name of the piece and/or its composer. Pupils have suitable opportunities in their music lessons each week to work as part of a group using percussion instruments. The use of the new scheme ensures that skills are now taught systematically. Year 6 pupils have not yet had much opportunity to work with others to compose, perform and record extended sequences of sounds; most of the boys are embarrassed when required to sing during lessons. In discussion with pupils from Year 6 they could identify two types of music, classical and blues but could not name any composers. Their knowledge of musical vocabulary was poor. The more enthusiastic pupils belong to the school choir and orchestra. These pupils sing accurately at a given pitch with clear diction and expression; one of the pupils can play the keyboard. For younger pupils the outlook is more promising. Year 3 pupils are much more knowledgeable and enthusiastic. They can rattle off a wide variety of different types of music, are keen to demonstrate their skill at singing in two parts and can maintain a steady beat whilst singing. Some belong to the recorder club where they learn to read music and play a variety of tunes, but again their knowledge about composers is weak.

142. Teaching and learning are generally sound. Music is competently taught and the objectives of lessons are met. The new scheme is enabling teachers to succeed despite the lack of thorough subject knowledge. As a result, the pupils are making satisfactory progress. The younger pupils are particularly enthusiastic and keen to learn. In Year 1, as soon as the teacher began to play the music the pupils began to tap their knees in time to the music keeping a steady, rhythmic beat. In Year 4 pupils learn to compose and to play simple melodic accompaniments and can recognise and repeat a known rhythm. Year 5 pupils can recognise a variety of different instruments used in a piece of classical music. Pupils' behaviour in music lessons is usually satisfactory, but the teachers have to be constantly vigilant and keep reminding pupils of what is expected. This lays an added stress upon the staff and inhibits both teaching and learning.

143. The leadership and management of the subject, carried out at present by the headteacher, are satisfactory. She has good subject knowledge and is well equipped to support the rest of the staff.

Teaching and learning of music are in the very early stages of development and there is a lot still to do before the school catches up. Resources for music are satisfactory overall, there are ample tuned instruments but there is a need for more un-tuned percussion. The school has a wide variety of recorded music to play in assemblies and the well-chosen scheme comes with compact discs to aid teaching and learning. The scheme comprises a sequenced progressive set of lessons and links clearly with the National Curriculum. It is designed for teachers with very little musical training or experience. The inclusion of songs from different continents is a good feature of the scheme with examples from India, America and Africa as well as those from a variety of European countries. The scheme provides cross-curricular reference points to other subjects such as religious education, history, geography, science, games and movement. It is a good choice for the school at this stage in its development of the music curriculum.

PHYSICAL EDUCATION

144. Standards by the end of Year 6 are in line with expectations.

- Pupils make satisfactory progress overall.
- Provision in physical education is satisfactory.
- There is very good reflection of the aims and values of the school through the physical education curriculum.
- Pupils with special educational needs and those who speak English as an additional language learn well and make good progress.
- There is good provision for pupils with special educational needs to ensure that they have access to lessons.
- Pupils have good attitudes towards their work and teachers manage their classes well.
- Teaching and learning are satisfactory overall, with some weaknesses in teachers' knowledge and understanding of aspects of the subject.
- Subject leadership and management are satisfactory.
- Assessment, on a day to day basis or when used to contribute to longer term curriculum planning is unsatisfactory.
- Some apparatus is unsuitable and needs to be replaced swiftly.
- Satisfactory progress has been made since the previous inspection.

145. Pupils receive a reasonably well balanced programme of work which includes gymnastics, dance, games, athletics and swimming. Outdoor and adventure education is provided for Year 6 pupils through a visit to a residential centre in Dorset. Most pupils achieve a satisfactory standard in physical education activities. Even though swimming is limited to Year 3 and 4 pupils only, by the age of 11 most pupils are able to swim the required competency of 25 metres. The physical education curriculum is improved by activities outside of school hours, which at present provide a modest number of choices, principally for pupils in Year 6. Pupils with special educational needs are well supported, and where necessary, activities are modified to suit their individual needs. There is no specific provision within the usual curriculum for pupils who have special talents.

146. Teaching and learning are satisfactory overall, though there is a distinct need to improve the subject knowledge, confidence and expertise of some teachers. Where good teaching was observed in a Year 5 class, it was characterised by good technical knowledge, where the teacher was able to use progressive activities in an athletics lesson. Through technically correct practice, support and encouragement, pupils were able to achieve a basically sound hurdling technique. In another outdoor lesson, pupils were being well taught about the techniques of using a tennis racquet and pupils were seen developing a competence in sending and receiving a tennis ball. Although no unsatisfactory teaching was observed, there is a clear need for an improvement in the technical understanding of some teachers. In an athletics lesson the teacher was using incorrect vocabulary; in a football practice pupils were being encouraged to throw in a ball in a way that would be judged a foul throw.

147. Pupils have a good understanding of the benefits to health of exercise and they show, by their response to questions, that they understand the physiological effects of vigorous exercise and the need to change into appropriate clothing for their lessons. Most pupils do change, but a minority in some classes are allowed to wear unsuitable dress. As a general rule, teachers do change for physical education lessons, even if it is only their footwear.

