

INSPECTION REPORT

ALDERSBROOK PRIMARY SCHOOL

Wanstead, London

LEA area: Redbridge

Unique reference number: 102823

Headteacher: Mrs Linda Carr

Reporting inspector: Mrs Mary Summers
25455

Dates of inspection: 23 – 26 June 2003

Inspection number: 246245

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	3 – 11 years
Gender of pupils:	Mixed
School address:	Harpenden Road Wanstead London
Postcode:	E12 5HL
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Appropriate authority:	Governing body
Name of chair of governors:	Ms Ruth Martin
Date of previous inspection:	11 June 2001

INFORMATION ABOUT THE INSPECTION TEAM

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9502	Rosalind Hall	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
22704	Garry Williams	Team inspector	Information and communication technology Geography	
25787	Edmond Morris	Team inspector	Special educational needs English	How good are the curricular and other opportunities offered to pupils?
18116	Chris Taylor	Team inspector	Science Physical education	
32283	Denis Goodchild	Team inspector	Mathematics Design and technology	
23805	Margaret Lygoe	Team inspector	Foundation stage History	
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Aldersbrook Primary is a very large school serving 627 pupils including 43 who attend the nursery. The nature of the school has changed since the last inspection. Most children now start in the nursery at expected levels for their age whereas at the time of the last inspection, many were above average for their age. About a third of pupils come from surrounding London boroughs. Two thirds of pupils are from ethnic minority backgrounds. A few come from refugee families. About a quarter speak English as an additional language although very few are in the early stages of learning English. This figure is rising. The proportion of pupils entitled to free school meals is about the same as in most schools. There are fewer pupils identified with special educational needs, including those who have statements of special educational need, than in most schools. Needs range from dyslexia to emotional and behavioural difficulties. There is a very high turnover of pupils. There is a new headteacher and chair of governors since the last inspection.

HOW GOOD THE SCHOOL IS

Aldersbrook provides a reasonable quality of education for its pupils. The new headteacher through strong leadership has worked hard to secure appropriately trained and competent teachers. Although some provision in the past has been weak, the current picture looks promising for the future. Most pupils make sound progress and achieve at satisfactory levels for their abilities. However, there is still work to be done in meeting the needs of pupils with specific behavioural problems and those in Reception classes. The school gives satisfactory value for money.

What the school does well

- Teaching in English, science and history is good and enables pupils to reach above average standards by the end of Year 6.
- The headteacher provides strong and effective leadership to the work of the school.
- Governors support the school well; they monitor its work carefully and play a key role in planning for improvement.
- Parents have a considerable impact on the progress their children make at school; they help them at home and raise funds to improve different aspects of school life.
- The school provides a good range of extra-curricular activities.

What could be improved

- Provision for pupils who have specific emotional and behavioural difficulties is unsatisfactory and they occasionally disrupt the learning of other pupils.
- Teaching and learning are unsatisfactory in some Reception classes and the curriculum is not planned well enough to ensure all these children receive appropriate experiences.
- Some pupils behave badly in the playground at lunchtime.
- The school day is badly organised; it means that some subjects, for example art and design, receive insufficient attention and that standards are below average.

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 June 2001 when it was judged to have serious weaknesses in many aspects of its work. Improvement since then has been satisfactory although more rapid development has occurred over the past year. Teaching and learning are now satisfactory and the proportion of good teaching has risen considerably. Leadership and management are much better. Assessment systems are secure and are helping teachers plan their lessons. Provision in the nursery has improved but provision in Reception classes has deteriorated.

STANDARDS

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

Performance in:	Compared with				Key
	all schools			similar schools	
	2000	2001	2002	2002	
English	B	D	A	A	well above average A above average B average C below average D well below average E
mathematics	B	D	B	B	
science	B	E	B	B	

Standards were high at the end of Year 6 in 2002. They have been improving at a rate similar to the national trend. Inspection evidence shows that standards this year are likely to be above average in English and science and average in mathematics. This is reflected in the lower school targets for English and mathematics which are appropriate to the particular year group. Achievement in history is above average but in art is below average. All other subjects are average. Year 2 standards in writing and mathematics were average last year but reading was below national expectations. Science was well below average according to teachers' assessments. By the end of Year 2 pupils are reaching expected levels in all subjects except science where they are above average and art where they are below. Most pupils in Years 1 to 6 achieve appropriately. The only exception is pupils with identified emotional and behavioural difficulties whose needs are not being addressed.

Children make reasonable progress in the nursery but many in Reception are not learning rapidly enough because of weaknesses in teaching. Many will not achieve expected levels for their age by the end of the year in personal and social development, literacy and mathematics and in their knowledge and understanding of the world.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Most pupils enjoy coming to school. Most settle down quickly to lessons and approach their work with enthusiasm.
Behaviour, in and out of classrooms	Satisfactory overall. Most behave well in class but a few behave badly and occasionally disrupt lessons. Behaviour is very good in assemblies, but some older pupils are extremely boisterous in the playground at lunchtime and show little concern for others.
Personal development and relationships	Satisfactory. Most pupils respect one another. Many work very well in school teams and in the orchestra. A few find sharing difficult and do not work well together.
Attendance	Satisfactory.

A few pupils who have emotional and behavioural difficulties are not supported well enough in class or in the playground. The school is not yet meeting their needs successfully.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Unsatisfactory	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.

Teaching and learning are satisfactory overall. Numeracy teaching is sound and literacy teaching is good. The main strengths are:

- English, science and history are well taught;
- teachers plan lessons carefully to ensure that pupils of different abilities receive appropriately challenging work;
- teachers make good links between subjects to make lessons relevant and interesting.

The main areas for improvement are:

- teaching in some Reception classes, which is unsatisfactory;
- teachers do not always use their support staff successfully; this means they do not know how best to support those pupils who have emotional and behavioural difficulties;

Pupils learn steadily except for those in some Reception classes. Most pupils work hard.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory for pupils in Years 1 to 6. All subjects are taught but a few do not receive enough attention. Unsatisfactory in the Foundation Stage because plans are not detailed enough.
Provision for pupils with special educational needs	Satisfactory overall. Most take a full part in lessons and are supported well by teachers. The needs of a few pupils with emotional, social and behavioural difficulties are not being met and they often make limited progress in class.
Provision for pupils with English as an additional language	Satisfactory. Pupils who speak English as an additional language make satisfactory progress; the specialist support they receive out of class is very good.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Satisfactory. Many new opportunities have been introduced to benefit pupils, including clear school and class rules, a school council, well organised assemblies and some good religious education lessons. Many have not been in place long enough to support successful personal development in all pupils.
How well the school cares for its pupils	Satisfactory. There are sound health and safety procedures. Systems to track attendance and behaviour are appropriate and information is monitored rigorously by senior managers. Pupils' progress in basic subjects is tracked successfully.

The school works effectively with the vast majority of parents. Many new and useful initiatives have been introduced over the past year. However, a small but significant minority have poor opinions of the school. The school is trying hard to answer their concerns and is conscious of the need to continue to seek ways of improving relationships.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The new headteacher is leading the school well, supporting new staff and putting into place many initiatives to address concerns felt by parents. Many key staff are new to their roles and are beginning to meet their responsibilities effectively.
How well the governors fulfil their responsibilities	Governors give strong support. They monitor the school's work successfully and take an active part in planning for the future.
The school's evaluation of its performance	Satisfactory. Teachers' and pupils' work are monitored carefully and this has led to improvement in pupils' learning. Support staff are not monitored well and this leads to some weak provision.
The strategic use of resources	Satisfactory. Funds are assigned to support priorities identified through consultations with pupils, parents, governors and staff.

There has been great difficulty in recruiting suitable teachers to work in the school and this has led to weak provision in one class in particular over the past year. Currently, the situation appears stable and the headteacher is conscious of the need to ensure that the class concerned receives consistently high quality teaching next year so that pupils can catch up on their learning. The school applies the principles of best value appropriately.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like coming to school. • The teaching is good. • Their children are making good progress. • Lunchtime clubs are good. • There have been some good improvements to the building. • The new headteacher has introduced many useful initiatives over the past year. • Music tuition is good. 	<ul style="list-style-type: none"> • Provision in one particular Year 3 class which has had a succession of teachers over the year. • Behaviour, especially in the playground at lunchtime. • Levels of information about what is happening in school and about their children's progress. • Homework provision which is inconsistent. • The number of extra-curricular activities. • The leadership and management of the school.

Inspectors agree with the positive views expressed by parents, although they judge the teaching to be satisfactory rather than good. Inspectors agree that the constant changes of teachers in one class has affected pupils' progress. Behaviour is generally satisfactory with many instances of good behaviour. However, inspectors agree with parents that the behaviour of some children at lunchtime can be difficult and that the school must address this quickly. Parents receive a good deal of information and annual reports of children's progress meet statutory requirements. Extra-curricular activities are good. Although a group of parents expressed concern about the leadership of the school, inspectors conclude that the new headteacher has made a good start and has introduced many useful initiatives.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. When children enter the nursery their attainment, overall, is in line with that expected for their age. This is different to the findings of the previous inspection which concluded that children were of above average ability for their ages when they started school. The difference reflects the changing population of the school. More children come from ethnic minority families and the number of children learning English as an additional language is growing steadily.
2. Children make satisfactory progress in all aspects of learning in the nursery class. Progress in the Reception classes is more uneven and is unsatisfactory in most aspects of children's learning. Although some children meet or even exceed expectations for their age by the time they enter Year 1, too many do not. Standards in personal, emotional and social development, communication, language and literacy, mathematical development and in knowledge and understanding of the world are below expectations. Progress is better in creative and physical development and most children achieve the expected standards in these aspects.
3. Results in last year's national tests for pupils in Year 2 were disappointing and much lower than those of previous years. Standards were below those achieved nationally in reading although they were broadly average in writing and mathematics. Compared with similar schools, results were below average in reading and writing although they remained average in mathematics. Too many pupils failed to reach the standards expected for their age although there were still a good number who reached the higher levels in the tests. The school recognised these low results were unacceptable and teachers have worked hard this year to improve them. Extra support teachers and assistants have worked in Year 2 classes and this has been largely successful in helping more pupils to achieve the required level for their age in reading, writing and mathematics. However, there appears to be fewer pupils than last year reaching high levels in mathematics although this reflects the particular cohort of pupils. Last year, teachers assessed their pupils as being well below average in science but this year pupils are exceeding the levels expected for their age. This represents very good improvement since last year in the subject.
4. Pupils in Year 2 reach expected levels for their age in virtually all other subjects. The only exception is in art and design where standards are below average. Too little time is spent on art and design and this means that pupils do not make enough progress.
5. Standards in last year's national tests for Year 6 pupils were above average. They showed that pupils at Aldersbrook exceeded expectations for their age in English, mathematics and science. Even when compared with similar schools, their results were high. In English their results were well above average and a considerable number of pupils achieved high levels in the tests. This showed considerable improvement since the year of the previous inspection when standards in all three subjects had been below average. Results had risen at a rate similar to the national trend over the previous few years.
6. Pupils currently in Year 6 are working at high standards in English and science and average standards in mathematics. Standards in the national tests are unlikely to be as high as in 2002 because last year's group of year 6 pupils had been identified as particularly able. Pupils in Year 6 this year are more representative of the school's current population.
7. Standards in Year 6 are broadly average in most other subjects. In history however, standards are above average; the subject is well taught and pupils enjoy it. Art and design standards however, as in Year 2, are below average because the subject does not receive enough time to teach it effectively.

