

# INSPECTION REPORT

## **OLDFIELD PRIMARY SCHOOL**

Greenford, Middlesex

LEA area: Ealing

Unique reference number: 101869

Headteacher: Mrs E A Day

Reporting inspector: Mr M J Fitzgerald  
1246

Dates of inspection: 16<sup>th</sup> – 19<sup>th</sup> September 2002

Inspection number: 250944

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
Gender of pupils:	Mixed
School address:	Oldfield Lane North Greenford Middlesex
Postcode:	UB6 8PR
Telephone number:	020 8578 2507
Fax number:	020 8813 0687
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Andrew Radford
Date of previous inspection:	8 <sup>th</sup> – 11 <sup>th</sup> June 1998

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
1246	Michael J Fitzgerald	Registered inspector	English English as an additional language Educational inclusion	How high are standards? The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed?
14347	Joan Lindsay	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?
22480	Jane Cooper	Team inspector	Special educational needs Mathematics Information and communication technology Physical education	How good are the curricular and other opportunities offered to pupils or students?
22058	Christine Richardson	Team inspector	Foundation Stage (Under fives) Geography History French Music	
5565	Bimla Thakur	Team inspector	Science Art Design and technology Religious education	

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

### **INFORMATION ABOUT THE SCHOOL**

Oldfield Primary School is broadly average in size with 274 pupils on roll, including 41 pupils part-time in the Nursery. There are equal numbers of boys and girls in this multiethnic school. One third of the pupils approximately are from white UK and European backgrounds, one third are of Asian heritages, predominantly Indian and a smaller proportion are from Black heritages. The proportion of pupils who come from homes where English is an additional language is above average. A small number of the pupils are from refugee families in short-term housing. The number of pupils who leave and join the school other than in Reception is high amounting to approximately one third of the pupils during Years 3–6, for example. The proportions of pupils entitled to free school meals, with special educational needs (SEN) and with statements of SEN are similar to national averages. Pupils' socio-economic backgrounds are mixed but average overall. Standards on entry to the Nursery have declined since 1998 and on entry to Reception are now below age-related expectations. There is high turnover of teachers.

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

The headteacher and the deputy headteacher provide good leadership and work well with staff to improve the school despite the high turnover of staff. Pupils have good attitudes to learning and behave well. In English, mathematics and science, overall standards are below average and not yet high enough, especially at the age of 11. The progress made by pupils during 2001/2 was not consistent enough because of teacher illness and difficulties in replacing teachers who left the school. The majority of the pupils now make sound progress as a result of satisfactory and at times good teaching. Weaknesses in standards have been identified and all staff with management responsibility are taking action to address these issues. There is a small but important proportion of unsatisfactory teaching linked with staff turnover but support for and monitoring of the teaching is systematically organised. The governors are not involved enough in evaluating the effectiveness of the school. The school provides satisfactory value for money.

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

- Leadership and management by the headteacher and deputy headteacher.
- Teaching and provision in the Nursery and Reception classes.
- The arrangements for tracking pupils' progress in English and mathematics in Years 1 – 6.
- The strategies used to promote good behaviour and improve pupils' attendance.
- The way the arrangements for monitoring and supporting pupils' personal development contribute to pupils' good attitudes and behaviour and good relationships.
- The provision for pupils' spiritual, moral, social and cultural development.
- The effectiveness of links with parents.

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

- Standards in English, mathematics and science, especially at the age of 11.
- Consistency in the quality of the teaching in general but especially in mathematics.
- The development and use of assessment to assist learning in several subjects, particularly of more able pupils.
- The role of governors in evaluating the effectiveness of the provision.