148. The management of physical education is in a process of change. For the last three terms, management has been in the hands of a temporary teacher, who has worked hard and enthusiastically to maintain and even improve the quality of provision. There will be a permanent subject leader in September 2003 when an existing member of the teaching staff will take on the responsibility for its management. She brings to the appointment considerable subject expertise and some ambitious plans to develop the range and quality of physical education, particularly in terms of extra-curricular activity.

149. Accommodation for physical education is generally satisfactory. Some aspects are good, while there are areas for improvement. There is plentiful hard surface area for outside games, though the marking

is very faded and in need of renewal. Despite the fact that the field is a shared resource and open to the public, it does provide a large and useful space for field games and athletics. The school is fortunate to have a separate gymnasium for indoor physical education. The changing rooms and toilets have recently been refurbished, but the gymnasium itself is in urgent need of major improvement. Much of the fixed and portable apparatus is out of date, inappropriate for primary age pupils or is in a dangerous state. This is a matter for urgent attention.

RELIGIOUS EDUCATION

150. **Standards by the end of Year 6 are below expectations.**

- **Pupils' attitudes and responses to learning are good.**
- **Overall, the quality of teaching and learning is satisfactory.**
- **Pupils in Year 1 make satisfactory progress.**
- **There is a suitable subject teaching plan but it is inconsistently put into place, especially in Year 6.**
- **Pupils in Year 6 make insufficient progress as do pupils with special educational needs and those for whom English is an additional language.**
- **Provision for religious education is unsatisfactory.**
- **Improvement since the previous inspection is unsatisfactory.**

151. Pupils' achievements in the subject are unsatisfactory. A very limited amount of written work was seen in most classes. Pupils make some progress in the few lessons observed, but based on the scrutiny of recorded work and discussion with Year 6 pupils, the progress for most pupils, including those with special educational needs, and pupils for whom English is an additional language, is unsatisfactory.

152. Religious education has a low profile within the school. This is partly due to the school's decision to put greater emphasis on English and mathematics, particularly in Year 6. As a result, many pupils' standards are lower than they should be and make unsatisfactory progress in their knowledge and understanding of Christianity and other major faiths. The overall planning of the school's curriculum outlines an appropriate coverage of the locally agreed syllabus for religious education. The requirements of the local authority's agreed syllabus, while planned for, are not fully met. At present, the planned programme is not being followed fully in all classes. The work which is planned for pupils does not yet ensure progression of pupils' skills, knowledge and understanding across the school. In some classes pupils have a gap of at least one term before attending to the topics planned through the year.

153. Religious education contributes satisfactorily to aspects of pupils' spiritual, moral, social and cultural development. However, pupils are unable to sufficiently draw on and learn from the positive actions of important religious figures, such as Jesus or the Prophet Mohammed, to help them make decisions about their own lives and to make sense of what they see around them. Most pupils show a positive willingness to learn about religions other than their own and share personal experiences. The teaching of religious education makes good contribution to pupils' speaking and listening skills.

154. The younger pupils begin to develop their own ideas about appropriate personal responses to right and wrong by looking at events in their own lives. Year 1 pupils recall the objects seen on their recent visit to the local church. They use digital photographs taken at the time of the visit to help them to recall special names such as font, pulpit, altar and chalice. In a further lesson, Year 1 pupils' learning was well enhanced by talking to a visitor from the church. Pupils in Year 6 acquire some knowledge of their own religion, but they have little idea of God, as worshipped in different ways by other faith communities. Pupils have a very basic knowledge of their own religious festivals. Their understanding is largely confined to facts about festivals such as Christmas and Easter. They have not heard much in terms of stories from the Bible and are at the early stages of understanding the meaning of some religious symbols. In a good lesson, however, Year 6 pupils listen intently to a story about right and wrong, and effectively relate it to their own experiences. In a Year 5 lesson, the teacher's explanations of Martin Luther King and his motives helps pupils to distinguish between right and wrong. Learning in those lessons was effective as pupils were encouraged to link to their own experiences, or focus to make significant links with their own and other people's religions. For

example, in Year 1, pupils were encouraged to talk about their own Christening ceremony and a link was made to the naming ceremony of another faith ie Judaism.

155. Teaching is satisfactory in lessons but the school's emphasis on English and mathematics means that the overall programme which is taught does not build on pupils' previous learning well enough. In a sound lesson in Year 6, effective planning linked study in religious education with art and its function in expressing religious beliefs. Pupils were able to give some basic ideas about the meanings of religious symbols in Michelangelo's and in Leonardo da Vinci's paintings. They began to link the use of colours and symbols to emotions such as 'calm'. This lesson contributed well to pupils' spiritual development. However, pupils were given too little encouragement to write their own accounts of what they have learned. Assessment practice is not properly in place and is inconsistent from class to class.
156. The subject leadership passed to a new subject leader two weeks before the inspection. The new postholder is an experienced teacher who is well able to drive forwards the necessary improvements. In the short time in which she has had responsibility for the subject, her checking of lessons showed that pupils in Year 6 were not all being given the same agreed religious education curriculum. It is too soon to judge the impact which this new leadership will have on the previously unsatisfactory co-ordination of the subject. The school is already aware of the rigour and focus required to raise standards in the teaching and learning of religious education.