8. The vast majority of pupils with special educational needs make satisfactory progress as they move through the school. Work in class is usually provided at a suitable level, based on prior attainment, which results in pupils making appropriate progress. A small number of pupils, particularly in Reception and Year 3, with significant emotional, social and behavioural difficulties are not sufficiently well managed in their classes to enable them to learn effectively and their progress is unsatisfactory. Indeed, on some occasions their behaviour is so challenging that the work of the whole class is affected and the progress made by all pupils is also unsatisfactory. The targets set in pupils' individual education plans are appropriate but sometimes too general to be accurately measured so that teachers, pupils and parents are unable to assess the progress made.

9. Pupils who speak English as an additional language make satisfactory progress overall, but not as much as they are capable of in some classes. All staff are not fully aware of the learning needs of the bilingual pupils and, where teachers are new or are having difficulty controlling their classes, these pupils often find it hard to understand what is going on and do not make enough progress.

10. Pupils who are gifted and talented have recently been identified and their needs are being met mainly through teachers providing them with more challenging work in lessons. Provision in music for these pupils is very good however, and the school is conscious of the need to extend provision in other subjects to the same high level.

Pupils' attitudes, values and personal development

11. Most children settle quickly into the routines of the nursery class. Those who enter with limited social skills are given good support and fit in rapidly. Attitudes and behaviour in the Reception classes are more varied, and are closely linked with the quality of the teaching. Where teachers manage classes effectively, most children behave well and try hard. At times, however, when the quality of teaching is weak, behaviour is poor; children pay little attention to adults and relationships with others are unsatisfactory.

12. Attendance has improved since the last inspection and is now satisfactory. The vast majority of pupils arrive at school on time and ready to work. Pupils in Years 1 and 2 particularly enjoy their day. They enter into each new activity eagerly. Older children talk enthusiastically about the clubs available such as netball, football and chess and Year 6 pupils are looking forward to staging their end of year play. Those in the orchestra are very keen; they rehearse seriously and perform confidently.

13. Overall, the behaviour of pupils throughout the school day is satisfactory. In lessons it is usually good and sometimes very good. Most pupils behave sensibly and settle down to tasks without fuss. They work diligently on individual activities in English and mathematics and work is presented well and usually completed. Opportunities to work in small groups are more limited but, where this happens, such as in music lessons where pupils compose melodies to match poetry or recreate the sound of weather, they collaborate well. In lessons and in their homework, pupils enjoy the opportunities to use their initiative such as in Year 2 homework projects about Africa. However, older pupils have fewer opportunities to develop their initiative and take responsibility.

14. In assemblies all pupils are receptive and are involved well. They enter the hall in an orderly manner and sit attentively. They listen carefully and are keen to answer questions and volunteer information.

15. Playground behaviour is of concern to the school and to many parents. It is satisfactory at playtime when teaching staff are on duty but is unsatisfactory at lunchtime. The older children can be very boisterous and incidents are sometimes left unchallenged by adults on duty. A small number of pupils, both boys and girls, become involved in arguments or behave badly. Improvements have been started, with the shortening of the lunch break and the provision of a quiet

area where pupils can play games and read books. Pupils appreciate these and treat all the books and equipment carefully.

16. Pupils show high levels of respect for the headteacher, and relationships between teachers and pupils are good. However, while many pupils get on with each other well there are a few who find sharing difficult and are not used to being part of a team. Moral stories in assemblies, lessons in personal and social development and religious education are all beginning to encourage them to think about the consequences of their actions and to reflect on their own behaviour. However, although they know what is expected, a few do not transfer this to their actions in the playground. Inconsistent management of pupils during break times also means that pupils receive mixed messages.

17. Pupils with special educational needs who have identified emotional, social and behavioural difficulties are well managed in most classes. There is, however, a significant minority of pupils in a few classes who are not well managed and their behaviour has an adverse impact on their own learning and that of their classmates. These pupils, and also some who are well managed in class, are often disruptive during breaks and prevent other pupils enjoying their playtimes.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

18. Teaching and learning are satisfactory overall. The quality ranges from very good to unsatisfactory however and pupils progress at different rates correspondingly. During the inspection, 57 per cent of the lessons seen were good, and of these, ten per cent were very good. The teaching in Year 5 was virtually all good and there was a high proportion of good lessons seen in Year 1. These figures have risen considerably since the last inspection when only 21 per cent of the lessons seen were judged to be good or very good. During this inspection the vast majority of lessons were satisfactory but seven per cent were graded as unsatisfactory. A high proportion of the lessons seen in two out of the three Reception classes were unsatisfactory and this makes the quality of teaching and learning in the Foundation Stage unsatisfactory overall.

19. At the last inspection teaching and learning were judged to be unsatisfactory throughout the school. At the present time, they are satisfactory for Years 1 to 6 but remain unsatisfactory for the younger children. This has a considerable effect upon the progress they make in many areas of their learning.

20. The vast majority of parents are happy about the teaching their children receive. However, before the inspection, a small but significant number expressed considerable concern about the provision in one particular class. Provision in this class has been unsatisfactory, with the pupils having five teachers over the year and this has led to slower progress being made by many of the pupils, compared with other classes in the same year group. The headteacher and governors have been completely aware of this and the headteacher in particular has tried hard all year to secure a competent teacher to take the class through to the end of the year. Some teachers have not taken up the posts as promised, some have left unexpectedly and some have just not come up to the school's expectations. Currently, the class has had a steady teacher since March who, supported by an additional teacher in many lessons has ensured more stability and a satisfactory level of teaching and learning for the children. The school is mindful of the need to ensure that these children receive consistent and high quality provision next year to enable them to catch up on areas where they have fallen behind.

21. There has been reasonable improvement in teaching in the nursery since the last inspection, and teaching is now satisfactory. Older and more able children are suitably challenged in reading, writing and mathematics. In the Reception classes, however, there is too much unsatisfactory teaching. Although teachers plan together, the level of challenge varies from class to class depending on the expertise of individual teachers. There is not enough detail in the planning to ensure that each class receives the same opportunities. Expectations are not high enough, and too often activities do not build effectively on what groups of pupils already know and can do. There

are occasions when the management of children is weak and the behaviour of a few children affects the learning of others in the class.

22. Teaching and learning are generally good in English, science and history, particularly for pupils in Years 3 to 6, and this is principally why standards in these subjects are above average by the time pupils leave the school. Some innovative teaching was seen in a few classes where teachers linked different subjects very effectively, encouraging pupils to draw upon different skills and use their knowledge in different situations. In a religious education lesson in Year 5 for example, the teacher drew upon her pupils' good knowledge and understanding of the Tudor period to help them understand how certain religious figures, in this case Sir Thomas Moore, were prepared to die for their beliefs. Pupils expressed their opinions confidently and then wrote a letter to King Henry VIII pleading for Moore's life. They had been studying persuasive writing in their literacy lessons and this provided a very useful opportunity to practise what they had learned. They approached the task enthusiastically and completed some high quality work.

23. Other strengths in the teaching include the quality of lesson planning and the teaching of basic skills generally in literacy and numeracy. Lesson planning was a weak area identified at the time of the last inspection and this is now much improved. Teachers plan activities which usually meet the needs of pupils of different abilities, including those with special educational needs and those who are more able. Even in literacy and numeracy where pupils are grouped into classes by ability, there is a good degree of extension for the most able and support for the least able in each group.

24. Some teachers have insufficient knowledge of art and music to teach them effectively. They need further support and training to be able to teach different techniques successfully and to be able to pitch their lessons at appropriate levels of challenge for their pupils. In one weak music lesson in Year 3 for example, the teacher set a poor example to pupils in his singing and chose songs which were more suited to infant pupils rather than eight-year-olds. This led to some pupils behaving badly which then disrupted the lesson for all the class.

25. The main weakness in teaching which was observed throughout the school was in the use of support staff – teachers and assistants. Only in a very few instances were they used effectively to support the pupils' learning. One good example was in a Year 1 class where the teacher was doing a science lesson about sound. The assistant took some of the children with special educational needs to help them with the task which was to make a string 'telephone'. She managed their behaviour firmly and effectively whilst encouraging them to talk about what they were doing and get them working together.

26. In the vast majority of cases however, these staff are not being used effectively or efficiently. Many have little or no training and even those who have been on courses have little idea of how to manage pupils' behaviour. They often sit unoccupied during teaching sessions and leave it completely to the class teacher to manage pupils' behaviour rather than sitting with the pupils trying to engage them in the lesson. In the worst cases bad behaviour is ignored. Their effectiveness is further hindered by the lack of clear direction by teachers. Although they meet together first thing in the mornings, teachers' planning notes seldom make it clear how assistants should support their groups or what the group is expected to learn.

27. The teaching of pupils who speak English as an additional language is satisfactory overall with some strengths and areas for improvement. The small number of pupils who are in the early stages of speaking English as an additional language are taught very well in the sessions they have with a specialist teacher. Here they learn about the meaning of words and the structure of English. Most bilingual pupils are fluent English speakers who flourish with the good teaching in many lessons. In these good lessons teachers make instructions clear and use a variety of means, often visual, to demonstrate what is to be done. They show the pupils a range of ways the work can be tackled and often get pupils to discuss tasks in pairs. All these strategies help bilingual pupils learn. On the occasions where teachers' lack of instruction or inadequate discipline cause pupils difficulties in understanding, they struggle with their work and make less progress.

28. Pupils' learning is satisfactory overall. Most listen to their teachers and work hard in lessons. Most pupils with special educational needs and those for whom English is an additional language learn appropriately. A very small number of boys and girls can be rude to their teachers; they put little effort into their work and this of course hinders their learning.

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

29. All National Curriculum subjects and religious education are taught to pupils from Year 1 to Year 6. However, the use of time within the school day, especially in the mornings, is not always effective. The times between assembly and morning break and between break and lunchtime are too long for a single literacy or numeracy lesson and too short for another lesson of reasonable length to be taught as well. This means that teachers plan work to fit the odd parcels of time and this work is not always productive. For example, the 10- or 15-minute handwriting session each day is having little impact on the standards of handwriting seen in pupils' books. As this can amount to around an hour of curriculum time each week it is taking up valuable time that could be profitably used to raise standards in another subject, for example art and design where standards are low. Indeed, the short slots of time each week used daily for additional reading, handwriting and other English tasks amounts to four hours per class. Some of these sessions are good and are having a positive effect on standards, particularly in reading, but overall they are usually not long enough to have a significant impact on standards.

30. The school has made some very useful links between subjects so that skills learned in one subject can be practised in another and to make the work more relevant and interesting. For example, in many literacy lessons the pupils are given texts to study that are related to their history work. Year 6 pupils read poems written in the Second World War as stimuli for their own poetry writing. The quality of their work was very good and extremely sensitive. It is partly as a result of these carefully planned links that standards in both history and English are above those found nationally.

31. The curriculum for children in the nursery and Reception classes is unsatisfactory. The curriculum for children in the Foundation Stage is based on the national guidance for this age group. All the expected aspects are covered, and teachers in the nursery and Reception classes are now working together more closely. Planning, however, is still not detailed enough and does not cater for the widely varying needs of the children. Learning objectives are not identified for many of the planned activities. As a result the planning does not give adequate support to less experienced staff. All children have frequent access to the outdoor learning area, but this is not used very effectively by Reception classes.

32. The strategies for teaching literacy and numeracy are good and are firmly in place, having a positive impact on standards and on the progress pupils make in these subjects. The grouping of pupils by ability in literacy and numeracy lessons in Years 3 to 6 has helped teachers plan work closely matched to the needs of pupils thereby improving their progress over time. The provision for personal, social and health education is satisfactory overall. In some cases pupils are encouraged to reflect very sensitively about issues which affect their everyday lives such as bullying, respecting others' views and racism; other lessons, however, are too short to be of real value.

33. The curriculum for pupils with special educational needs is satisfactory and, where possible, is linked to the targets in their individual education plans. The majority of special needs pupils are given full access to the curriculum and receive good quality support. However, pupils with emotional, social and behavioural difficulties are not receiving the full curriculum, as they are not managed or supported well enough to participate fully in lessons.

34. The curriculum gives appropriate opportunities for pupils with English as an additional language. All pupils are fully included in the life of the school, enabling them to benefit from the

learning and social opportunities provided. However, where teaching is weak, these pupils get less good a deal.

35. The curriculum committee of the governing body meets regularly to approve policies and discuss future strategies and initiatives. Subject co-ordinators write action plans to share with governors and some have made presentations to keep governors informed of developments. Governors also oversee particular subject areas and make visits to observe the provision and discuss this with the subject leaders. The governors have adopted appropriate policies for sex and drug education.

36. The provision of lunchtime and after-school clubs is good as is the range of outside visits and visitors to the school. These enrich the curriculum and help bring it alive and make it more relevant and interesting. Many clubs take place at lunchtime and after school and these are run and organised by staff, parents and, in the case of the singing club for younger children, by some volunteer pupils from Year 5. All the clubs are well attended and are appreciated by the pupils and their parents. There are two residential school trips for the pupils in Year 6: one is to an activity centre in Glasbury and the other to the Eden Project in Cornwall. These give them the opportunity to take part in outdoor and adventurous activities as well as helping them to develop socially and learn to live harmoniously in an environment away from home. Most year groups make visits to museums and places of interest. The many visitors include theatre and music groups, visiting authors in the successful book week, dance and drama workshops and the Energy Roadshow.

37. There are growing links with the local secondary school to improve the transfer arrangements and make them less stressful for the pupils. For instance, Year 6 pupils will be following a unit of work in English at the end of this term to be followed up when they transfer to the secondary school in September and the head of Year 7 has visited Aldersbrook to talk to the pupils. The school has good links with the local police who regularly visit to discuss issues such as bullying with the pupils.

38. Provision for pupils' spiritual, moral, social and cultural development is satisfactory but with some strong features, particularly in the spiritual and social aspects. The many facets already being implemented now need time to 'bed in' to secure a firm foundation to impact consistently across the whole school community to continue to raise standards. Acts of collective worship are interactive and planned to encourage pupils to consider their own attitudes and feelings and their effects on others.

39. The provision for pupils' spiritual development is satisfactory with some good features. There is a planned programme of collective worship that is Christian but includes a range of festivals and events from other religions. Pupils, in assembly and in class lessons, are given opportunities to explore fundamental questions about tolerance, understanding, forgiveness and persecution. For example, pupils in Year 6 studied the persecution of the Jews in World War II, which pupils themselves related to Asylum Seekers. They were encouraged to empathise with Anne Frank and sensitively described their feelings when studying two poems written by the children in concentration camps. Teachers take care to value pupils' ideas in assembly. They are provided with opportunities to consider other people's opinions. For example, Year 1 pupils interviewed the headteacher, expressing their concern about the parking problem outside the school.

40. Provision for moral development is satisfactory. Teachers work hard to promote understanding, honesty, fairness and respect for others through stories and through their own good examples. Pupils are encouraged to determine their own class rules as well as school rules. In circle time an environment is created where pupils can voice their opinions within an atmosphere of calm and acceptance. Pupils are aware that should they not adhere to the circle time rules, they temporarily remove themselves from the group. This helps to cement the class as a community. When incidents occur from time to time, they are discussed during 'circle time' but pupils involved always complete an incident sheet, which is later discussed with the parties involved. These are

very positive moves to continue to raise the quality of life within the school, but its impact is not yet showing during the lunchtimes.

41. The provision for social development is satisfactory overall with some good features. Pupils have good opportunities to experience living together when they go on their residential trip in Year 6 and this is being extended to Year 5 this year. Throughout the school year, there is a programme of clubs and activities during the lunch hour and after school. These activities encourage team work and good relationships. Some pupils who have previously found lunchtimes difficult have been encouraged to join these clubs and therefore occupy their time more purposefully. Some opportunities allow pupils to take responsibility; pupils in Year 3 for example, assist with Year 2 readers, Year 5 girls have a singing club for Reception pupils and the school operates a buddy system. These new initiatives are useful but more needs to be done to make them available to wider groups of pupils. The views and opinions of the pupils are sought and discussed in school council meetings and this gives them a sense of self-esteem and shows their opinions are valued. There were a few instances of pupils working in pairs and small groups in lessons, for example in the computer suite, but generally these opportunities are few. More provision for group work with clearly expected outcomes would make pupils aware of the value of team work.

42. Provision for cultural education is satisfactory. There are opportunities for pupils to learn about other faiths and cultures in religious education and in lessons such as geography, history and music. In assemblies, pupils celebrate festivals of other faiths. Some useful initiatives involving inviting members of different faiths to take part in assemblies are useful but are not yet firmly established in school life. Pupils also work with people from the local community. For example, as part of a school community project each class designed and embroidered a panel which, joined together makes an impressive tapestry. Different classes adopted different approaches but all involved pupils, parents and teachers of the school. The project is now complete and the quilt 'to celebrate around the world 2002 – 2003' is to be displayed in a national competition.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

43. The arrangements for the health and safety, care and welfare of pupils are satisfactory as they were at the time of the last inspection, although there have been improvements in the systems for attendance which were a key issue.

44. The school has a Health and Safety policy and the site is inspected regularly. This ensures that children and staff work in a safe environment. The only area identified as requiring attention is the cubicle doors in some of the toilets, which are very low and do not provide much privacy. This aspect had been identified by the headteacher well before the inspection took place but had not yet been attended to by site staff. Child protection procedures are in place and staff have been briefed about them appropriately. A new medical room was opened in February and an appropriate number of staff are qualified First Aiders. Clear profiles have been produced for those children who have medical conditions and records are kept on all incidents requiring First Aid. This information has been amassed by a teacher who has completed a very useful portfolio which now only needs regular updates by the administrative staff.

45. The procedures for monitoring attendance have improved in the last two years and attendance levels are now satisfactory. Registers are clear and accurate and are monitored once a fortnight by the educational welfare officer who follows up concerns. Rewards are given for good attendance.

46. The headteacher has endeavored to improve pupils' behaviour since her arrival at the beginning of the year. A policy has been written and staff have been trained in behaviour management strategies. Whilst most teachers use these strategies well, many of the support staff are still unsure of their responsibilities and this limits their effectiveness both in lessons and at lunchtime.

47. Since September the school has started to keep comprehensive records of all incidents of reported poor behaviour. In collecting this information pupils are given the opportunity to explain themselves and attempt to resolve issues. The senior management team monitors these records carefully. The next step is to put strategies in place to encourage individual pupils with challenging behaviour to improve their attitudes by working with them to control their anger and raise their self-esteem. It is also necessary to ensure that all staff apply the school rules consistently so that pupils do not receive mixed messages.

48. A number of initiatives have been introduced to improve behaviour at lunchtime and as a result pupils report a decline in the number of fights and arguments. New playground equipment, quieter games and 'Time Out' systems have had a positive effect. The site is difficult to supervise at this time and this is not aided by the attitudes of some of the older boys and girls towards lunchtime staff which makes it difficult for them to maintain authority. Staff do not always confront instances of inappropriate behaviour such as name calling. When the headteacher is present behaviour improves significantly.

49. Pupils with special educational needs are identified early in their school life and are accurately assessed. Individual education plans for pupils on school action are drawn up by class teachers and the co-ordinator takes responsibility for writing the plans for pupils on school action plus and those pupils with a statement. The quality of the targets is variable with some being very specific and others far too general to be useful. It is often the plans for pupils with behavioural difficulties that are less well written as they do not always set clear and measurable targets. This means that pupils are not clear exactly what they must do to improve and do not know when they are successful. The five statemented pupils receive their full entitlement, as outlined in their statements, from the local authority and the school. The school meets the statutory requirements of the Special Educational Needs Code of Practice although further development is required in the provision for pupils with emotional and behavioural needs.

50. The school keeps good records of pupils' home languages and ethnic backgrounds. It identifies the pupils' competence in English when they arrive in school and records their attainment in English language as they progress. Pupils in the early stages of learning English language are supported by the co-ordinator through short teaching sessions outside and within lessons and with the occasional help of the support assistant. New arrivals are given induction from their class teachers and the school tries imaginative ways to support them. For example, a new arrival speaking French and no English was given French books to read to stretch her intellectually whilst she learnt English.

51. The school has made satisfactory progress in developing the use of assessment to track pupils' progress and for target setting. Key issues from the last inspection have been tackled successfully. Although computerised systems are not fully in place, individual progress is monitored and pupils who need additional support are identified. Pupils' progress is analysed to monitor the relative performance of different groups of pupils. The data is used appropriately to set individual, group and school targets, and these can be amended as pupils enter or leave the school.

52. Procedures for assessment are good in English, mathematics and science. Reading records now show clearly what pupils need to do to improve. The procedures for assessing children's progress in the Foundation Stage are satisfactory and are based securely on direct observations of children as they work. The information gathered, however, is not yet used consistently to plan the next stage of learning for individuals and groups of children. Satisfactory assessment procedures are being introduced to monitor progress in information and communication technology. Co-ordinators of other subjects are beginning to develop assessment procedures. For example, the history co-ordinator has developed an assessment framework which is to be introduced next term.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

53. Parents receive good information from the school. Inspectors disagree with the view expressed by some parents that they were not kept well informed. The parents' handbook is

supplemented by a Reception class brochure, which together with the regular newsletters and the annual report to parents from the governing body, keep parents well informed about the daily life of the school. Letters have been sent out to parents about the new behaviour policy, the new systems for requesting leave from the governors for term-time absence and changes in teaching staff. Curriculum plans are on show in each classroom and parents have been invited to a number of meetings on numeracy, national tests, sex education and the school improvement plan which help them understand how their children are being taught. Parents now have the opportunity to meet with staff three times a year to discuss each pupil's progress towards agreed targets. The new headteacher has introduced an open day for each class in the spring term when parents can look through pupils' work as well as speak to the class teacher. This has proved a popular development. Progress reports meet statutory requirements and include areas for improvement in English and mathematics. In other subjects however, reports describe what children have covered but seldom say what they have achieved.

54. The headteacher is readily available to speak to parents. She is available in the playground each morning and there are drop-in sessions twice a week, once before school and one day after school, when teachers are available to parents. In addition all teachers take their pupils out to the playground to meet their parents and carers at the end of the day; some teachers spend a considerable amount of time answering a long line of parental concerns and complaints at this time. This can make teachers feel quite dispirited at the end of a long day and affect staff morale generally.

55. The majority of parents ensure homework is completed and hear their child read regularly at home. An active Parent Teacher Association contributes well to the life of the school by arranging coffee morning for parents of Reception pupils and organising fund-raising events which are well attended. Recently the parents organised a successful bike ride and breakfast before school. These sorts of events are beginning to bind the school together more as a community. A group of parents are recataloguing the library and working on the developments to the playground including additional seating and an adventure trail. One parent has worked on a large tapestry in which each class has completed a section. Some lunchtime clubs such as the construction club are run by parents and an ex-parent coaches the school football squad.

56. Parents and carers of pupils with special educational needs are kept informed about their child's progress towards the targets set for them. They are invited to, and the majority attend, meetings and make useful contributions to the discussions. Parents, including those unable to attend reviews, are given copies of the individual education plans.

57. The views expressed by parents both through the questionnaire and at the meeting before the inspection were largely negative. Those who attended the meeting and those who wrote to the Registered Inspector noted concerns about many issues. Similar concerns were expressed by parents at the last inspection. Despite these negative views the majority of parents agree that their children like school and make good progress, and that the teaching is good. The inspection team agrees with these views, although judge the teaching and learning to be satisfactory overall rather than good.

58. A significant number of parents said that the school is not well led and managed but inspectors found the opposite to be the case and agreed with those parents who wrote separately to praise the work of the new headteacher.

59. Many parents are concerned about standards of behaviour and while inspectors judged that behaviour is good in the vast majority of classes, they agree that a few boys and girls do disrupt lessons occasionally by their poor behaviour. These pupils have special educational needs and the school's provision for them is unsatisfactory. The behaviour of some older pupils at lunchtime is also unsatisfactory. Parents do not feel that the school provides an interesting range of activities outside lessons and have concerns about homework. The inspection team judge extra-curricular activities to be good and homework to be satisfactory but acknowledge that where there have been changes of staff, the regular provision of homework has been disrupted.

60. A significant number of parents expressed great concern that their children's progress had been severely affected by the high turnover of teachers. Inspectors agree that this is the case in one Year 3 class. In other classes however, even where there have been staff changes, these have not significantly affected pupils' progress.

61. The relationship with parents was a key issue at the time of the last inspection and a great deal has been done to try to improve this. However, there is still much to do to win the support of all parents. It is clear that the headteacher and her staff work hard to try to allay parents' concerns and the vast majority of parents recognise and support this. However, the considerable demands made on the headteacher's time by some parents impact upon the time she has available to work with children and staff.

HOW WELL IS THE SCHOOL LED AND MANAGED?

62. Leadership and management were judged to be a significant weakness at the last inspection. Many aspects were identified as needing improvement to ensure that the weaknesses in the quality of teaching and learning were addressed. Improvement since the last inspection is satisfactory overall, although it has been more rapid over the last year.

63. The new headteacher provides a strong lead to the school's work. In the short time she has been at the school she has been responsible for many improvements, including aspects of teaching and learning and the introduction of systems to monitor the work of the school more effectively. The deputy has provided useful support during the headteacher's first year at Aldersbrook, which has enabled her to understand the context of the school.

64. Because of the high turnover of teaching staff, many subjects have not been led or developed effectively in the past. Currently however, subject co-ordinators are performing a satisfactory role although many lack opportunities to monitor the quality of teaching and learning. Most are maintaining a reasonable overview of standards and planning for improvement in their subjects but often these improvements are focused on superficial aspects rather than actually raising standards. This applies particularly to some of the foundation subjects, for example, art. A few co-ordinators are still very unsure of their roles. They are keen but not sure exactly what they should be doing. The appointment of co-ordinators for pastoral care and personal, social and health education is a good idea but their effectiveness is limited by the lack of a clear understanding of what is expected of them. Provision in the Foundation Stage is not yet monitored rigorously enough to address weaknesses in teaching and learning.

65. Phase leaders take responsibility for certain year groups and for the teachers in these classes. They are able to provide support for new teachers and monitor the overall provision. Along with the headteacher and deputy they provide a successful senior management team. This is an improvement since the school's previous inspection when the management team were said to be ineffective. They meet regularly and are well aware of the headteacher's vision for the school. They enable the headteacher to monitor provision across the school successfully.

66. The special needs co-ordinator is new to the post and has made a good start to improving the provision. There are weekly meetings with learning support assistants and a register of gifted and talented pupils has been started. Her initiatives to improve the behaviour of a specific group of boys in Year 2 have proved to be particularly effective and this needs to be extended to older pupils in the school. Her action plan for special needs clearly identifies the main areas for future improvement.

67. The co-ordinator for English as an additional language is experienced and has worked with the school for some time. She is beginning to develop her new role as the co-ordinator successfully. Pupils are accurately identified for support and their progress is carefully monitored. Resources for teaching small groups outside the classroom are appropriate and reflect different cultural backgrounds. Pupils were very positive about the quality of books available in the English

as an additional language room. The school is aware of the need to add to the resources that reflect a worldwide view in all aspects of the curriculum in order to raise the self-esteem of all its pupils. The co-ordinator has yet to work with class teachers to help them improve their teaching so that it supports pupils learning English well.

68. The governing body has improved significantly since the school was last inspected. Governors are well informed and play an active role in monitoring the school's work. They have supported the new headteacher well during her first year but have also not been afraid to ask difficult questions to keep themselves well informed. Individual governors bring a wealth of good experience to the school. From educational and business advisors to those involved in finance and public relations, they are now beginning to use their individual expertise to benefit the school. One governor, for example, has recently taken on the role of public relations officer to help parents celebrate the school's strengths. The committee structure helps governors to carry out their responsibilities successfully. Governors take individual responsibility for different aspects of the school's work and meet with teaching staff to review progress. All these structures contribute to the governing body's effectiveness.

69. Many new systems have been introduced to help senior managers identify where the school could be doing better. Although these have been introduced only over the past year, they are proving invaluable in identifying weaknesses in teaching and learning. The high turnover of staff has been a major problem in recent years and the school has had to introduce systems to support new staff whilst at the same time ensuring they meet acceptable standards. Careful lesson observations by senior managers have identified where teachers need further support and training. Some improvement has been achieved but in a few cases the areas identified for development have not been followed up rigorously enough to make sure teachers have taken suggestions on board. Performance management systems plus sensitive professional development reviews are enabling the headteacher to support her teaching staff and build a stronger team.

70. Although some members of the support staff who work in classrooms perform effective roles, many are untrained and their work is not monitored rigorously enough to ensure they are providing successful support for pupils. Many are new to the school and clearly do not understand their roles. Midday supervisors, for example, often ignore bad behaviour and support assistants in class are often unsure about how to help their young charges. Teachers are not yet planning the work of assistants well enough to enable them to provide effective support. Many assistants do not help teachers enough in managing and supporting those pupils who have behaviour difficulties.

71. The school has begun to analyse the information it receives from tests and assessments. This helps it to fix appropriate targets for pupils to achieve in English, mathematics and science in Year 6. Systems to track pupils' progress towards these targets are generally effective in highlighting underachievement so that the school can put remedial strategies into place.

72. The headteacher, governors and senior managers all take an active role in planning for the school's long-term development. A conference to share views and information was held earlier this year. This was attended by the vast majority of staff, teaching and support staff and governors. The headteacher's vision for the school was shared and priorities for development were identified. Pupils and parents were also consulted. This process provides an effective model for ensuring that all those concerned with the school have a voice in saying where improvement is needed.

73. Financial procedures are sound. Spending is monitored and funds are allocated to support improvements. Administrative staff are beginning to play a larger part in this but the headteacher and finance committee maintain a keen eye on spending. The effectiveness of the school's spending is not evaluated well enough, however; this is hindered by the lack of financial information on some subject development plans, for example, in religious education. Similarly, the work of support staff is not evaluated well enough to see if they are providing value for money. This is of some concern as the allocation of funds to this area is high.

74. Accommodation is generally satisfactory except for the Foundation Stage classes. The nursery classroom is a difficult shape to manage, and places limitations on some activities. The Reception classrooms are small. One classroom has no sink, and therefore activities involving water are restricted. In one classroom the windows did not open and pupils became hot and bothered and this affected their behaviour. Children from one class have no direct access to the toilets and have to disturb the next-door class by walking across their room. There are enough learning resources to support most subjects, although there are not enough books for pupils in Years 3 to 6 and equipment for role-play activities in the Reception classes is rather limited.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The school should now:

- i. Improve the provision for pupils who have special emotional and behavioural needs by:**
 - Ensuring that their individual education plans identify their needs clearly and that targets are short-term and achievable;
 - Involving pupils more actively in reviewing their progress on a regular basis;
 - Ensuring that class teachers and support staff are very clear about the needs of these pupils and what part they play in helping to achieve them;
 - Working closely with parents to ensure that they also play an active part in helping their children;
 - Ensuring that pupils are aware of rewards and sanctions and that these are applied consistently;
 - Training support staff so that they know how to support these pupils effectively.
(Paragraphs 8, 17, 18, 25, 26, 33, 46-49, 78, 80, 100, 105, 110, 146.)

- ii. Improve the quality of teaching and learning in some Reception classes by:**
 - Raising teachers' expectations of pupils' achievements and their behaviour;
 - Providing more detail on joint planning to ensure that all classes cover the same work;
 - Ensuring that activities are purposeful and designed to meet clearly identified learning objectives;
 - Ensuring that activities are matched to the different needs of children;
 - Ensuring that support staff are adequately trained to perform useful roles;
 - Planning in more detail for the use of the outdoor area, ensuring that skills in the different areas of learning are covered progressively;
 - Ensuring that the needs of young children with emotional and behavioural problems are met successfully;
 - Improving teachers' behaviour management techniques.
(Paragraphs 2, 11, 18, 19, 21, 31, 75-91.)

- iii. Improving behaviour in the playground at lunchtime by:**
 - Ensuring that all areas of the playground are supervised successfully;
 - Training support staff so that they are able to manage behaviour effectively;
 - Ensuring that pupils are aware of the system of rewards and sanctions and that all staff apply these consistently;
 - Providing more activities to engage pupils' interest.
(Paragraphs 15-17, 40, 41, 46-49.)

- iv. Review the organisation of the school day to ensure the best use of time.**
(Paragraphs 4, 7, 29, 102, 118, 159.)

Other issues which should be considered by the school:

- Improve the provision of books for pupils in Years 3 to 6; (Paragraphs 74 and 98.)

- Raise standards in art and design which are below those expected for pupils throughout the school; (Paragraphs 4, 7, 118-123.)
- Develop the use of information and communication technology to support different subjects; (Paragraphs 105, 116, 138, 140.)
- Provide more privacy for older girls by ensuring that toilet doors are at an appropriate height; (Paragraph 44.)
- Continue to improve relationships with parents. (Paragraphs 57 and 61.)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

106

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

21

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	10	50	38	7	0	0
Percentage	0	10	48	36	7	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching.

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y7
Number of pupils on the school's roll (FTE for part-time pupils)	22	584
Number of full-time pupils known to be eligible for free school meals		91

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y7
Number of pupils with statements of special educational needs	0	4
Number of pupils on the school's special educational needs register	3	90

English as an additional language

	No of pupils
Number of pupils with English as an additional language	155

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	111
Pupils who left the school other than at the usual time of leaving	134

Attendance

Authorised absence

	%
School data	5.2
National comparative data	5.4

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	42	43	85

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	35	33	38
	Girls	32	36	39
	Total	67	69	77
Percentage of pupils at NC level 2 or above	School	79 (91)	81 (91)	91 (97)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	33	36	37
	Girls	38	39	35
	Total	71	75	72
Percentage of pupils at NC level 2 or above	School	84 (90)	88 (94)	85 (91)
	National	85 (85)	89 (89)	89 (89)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	47	38	85

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	41	36	44
	Girls	36	28	35
	Total	77	64	79
Percentage of pupils at NC level 4 or above	School	91 (68)	75 (56)	93 (79)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	38	39	40
	Girls	33	24	33
	Total	71	63	73
Percentage of pupils at NC level 4 or above	School	84 (70)	74 (86)	86 (70)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils**Exclusions in the last school year**

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	211	0	0
White – Irish	2	0	0
White – any other White background	37	0	0
Mixed – White and Black Caribbean	28	0	0
Mixed – White and Black African	8	0	0
Mixed – White and Asian	20	0	0
Mixed – any other mixed background	15	0	0
Asian or Asian British - Indian	33	0	0
Asian or Asian British - Pakistani	17	0	0
Asian or Asian British – Bangladeshi	11	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	14	0	0
Black or Black British – African	9	0	0
Black or Black British – any other Black background	10	0	0
Chinese	0	0	0
Any other ethnic group	37	0	0
No ethnic group recorded	132	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)	21
Number of pupils per qualified teacher	28
Average class size	28

Education support staff: YR – Y6

Total number of education support staff	19
Total aggregate hours worked per week	380

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	25
Total number of education support staff	1
Total aggregate hours worked per week	25
Number of pupils per FTE adult	12.5

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	21
Number of teachers appointed to the school during the last two years	21

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	2
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Financial information

Financial year	2001/2002
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	£
Total income	1,366,651
Total expenditure	1,399,896
Expenditure per pupil	2,226
Balance brought forward from previous year	88,671
Balance carried forward to next year	55,426

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	627
Number of questionnaires returned	158

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	46	43	8	4	0
My child is making good progress in school.	37	44	13	4	1
Behaviour in the school is good.	15	39	21	16	9
My child gets the right amount of work to do at home.	18	51	18	6	7
The teaching is good.	30	51	9	4	6
I am kept well informed about how my child is getting on.	21	39	25	13	3
I would feel comfortable about approaching the school with questions or a problem.	33	43	9	10	4
The school expects my child to work hard and achieve his or her best.	26	50	13	5	6
The school works closely with parents.	17	44	22	15	3
The school is well led and managed.	19	41	16	10	13
The school is helping my child become mature and responsible.	24	49	17	4	6
The school provides an interesting range of activities outside lessons.	16	36	16	17	15

Other issues raised by parents

Parents were pleased about many of the initiatives introduced over the past year, including the good variety of lunchtime clubs. They noted some useful improvements to the school building. Many parents were very pleased about the quality of the instrumental music tuition which helped their children to reach high standards of performance.

A significant number of parents were concerned that their children's progress had been hindered by the constant changeover of teachers over the year.

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

75. Provision for children in the Foundation Stage is unsatisfactory. The school has made limited progress in tackling the shortcomings identified in the last inspection report. There is a greater focus on developing early literacy and numeracy skills in the nursery but this does not follow on into all Reception classes. Links between the nursery and Reception classes have improved; teachers from the nursery and Reception now plan together but the plans are not detailed enough to support all teachers effectively. This means that children in Reception classes receive widely differing experiences and opportunities. Assessment procedures are satisfactory and based securely on direct observations but in some of the Reception classes the results of the assessments are not used well enough to ensure that all children receive work which is challenging and helps to move them on. Not enough progress has been made in establishing consistently high expectations and increasing purposeful activity in some Reception classes.

76. The quality of teaching is unsatisfactory overall. Teaching observed in the nursery class is satisfactory, offering pupils a secure start to school. In the Reception classes, nearly one third of the lessons seen were unsatisfactory and there was little good teaching. Although planning covers all the expected areas of learning, activities are not always matched accurately to the needs of individuals or groups of pupils. Planning for the shared outdoor area lacks detail, and the same aims are stated for both the Reception and the nursery children, allowing for no systematic approach to the development of skills. At present the outdoor area is not used well enough to promote active learning in different aspects of children's development.

77. Children are admitted to the nursery class at various times during the year. They transfer to Reception classes twice a year. Attainment on entry to the nursery varies widely, but overall is in line with that expected at this stage. This is different to the findings of previous inspections and reflects the changing nature of the school's population. An increasing number of children are entering the school with emotional and behavioural needs.

78. Progress in the nursery is generally satisfactory but in the Reception classes it is more uneven. Although some children are on track to meet, or even exceed, the expectations for their age by the time they enter Year 1, too many do not. Standards in personal, emotional and social development, in communication, language and literacy, mathematical development, and in knowledge and understanding of the world are all below expectations for children of their age. Progress is better in creative and physical development and most children achieve the expected standards in these aspects. Overall, the children, including those with special educational needs and those learning English as an additional language, make unsatisfactory progress because of the weaknesses in planning and teaching.

Personal, social and emotional development

79. Most children in the nursery class settle quite quickly and are familiar with the routines. Nursery staff are sensitive to the needs of individuals, particularly those who find it difficult to part from their parents or carers. Although a few nursery age children find it difficult to work collaboratively and to sustain concentration, most take turns sensibly and listen during whole-class sessions. Progress in the nursery is satisfactory because expectations are carefully established and explained.

80. Teaching in the Reception classes is much less consistent. Time is often wasted in trying to attract children's attention; as a result lessons become disjointed. Too many children are not forming good relationships with each other, and are finding it difficult to concentrate and sit quietly during class teaching sessions. This is because some teachers are not establishing high expectations from the outset. Children are not clear about exactly what constitutes good behaviour or positive attitudes. Periods such as snack time are not being used effectively in this class to

develop a calm and polite ethos. Support from classroom and learning support assistants varies. Some assistants are unsure of their role during class teaching sessions and how to manage children's behaviour. This results in some children disrupting lessons unnecessarily. While some children with special educational needs are supported well, support for those with emotional and behavioural difficulties is inadequate.

Communication, language and literacy

81. In the nursery teaching is generally satisfactory, although at times staff miss opportunities to encourage children to talk about their activities and develop their language skills. Listening skills are suitably developed during story times, and children readily join in rhymes and songs. Children are encouraged to recognise their names, and older and higher attaining children are now taking part in focused writing activities.

82. Progress in the Reception classes is uneven, and too many children are not on track to meet the expected standard by the end of the year. In the Reception classes, teachers plan ample opportunities for speaking and listening, although where behaviour is not well managed these opportunities can degenerate into chaotic situations. On most days Reception classes have a shortened version of the literacy period. In one lesson little learning took place during the whole-class session because of frequent interruptions to deal with disruptive behaviour.

83. In general, when teachers work with small groups, those children make satisfactory progress. Activities provided for children to complete independently, however, do not always have a clear purpose. Learning objectives are too general, and these activities often do not support learning for children of different abilities. As a result children are not purposefully engaged for some time during the lesson and, over time this slows their progress.

84. There is considerable scope to ensure that children have greater opportunity to write independently. All children practise writing letters by completing worksheets, but the skills learned are not transferred to their other writing. Correct letter formation needs much more attention. Phonic skills are taught, and some children use their knowledge to spell words. Reading skills are taught and parents give children good support at home. In one class the teacher did not ensure that children took home books which were matched accurately to their needs, and this slowed the development of their skills.

Mathematical development

85. Teaching in the nursery is satisfactory, with activities suitably provided for the older and higher attaining children. They can count and recognise and use mathematical language successfully. In the Reception classes activities are not always matched well to children's needs and children do not make the progress of which they are capable. Though some whole-class teaching is good, teachers' expectations are not consistently high, and vary considerably between the classes. Standards by the end of the Reception stage are a little below average because too many children do not reach the expected level for their age. The outdoor area could be used much more effectively to support learning in this aspect.

Knowledge and understanding of the world

86. Standards by the end of the Foundation Stage are below average. Weaknesses in planning in the Reception classes mean that teachers interpret activities in different ways. For example, an activity of making a house for an animal was lively and motivating in two classes and was dull and unstimulating in the third. Those children who modeled animal houses from boxes, hay, and sticks used appropriate skills and thought carefully about their work. In contrast, those who worked only with large blocks rapidly lost interest because the activity was dull.

87. Children in the nursery recognise and name a variety of different farm animals. They enjoy looking at photographs of the "farm visit" which they made recently. This event offered a very good

first hand experience for all children. The nursery teacher is careful to ensure that all children are aware of new vocabulary. She repeats words clearly and uses pictures effectively. In the Reception classes many children can recognise and name some animals and their babies. At times teachers do not give adequate support to children learning English as an additional language, and the whole-class teaching is too abstract. In one lesson words such as “meadow” and “foal” were introduced without pictures. In a parallel class vocabulary was explained well, although few children remembered the names of animal homes by the end of the lesson.

88. In the nursery class, children become increasingly confident in using the computer and benefit from direct teaching. The few Reception children observed using a computer did so confidently.

Physical development

89. Children make satisfactory progress in both the nursery and the Reception classes. By the end of Reception, most children meet the expected learning goal, although large motor skills are generally better developed than hand control. Children in the nursery have suitable opportunities to develop small motor skills by using a wide range of materials and equipment.

90. Children thoroughly enjoy their sessions of outdoor play, with some developing considerable confidence and control on climbing apparatus and wheeled toys. Reception class children have formal physical education lessons. Teaching was good in the one lesson observed, and the children achieved good standards in throwing and catching. There was good specific support for children with special educational needs which enabled them to be fully included in the lesson. Planning for the outdoor area is not sharp enough and does not distinguish between the nursery and Reception objectives, nor for the varying needs of individuals.

Creative development

91. Most children are on target to attain the standards expected by the time that they begin Year 1. Activities provided for the children in the nursery offer a wide range of experiences, which support the development of their creative skills. Children have ready access to painting and they handle brushes and paints confidently. Imaginative play is encouraged in the role play areas, with staff appropriately developing play on a “building site” and in the indoor “block-room”. In the Reception classes, samples of pupils’ work show that they experience a range of creative art activities. The indoor Reception role-play areas are small and not always stimulating, but some children do visit to act as travel agents, “booking” each other’s holidays. Little direct music teaching was observed, but children sing with control and most can distinguish between high and low notes. They learn a variety of songs and rhymes and begin to accompany their singing with percussion instruments.

ENGLISH

92. Standards attained in English by pupils at the end of Year 6 are good. The 2002 national tests showed that the attainment of pupils in Year 6 was well above that found nationally and also well above the standards found in similar schools. The 2002 national test results for pupils at the end of Year 2 showed that they were attaining standards in reading below the national average but in writing they were in line with expectations for their age. When compared with pupils in similar schools, they were not doing well enough in both reading and writing.

93. The pupils currently in Year 2 are attaining standards in reading, writing and speaking and listening that are in line with those expected for their age. This represents an improvement in reading since last year when standards were below the national average. Again, pupils with special educational needs and with English as an additional language are achieving well thanks to the good quality teaching they receive in class.

94. Inspection evidence shows that pupils currently in Year 6 are attaining standards above those found nationally. Their attainment in reading and writing is better than that expected for their age and is a result of the good teaching they receive as they move through the school. Standards in speaking and listening are similar to those found in the majority of schools. Pupils of all abilities make good progress including pupils with special educational needs and those who have English as an additional language as they are well supported in their lessons through careful planning of appropriate work. The grouping of pupils by ability in Years 3 to 6 also helps with planning as teachers can closely match the work to their pupils' prior ability. The school has one class of above average pupils and two parallel classes of pupils of average and below average ability in each year group. This is a well thought out and successful strategy to avoid having a class comprised of below average pupils who might become disaffected with learning because they feel they are so far below the standards of other pupils.

95. Pupils in Year 2 are attentive in class and the majority listen to instructions carefully. They listen to their teachers and each other carefully and many are able to make suitable responses. Year 6 pupils also listen well in class and question others' ideas and opinions sensibly and thoughtfully. Speaking skills for pupils in Years 1 and 2 are successfully developed through planned sessions of speaking and listening each day when pupils share their news or bring in favourite articles to show to the class and explain why they chose them. Teachers also use questioning well to draw out answers in sentences rather than a single word answer. This was clearly seen in a good Year 2 lesson using a text about eels. The teacher posed a number of questions about the lives of eels that were carefully constructed to elicit a full response. For example, pupils were asked, 'Why do you think that?' and, 'How do you know?'

96. By the time pupils reach Year 6 the majority willingly contribute to debates and discussions in lessons but do not always speak out loud in a confident and clear voice. Opportunities for addressing a variety of audiences are planned but pupils are not always taught how to do this successfully. Speaking skills are not systematically developed throughout the school.

97. Pupils are making good progress in reading. Since the last inspection the school has improved the provision by having a consistent approach to the teaching of reading with daily sessions of group reading using good quality texts that the pupils enjoy. The pupils read texts closely matched to their prior attainment and this has had a significant impact on improving the standards reached by pupils of all abilities. By the time they leave the school they have well-developed reading skills and pupils are able to read and enjoy both fiction and information books with good understanding. From an early age they are taught letter sounds and the sounds made by various groups of letters. Using these skills they can read unfamiliar words although they do not always have an understanding of the meaning. Pupils in Years 1 and 2 enjoy reading books and take them home regularly to read for pleasure and to improve their skills. They can talk animatedly about their personal likes and dislikes. For example, one Year 2 pupil loved reading adventure stories whilst another only enjoyed information books about animals. Pupils of all ages regularly use the local libraries to give them access to an even wider range of story and information books. In Year 6 pupils read fluently with more able pupils reading lengthy novels with great enjoyment. They have strong opinions on their favourite authors.

98. Few pupils in Year 6 have well-developed library skills to find books on a particular topic using, for example, the Dewey decimal classification system. Research skills are better developed with pupils able to successfully collect and collate information using more than one source, know how to skim and scan text and make notes suitable for using later in their writing. All pupils use the Internet and CD ROMs to find interesting and informative texts to use in their work and this adds a further useful dimension to the reading they undertake in school. Many of the books in the classrooms in Years 3 to 6 are old and worn and do little to encourage pupils in their reading. Some pupils said they preferred to read their own books from home, as the school selection was 'tatty and dull'. The school library, with much useful help from parents, is currently undergoing a refurbishment, but the stock of books is insufficient for a school the size of Aldersbrook. The school is constantly adding to the stock of books to improve the provision and makes good use of the local authority loan service but it has a long way to go before it is satisfactory to meet the needs

of the pupils, particularly the older ones. The reading diaries that the pupils take home in Years 1 and 2 are used well to record the books read and give parents and carers the opportunity to make suitable comments and have a useful contact with the teachers.

99. Standards attained in writing are good by the time pupils leave the school. Throughout the school pupils successfully write newspaper articles, poetry, imaginative stories, instructional texts, factual accounts and balanced arguments. The school looks for, and often finds, good links to other subjects that will support and extend the opportunities for pupils to learn to write in a variety of styles and for different audiences. Pupils enjoy the relevance of the work they are given. For instance, as part of their history work, Year 6 pupils read poems written by children in the Second World War, analysed them and then successfully wrote their own extremely moving poems in a similar style. By the time they leave the school pupils are able to write at length with a wide range of appropriate vocabulary to add interest. They write with generally correct grammar and spell words accurately. Punctuation is good with pupils usually using question marks, exclamation marks, commas, apostrophes and quotation marks correctly. Handwriting is practised regularly throughout the school although in many classes it is having little impact on the standards of handwriting seen in pupils' books. This is because it is practised with little teaching taking place; consequently pupils often do not know the correct way of doing things.

100. The quality of teaching is good throughout the school. This is a good improvement since the last inspection when teaching was judged to be satisfactory. Three-quarters of the lessons seen were good or better with particularly good teaching seen in Years 5 and 6. Only one lesson was unsatisfactory as learning was affected by the disruptive behaviour of a small number of boys. The strategies for the teaching of literacy are fully established and are having a positive impact by raising standards in all aspects of English. Teachers have good management skills and this enables pupils to concentrate on their work without interruption. The calm and purposeful atmosphere created in most classrooms is a significant factor in helping pupils learn more effectively. The pupils respond well to this and have a good attitude to their work and behave well. This was clearly seen in a very good Year 5 lesson in which the pupils were looking at and then writing persuasive letters to a newspaper. The lively approach of the teacher grabbed the pupils' imagination and interest and their behaviour throughout the lesson was very good. The planning of literacy lessons is good and includes suitably graded work to help pupils of all abilities make good progress. Teachers plan effectively in year groups so that they can successfully share ideas and expertise. Learning support assistants are used well in some lessons to work with individuals and groups of pupils to help them concentrate and complete their tasks successfully but in others they are passive and contribute little to learning. Teachers use assessment well to help them plan future lessons and to know exactly the abilities of all the pupils in their care. It enables them to set appropriate individual targets for the pupils so that they know what to do to improve further. Marking of work is also often good as it encourages pupils in their efforts as well as giving them useful advice about what to do to make their work even better next time.

101. Whole-school assessment procedures are good and are used effectively to monitor the progress of each pupil. All the information gleaned is used to guide not only the planning of the curriculum, but also to assess the level of support and intervention required to maximise the learning of every pupil especially those who are at risk of underachieving in English. This is a good improvement since the last inspection when reading records were criticised for not showing clearly what pupils could do. Teaching is monitored carefully and constructive feedback given to teachers. This has meant that the quality of the teaching has improved.

102. A great deal of the school's curriculum time is allocated to English. Literacy hours, extended writing lessons and the guided reading sessions are effective. Some of the other smaller time slots, for example those used for handwriting, are not having the desired impact on standards and are taking valuable curriculum time from other subjects.

MATHEMATICS

103. The previous inspection found that standards in mathematics for pupils in Year 2 were above average. Results in the national tests for 2002 showed standards to be overall in line with the national average but with higher attainers achieving good results. The current inspection indicates that standards are in line with national expectations this year. However evidence indicates a fall in the percentage of pupils achieving the higher standards. The fluctuation in standards is due to the difference between individual year groups.

104. The standards of work seen in the current Year 6 are in line with those expected nationally. This represents a fall in standards compared to the previous inspection and the 2002 national tests in which they achieved above average standards. This was because in 2002 the cohort of pupils was strong and many reached high levels in the tests. The current Year 6 is not expected to achieve the same high results as in the previous year though the percentage achieving average results is expected to increase.

105. Teachers make good use of the National Numeracy Strategy to ensure pupils acquire basic number skills. Lower ability pupils therefore make satisfactory progress. However, an attempt to raise standards further through a 'booster class' was curtailed because of staffing problems. Pupils, including those with special educational needs and those for whom English is an additional language, make satisfactory progress throughout the school. However, the rate of progress varies considerably between classes. Progress is better when teachers use the results of assessment information to plan work at different levels for different groups, as in lessons observed in Years 1 and 2. Very good teacher subject knowledge ensured that higher attainers made good progress in an above average Year 6 class. Where teachers' subject knowledge is less secure progress is unsatisfactory, as seen in a low ability Year 5 class and a Year 1 class. Progress is not as good as it might be in one particular Year 3 class. This is because a large amount of the teacher's energy is engaged in managing the behaviour of a small but significant number of pupils. Teachers are not planning the use of information technology in their mathematics lessons and this restricts opportunities for pupils to practise skills they have learned in the computer suite.

106. By the end of Year 2 the majority of pupils have developed a sound understanding of tens and units with the higher attainers successfully ordering sets of three digit numbers. Lower attainers are able to construct number sentences up to 20 using their knowledge of addition and subtraction. Higher attainers construct number sentences up to 100 with very high attainers using the multiplication and division sign. Some recognise the relationship between multiplication and division. The average pupil uses different strategies in calculation but does not always record calculations accurately.

107. The majority of pupils in Year 6 understand numbers up to 1000. Higher attainers work to three decimal places. They are able to calculate fractions of a given amount, identify and create equivalent fractions and compare percentages with fractions. Average and above average pupils interpret line and pie graphs with the higher attainers able to make accurate predictions. They are familiar with negative numbers and plot and record the coordinates of shapes in four quadrants. They are familiar with extended methods of calculations but do not always show their methods in problem solving.

108. The quality of teaching is satisfactory overall with some good and very good teaching. In Years 1 and 2 teaching is usually satisfactory with some good examples. Teaching is more variable in Years 3 to 6 but is satisfactory overall.

109. Well-structured lessons, clear explanations, focused questioning and a high level of challenge exemplify the very best teaching. In a very good Year 5 lesson for the most able pupils, careful explanations developed the pupils' understanding of fractional parts. The teacher then challenged the pupils to apply their knowledge to calculate fractional parts in problem solving situations. Teacher's planning and targeted questioning ensured the needs of all pupils were well

met. The pupils responded to the challenge, recorded their work neatly and all made very good progress. In a very good Year 6 lesson pupils developed a good understanding of how to multiply a decimal by another decimal because of a carefully structured oral activity. Clear diagrams also helped the pupils understand more easily.

110. One aspect of teaching which is weak is the use made of classroom assistants. For example in a Year 2 and a Year 3 lesson the classroom assistant and support teacher made little contribution to the lesson and did not actively support the pupils during the main teaching activity. This can lead to some pupils losing concentration and their behaviour deteriorating. Also there are missed opportunities to use pupils' mistakes as teaching points.

111. In some lessons the pace is too slow, pupils are passive and are not engaged by exciting teaching or targeted questioning. Where teachers' knowledge is insecure, explanations are not always clear and pupils become confused. This was seen in a Year 1 lesson where halving was described as 'taking away' rather than division. Inappropriate use of a number line in an unsatisfactory Year 5 lesson did not support the learning objective of relating fractions to their decimal equivalence. Also, though activities were challenging, the unit plans had not been adapted to meet the needs of the pupils. Pupils therefore made slow progress.

112. The subject co-ordinator is fairly new. Many of the activities on the action plan have been completed but subsequent targets need to have success criteria more closely linked with the raising of standards. Teaching and learning have been monitored with the support of the local education authority. Areas for development have been identified and shared with the teachers and in-service training provided where necessary. Other areas identified which still need further development are in the modification of unit plans to meet the needs of all the pupils and ensuring that pupils clearly show calculations and strategies used in solving problems. Assessment procedures are now in place to track pupils' progress across the school. However, the information is not used uniformly to overcome identified gaps in pupils' learning and to raise standards.

SCIENCE

113. Inspection evidence indicates that standards are above the national average by the end of Year 2 and by the end of Year 6. Pupils make good progress throughout the school and achieve well. At the time of the previous inspection, standards in science were also above average. Improvement has been satisfactory.

114. Pupils have a good basic knowledge of the subject. By Year 2, pupils know the differences between humans and other creatures, and how eating the right foods can help them to keep healthy. They know what materials are attracted by magnets. They investigate gravity and friction by seeing how far different toy cars can travel down a ramp. By Year 6, they know about the effect of electrical resistance on the brightness of bulbs. They have tried separating solids out from dirty water by using a filter. They know about healthy living, how water can turn into gas by the processes of evaporation or boiling. Progress is appropriate year on year and pupils achieve well. Pupils with special educational needs make good progress throughout the school because they are generally well supported in their work in science by the classroom assistants and other support staff. In a Year 1 class for example, a group of pupils with behavioural difficulties worked successfully with a classroom assistant on a practical activity whilst the teacher took the rest of the class for an investigation into how sound reduces over distance. Because the pupils were involved practically with the activity and the assistant knew exactly how to support them, they achieved well. Pupils with English as an additional language also make good progress in science across the school.

115. The quality of teaching and learning is good overall. As a result of this, most pupils are learning well and making good progress in science. In the best lessons, teachers share their enthusiasm for the subject with the pupils and make learning fun. Planning is sound and scientific investigations are used effectively. In two lessons, pupils were investigating whether there was a link between hand span and height. They measured each other, recorded the results on a table and

then plotted this onto a graph. When asked if this was a fair test, one child was able to say it was because they had all been doing the same thing, a clear misconception. This is because their investigations are very much teacher directed and opportunities are missed for pupils to learn to devise their own experiments and thus learn what they have to do to make a test fair. In Years 3 to 6, where teaching is good, the pupils have clear expectations of what they have to do and the activities are well matched to their abilities. Where teaching is less strong, the planning and activities are not well thought through, with the result that pupils are not sure of how to carry out the activity. On the whole, teachers form good relationships with their pupils. Most pupils, in their turn, are well behaved and receptive to their teachers.

116. In some classes, teachers miss opportunities to pitch tasks at the appropriate levels related to pupils' abilities. On these occasions, high attaining pupils, including the gifted and talented, do not make the progress of which they are capable. This is partly because the activities they are given are highly directed and leave little opportunity for them to develop their own investigative or questioning techniques. In some lessons, teachers link science appropriately to other subjects, such as English and mathematics, and this helps the pupils practise their literacy and numeracy skills. Behaviour throughout most lessons is good and in some is very good. Most pupils are motivated and remain focused on the activities for considerable lengths of time. There is very limited use of information and communications technology in science; opportunities are missed to reinforce some of the skills pupils are learning in the computer suite.

117. The quality of the leadership and management of science is good. The co-ordinator has only recently been appointed, is enthusiastic and works hard to help colleagues. The programme of work follows national guidance and is backed up with a satisfactory range of activities and resources. This enables pupils to learn the subject in a logical way. The co-ordinator has been able to monitor the quality of pupils' work and teachers' planning and this contributes effectively to maintaining standards and provision in the subject. Lessons have not been monitored, however, to identify areas which could be even better and support staff who are not so confident in the subject. The school has implemented an effective assessment scheme for the subject which helps teachers to know how well pupils are achieving.

ART AND DESIGN

118. Standards in art are below the levels expected in Year 2 and Year 6. Little time is spent on teaching the subject and this is the main reason standards are low.

119. The quality of work observed in classrooms and displayed around the school shows that pupils do not build on their art skills systematically. For example, pupils in Years 3-6 have art timetabled for every other half term. Often the gap between using a technique and using it again is so long pupils have to relearn it and therefore always start as beginners. Painting is a good example; whilst most pupils do paint whilst they are at school they do not paint frequently enough to build up their painting skills.

120. Some teachers are less confident about using certain techniques or do not have the knowledge to teach them and their classes miss out. However, the school has continued to try to include a wide range of activities in the art curriculum by adopting the national scheme for art so that all pupils have the same opportunities. These include pupils carrying out three-dimensional work using clay and plaster. A large hanging of fabric collage work hangs in the new library. This has been recently completed by classes to the overall design of a parent. Most of the art is linked to work in other subjects. For example, history is used in many classes as the inspiration for art. Some of the best work on display was the Year 5 work on Tudors that included some attractive Tudor portraits and there are plans to make a tapestry as part of the project.

121. The quality of teaching is satisfactory overall but this hides a great deal of variation in the art experience pupils receive. Teachers' knowledge and understanding of the subject varies and whilst the co-ordinator is always willing to offer advice and ideas there has been no planned programme to develop teachers' skills. Teachers are well organised for lessons and keen to help

their pupils produce interesting work. They emphasise the need for pupils to enjoy their lessons which most do. Lessons are best where teachers know the techniques they are teaching well and know how to introduce them to the pupils. In a Year 6 lesson for example, pupils learnt how to enlarge a tree shape they had drawn to make a larger landscape. The teacher understood the technique well enough to stop the class and re-teach the process when he saw several pupils in difficulty.

122. Pupils show enthusiasm for the subject and a willingness to attempt a variety of activities in art as they progress through the school. Pupils with special educational needs and those with English as an additional language often make appropriate progress because art is a practical subject and offers a different learning experience for these pupils. There are a few art clubs for pupils at lunchtime, led by different interested members of staff.

123. The subject has had a low profile on the school's agenda whilst it has had serious weaknesses: to address the underachievement in art, the co-ordinator must begin to monitor and develop the subject in an organised and planned fashion.

DESIGN AND TECHNOLOGY

124. By the end of Year 2 and Year 6 pupils attain average standards. Pupils of all abilities make satisfactory progress.

125. By the end of Year 2 pupils experience a satisfactory range of activities and develop a range of skills. Through links with literacy they have made collages of 'The Rainbow Fish' and in science labelled cut out shapes of plants. In the process they manipulate different types of materials and become familiar with their characteristics through bending, folding, shaping and cutting. They also mould and shape materials as in plasticene and papier-mache in making models of animals. Pupils explore and investigate simple mechanisms. They constructed wind-up toys after a visit to a toy museum. They investigated different kinds of vehicles and they made cars with fixed axles. They drew and labelled a diagram and listed the materials required. Year 2 pupils talked enthusiastically about making, understood the need to 'design', and explained the process. By the end of Year 6 pupils have explored pop – up mechanisms, used 'mod roc' to create structures to improve the local area and designed and made hats linked to their work on Victorian inventions. Year 6 pupils are also enthusiastic about design technology. They are able to describe the design process and explained the need to evaluate.

126. It was not possible to observe lessons in Years 1 to 2. However, analysis of pupils' work and lesson observations in Years 3 to 6 indicate that teaching is satisfactory. Teaching gives due emphasis to the design process as seen in a display of Year 2 work on 'Joseph's Coat'. A design sheet ensured that pupils addressed all elements of the design process. Teachers make good connections with other subjects to enhance pupils' learning. For example in Year 3, teachers drew on their environmental study of Wandsworth to develop the pupils' appreciation of aesthetics and create sculptures based on the sun, moon and plants. Pupils in a good Year 3 lesson examined, drew and described easels, trophies and photograph frames in their investigation of freestanding structures. They made good progress because the teacher provided a useful framework within which the pupils could record their observations. The research element of design technology is a strength within the school. This was observed in a Year 6 lesson that was linked to their work in history. The teacher provided an opportunity for the pupils to explore the nature and construction of frameworks prior to making air raid shelters. Similarly in a Year 4 class the teacher ensured that the pupils could make a lever mechanism prior to making a pop-up book. However, analysis of work indicates that teaching gives insufficient emphasis on the evaluation and modification element of the design process.

127. The management of the subject is broadly satisfactory. The subject co-ordinator is a recent appointment. She has carried out an audit of resources and ensured that study units are adequately resourced. However, her role in monitoring and evaluating teaching and learning is not yet in place. The action plan recognises the need to establish end of unit assessments following

trials. An appropriate curriculum map is in place identifying where and when units of study should be taught.

GEOGRAPHY

128. Standards are in line with national expectations at the ages of seven and 11. Pupils with special educational needs and pupils with English as an additional language make satisfactory progress, which is similar to that of other pupils. Pupils are interested in geography and enjoy their lessons. Useful visits help pupils learn about aspects of fieldwork in geography.

129. Pupils develop their knowledge of different places appropriately as they move through the school. In Year 1, pupils are encouraged to be aware of their local environment and prepared a comprehensive questionnaire about parking problems. They delivered their questions confidently to the headteacher and listened very attentively to her answers before creating their own anti-parking poster. This encouraged their social awareness and helped them work together successfully. In Year 2, pupils considered the differences and similarities between their own locality and a village in Africa. By Year 6, pupils can describe the features of rivers and use key vocabulary such as meander and tributary correctly. They know how cliffs can be eroded by the weather and the waves. In a lesson seen, this was used as a good cross-curricular exercise in writing a script involving the collapse of the hotel into the sea.

130. Pupils develop appropriate fieldwork skills when studying the locality and younger pupils can describe physical and human features around the school. Overall, pupils acquire a sound range of geographical skills. Their mapping skills are progressing satisfactorily as is their knowledge of the local environment, particularly with the focus on environmental issues.

131. The quality of teaching and learning overall is satisfactory. Teachers usually motivate their pupils well and conduct their lessons at a brisk pace. They display good subject knowledge and effective management of pupils. Slow pace and less effective questioning in a few lessons occasionally lead to pupils becoming restless and losing concentration. Good examples of collaborative and cross-curricular work was observed in Year 6; pupils were motivated and enthusiastic and working in groups contributed to their social and moral development.

132. Leadership and management are sound, although lessons are not yet monitored to identify any areas which require attention. There is an adequate supply of geography resources and these are used well to interest the pupils and illustrate particular teaching points.

HISTORY

133. Standards in history are in line with national expectations by the end of Year 2, and above the standard expected nationally by the end of Year 6. This is the result of good teaching which interests and motivates the pupils. Progress is generally good.

134. By the end of Year 2 pupils have a sound factual knowledge of some major events and people. They describe the Great Fire of London with enthusiasm, and remember details of the lives of some famous people such as Mary Seacole and Elizabeth I. They understand some of the changes in homes, transport and clothes over the ages and can compare aspects of the past with their own lives. Year 6 pupils are gaining a good understanding of Britain since 1930. They show a thoughtful approach and make relevant links between different events and times. In discussion during one Year 6 lesson for example, pupils compared the treatment of Jews under the Nazis to segregation in the United States. They were able to reflect very maturely about the issues involved. Most lessons capture pupils' interest. A Year 6 lesson, for example, began with the music from *Schindler's List* to set the scene for work on the treatment of the Jewish people. The teacher developed class discussion well, through questioning and through drawing on previous work pupils had done on Anne Frank. Provision for pupils with special educational needs was good in this lesson and enabled all pupils to be fully included. Year 6 pupils have a good recall of work covered in previous years, which shows that teaching has been thorough and stimulating.

135. Teachers use a good variety of teaching methods to involve and engage pupils. Year 5 pupils worked in groups to research and report on aspects of life at sea during Tudor times. The teachers in Year 3 use homework very effectively to encourage pupils to undertake research. In one lesson an able pupil was desperately keen to recount part of the story of Alfred the Great, which he told very dramatically. Lessons are generally well managed, but occasionally time is lost to learning when teachers have to deal with potentially disruptive behaviour.

136. The school took part in Black History Month earlier in the school year. Discussion with pupils in both Year 2 and Year 6 revealed the positive impact on pupils' understanding. Pupils talked about Mary Seacole and about segregation in the United States, showing a good understanding for their age. This represents a good contribution to pupils' spiritual, moral, social and cultural development. Links with other subjects are firmly established, and these help to make pupils' learning a coherent experience. Aspects of history emerge in art, music, religious education and geography for example. Literacy skills are used well and pupils research their history topics on the Internet.

137. Management of the subject is good. The co-ordinator monitors planning and pupils' work. She has prepared an assessment framework which is to be introduced next term. Visits to places of interest and visitors to the school make a good contribution to the curriculum.

INFORMATION AND COMMUNICATION TECHNOOY

138. Standards of attainment in Year 2 and Year 6 are average and pupils achieve well in their skills development. However, their use of these skills in other subjects is under-used. The computer suite is well used and timetabled to ensure equal opportunities for all pupils to acquire and develop their technological skills. The strength in the subject is that pupils are very positive and very confident about using the new technologies. The leadership and management of the subject are satisfactory and the teacher assistant plays a very effective part in lessons. She supports the pupils well and provides a meter to measure the progress of parallel classes.

139. By Year 2, pupils generally are able to search for specific information using keywords and search tools. They are competent in using the mouse keyboard and menus. They develop their skills steadily through Years 3 to 6 and by the time they are in Year 6 they can use a search engine to find information about specific aspects of World War II, such as evacuation and the Blitz. This activity prompted their understanding and need to choose key words. Often pupils are encouraged to work in pairs or small groups which helps the development of their personal and social skills.

140. Generally pupils are confident in using new technologies and understand how this helps them carry out certain tasks more quickly. They are able to bring together text, tables and images and multi-media presentation. Pupils know how to use the Internet to find out information across a range of subjects but do not always get the opportunity in the classroom to participate in independent research. Pupils with special educational needs and those with English as an additional language benefit from using information and communication technology, as activities can be tailored more accurately to their requirements.

141. Teaching and learning are satisfactory. Teachers are becoming more confident as a result of training and plan interesting lessons. They manage classes well and use the interactive white board effectively to involve the pupils and make key teaching points. They have high expectations of the pupils who are aware of this and respond well. Pupils listen well to instructions, mostly work hard and handle equipment with care. As soon as they arrive in the information technology suite, they settle quickly, set about their tasks with enthusiasm and concentrate throughout the session.

142. The leadership and management are sound. Monitoring standards and the quality of teaching are not clearly established. This means that areas of weakness in provision or training needs of specific teachers are not being picked up.

MUSIC

143. Standards in music are as expected for pupils in Years 2 and 6. The previous inspection did not give precise judgements about music although it noted that the school orchestra reached high standards. This continues to be the case. The 28 pupils in the orchestra perform well and show great concentration and determination. They listen to their teacher attentively, follow her instructions carefully and take great delight in their work. As well as achieving high standards, they learn the value of working together as part of a team.

144. The school spends a large amount of money on providing instrumental tuition for pupils. The provision is very good and involves more than 80 pupils, who learn to play brass, strings, woodwind and percussion instruments. The quality of the teaching is high and as a result, pupils make good progress, learning to read music and playing together in instrumental groups. Pupils have the opportunity to play recorder from Year 2 and there are more than 40 pupils in the three recorder groups that meet weekly. Pupils who learn to play instruments have good opportunities to perform to their friends and families in the concerts and festivals held over the year. Pupils in the school choir also contribute to these occasions.

145. In class music lessons, pupils achieve acceptable standards but the rate of progress varies throughout the school, depending on the expertise and confidence of individual teachers. A few teachers have difficulty in interpreting the plans for the subject and pitching their teaching at exactly the right level. Progress is steady in Years 1 and 2 because teachers are reasonably confident and the content is at a fairly basic level. Pupils learn to play percussion instruments correctly and begin to compose their own simple music to accompany 'weather sounds' and 'weather pictures.' Teaching is well organised and involves a good deal of practical work which engages the pupils' interest. Year 2 pupils work very well in small groups, deciding on which instruments should be used and how they should be played to achieve the desired result.

146. In Years 3 and 4, teaching and learning are unsatisfactory and this results in pupils making slower than expected progress. The main reason for this is that teachers lack confidence in the subject and therefore often pitch their lessons at too low a level. Pupils become bored and this leads to some weak behaviour. The lack of training of some classroom assistants means that they are unable to support the teacher effectively in managing the behaviour of pupils.

147. In Years 5 and 6, teaching and learning are satisfactory overall. There are pockets of very good practice, for example in Year 5, where the teacher's perceptive manner and careful organisation helped pupils to compose lyrics to the tune of John Lennon's 'Imagine'. The lesson was linked carefully to pupils' personal and social education; they listened to U2's 'Peace on Earth' then recorded the main ideas of the song on a worksheet. After listening to 'Imagine' they discussed its meaning before going on to write their own words. Pupils showed great awareness and sensitivity for social and environmental issues; some wrote about racism, some about saving trees and conservation.

148. Singing is taught mainly through assemblies. The quality of the singing is satisfactory overall. It is generally tuneful but often lacks volume; few Year 6 pupils contribute to the singing. Assemblies also provide good opportunities for teaching pupils about different composers and their work. During the inspection for example, pupils learned about Haydn's 'Surprise Symphony'; they listened to the music and were delighted to hear the 'surprise' as the music suddenly became louder.

149. The management of the subject is satisfactory and there has been some solid work done over the last two years to introduce plans to ensure that all aspects of the curriculum are covered. Lessons are monitored although the weaknesses in teaching and learning seen during the inspection indicate that it has not been rigorous or regular enough to help those teachers who are new to the school or those who lack subject knowledge and confidence. Good financial planning enables the school to assess the value it is getting for its money in music. For instance, this year a clear bid for funds shows governors exactly what aspects of provision will be improved.

PHYSICAL EDUCATION

150. Standards are in line with national expectations by the end of Year 2 and Year 6. Extra-curricular activities make a significant contribution to the development of the subject for many pupils.

151. By Year 2, most pupils can successfully throw and catch a large ball using a range of techniques. Some individuals are highly skilled at this. In gymnastics lessons, they use equipment carefully and responsibly and can put together short sequences of movements. By Year 5, pupils have learned techniques related to javelin, shot put and discus. Pupils with special educational needs are fully included in lessons and make satisfactory progress. Pupils for whom English is an additional language also make steady progress.

152. The quality of teaching is satisfactory overall although many lessons observed during the inspection were good. Teachers manage their classes well, and relationships are good. They plan suitable activities and manage them well. Because of this, behaviour is generally good. Lessons usually have a good pace and pupils respond quickly to instructions. Where teaching is less successful, the pace of the lesson is slow and the activities not well explained. Lessons are appropriately planned and take into account the needs of all pupils, including those with special educational needs. Support from classroom assistants and mixed ability pairing ensure that all such pupils are able to take part in the lessons planned. In one lesson for example, involving country dances, a class of Year 1 pupils quickly learned two simple dances and were able to perform them by the end of the lesson, despite some children being unsure of their left and right! In another, pupils were learning different kinds of throws to use in netball. Some children were learning this very well and by the end of the lesson could throw and catch confidently.

153. Learning aims are generally shared with the pupils at the start of lessons. Teachers emphasise the need to work safely. They ensure pupils warm up. There is a good pace of work and use of praise to reinforce learning. Teachers model activities for their pupils, and get pupils to demonstrate what they can do well. Pupils are enthusiastic about the subject and learn effectively.

154. The curriculum makes provision for all aspects of physical education including games, dance, gymnastics, swimming and outdoor pursuits. A residential visit to Wales is organised for pupils in Year 6 where outdoor pursuits are included. There are also opportunities to learn sports such as netball and cricket in extra-curricular clubs. The subject is appropriately resourced with facilities and equipment, and the grounds provide adequately for games teaching, although the school does not have its own field. There is no formal assessment scheme yet but the co-ordinator has drafted one for implementation.

RELIGIOUS EDUCATION

155. Standards in religious education in Years 2 and 6 meet the expectations of the locally agreed syllabus. Plans for the subject ensure that pupils are introduced to different religious practices and learn to respect and value them appropriately. Evidence in pupils' workbooks in Years 5 and 6 shows that pupils are beginning to reflect on some of the similarities and differences between faiths and consider how they affect their own lives. The way that teachers encourage pupils to reflect about different beliefs is beginning to have a good effect on their attitudes, behaviour and relationships with one another. All pupils, including those with special educational needs and those for whom English is an additional language make satisfactory progress.

156. Pupils in Years 1 and 2 consider their own families and those who help them. Year 1 pupils, for example, had interviewed the school caretaker and, in the lesson observed were reviewing how she helped them in school. The class teacher skilfully guided the pupils into thinking how they could help her; pupils suggested, 'We shouldn't block the toilets with paper' and, 'We should pick up our litter in the playground'. Year 2 pupils thought about family ceremonies such as baptisms, weddings and birthdays. Although Diwali was mentioned and discussed, more reference to the customs and cultures of other faiths would have added to pupils' knowledge and understanding.

157. Pupils in Years 3 to 6 make steady progress overall in learning about different religions. Work in pupils' books shows that some classes have covered a great amount of work during the year in comparison to others. In Year 5 and in some Year 3 classes, work completed is of a high standard. Year 5 pupils show sensitivity when they write about Islam; they know not to draw Allah as this is disrespectful. They relate the parable of the Good Samaritan to their own experiences, writing stories to show how similar events might happen in modern times. Some talk about racism as an example and describe vehemently how these attitudes are wrong. The lesson observed in a Year 5 class confirmed this good teaching and learning. The work was linked to pupils' studies of the Tudor period in history. They considered how some people have strong religious beliefs and convictions and are ready to die as martyrs for them. After mature and sensible discussion, stimulated by the teacher's lively and encouraging manner, they wrote a letter to King Henry VIII pleading for the life of Sir Thomas Moore. The work was of high quality and showed that the pupils had achieved the objective.

158. In one Year 3 class however, progress has been poor over the year. Little work has been completed in comparison with the other two classes; progress in religious education has been hindered severely by the high number of temporary teachers the class has had over the year.

159. Year 6 lessons in religious education are hindered by the organisation of the subject over the week. Whilst most other classes have one session lasting an hour, Year 6 classes have three separate 20-minute sessions over three days. The short sessions restrict the depth at which the teachers can cover each topic.

160. Overall the quality of teaching and learning is satisfactory. Pupils are encouraged to write at length about their work and this enables them to practise the skills they have learned in their literacy lessons. It also helps them to reflect about their own actions and how these can impact on their relationships with others.

161. Management of the subject is satisfactory. Some analysis of pupils' work has been carried out and areas for development identified. However, the action plans for the subject are not focused enough on raising standards and the quality of teaching and learning. The lack of detailed financial planning makes it difficult for governors to assess the value they are getting for their money.