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

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

The school has not made enough consistent progress since the last inspection in June 1998 largely due to staff turnover although the key issues from that inspection have been addressed satisfactorily. The resources for information and communication technology (ICT) in Years 3 – 6 have been significantly improved through the creation of a computer suite. Staff training has been provided and achievement in ICT has improved. Appropriate reading records have been introduced for all pupils. A school marking policy has been developed and appropriate use has been made of targets in English and mathematics to inform pupils of individual areas for improvement. The standards of seven year olds in English and

mathematics have been maintained, except in 2002 when results dipped, particularly in reading and science. The standards achieved by 11 year olds in English and mathematics improved in 2000 and 2001 but dropped significantly in 2002. Standards in science have declined over the last two years and have not improved enough since the last inspection. Staff changes have adversely affected test results in 2002.

## STANDARDS

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

Performance in:	Compared with			
	All schools			Similar schools
	1999	2000	2001	2001
English	D	C	C	A
Mathematics	E	C	C	B
Science	C	C	E	E

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

At the age of 11, test results in English and mathematics improved in 2000 and 2001, although there was a wide spread in the results in mathematics in 2001. In comparison with results in similar schools in 2001, English results were well above average while results in mathematics were above average. In 2002, however, the provisional results in both subjects dropped significantly and are likely to be well below national averages. Results in science improved from a low base in 1998 but declined in 2001 to well below average in comparison with results in all and similar schools. The provisional results for 2002 have not improved. At the age of seven, test results in reading and writing in 2001 were in line with national averages, with results in reading improving from the previous years. Results compared favourably with those in similar schools. In 2002, however, the provisional results in reading and writing are likely to be below national averages. Overall results in mathematics have generally been in line with results nationally. In 2001, they were well above average overall in comparison with results in similar schools but the proportion of pupils achieving the expected level was well below the national figure. The 2002 results are likely to be below the national average. Since 1999, results of teacher assessments in science have been close to national averages but in 2002 they are likely to be below average. In English and science, boys achieve better results than boys nationally but girls do not achieve as well as girls nationally, although there is little overall difference between the standards of boys and girls.

Inspection findings indicate that standards in English, mathematics and science are below those expected nationally for seven and 11 year olds and are not yet high enough. There are weaknesses in reading for meaning and in writing, particularly in spelling. In mathematics and science, there is too little investigative work to consolidate knowledge, particularly in number work in mathematics. Most boys and girls, including pupils with special educational needs and English as an additional language, achieve appropriately and make satisfactory progress by the age of seven and 11 but progress was too inconsistent during 2001/2. The disruption caused by staff turnover, including to the teaching of pupils in Years 2 and 6 during 2001/2, contributed to the decline in results in 2002. In English and mathematics, significant improvements have been made in establishing personal targets and targets for each year group, although the school's targets for 11 year olds were not achieved. Standards in ICT and in the work seen in other subjects by the age of seven and 11 are in line with expectations. The majority of pupils achieve appropriately but more able pupils are not always extended enough in a number of subjects because of lack of rigour in assessing pupils' progress. By the time they are five, the children make satisfactory progress in each area of learning and most children achieve the expected standards in physical and creative development.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are keen to learn and respond well to good teaching. They persevere when they find tasks difficult. Pupils can become inattentive when there are shortcomings in the teaching.
Behaviour, in and out of classrooms	Good in lessons and around the school. The pupils respond well to the school's code of conduct.
Personal development and relationships	Pupils and adults relate well to one another. Pupils are very willing to take on responsibility but do not always show initiative in lessons.
Attendance	Attendance is satisfactory but punctuality is not yet good enough.

Pupils respond well to the very good systems for managing behaviour. The majority of pupils come to school regularly and on time but it is too soon for the very good systems for checking attendance and punctuality to have had an impact.

## TEACHING AND LEARNING

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

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

The teaching of the children who are under five is good. Almost all the teaching is satisfactory in Years 1–6, slightly less than half is good and a small proportion of this is very good. However, there is a small but important proportion of unsatisfactory teaching. The majority of the teaching and learning in English and science is now satisfactory. The teaching of mathematics is improving but is not yet good enough, especially in work on number. In general, literacy is taught effectively but numeracy is not developed sufficiently across subjects. The teaching of ICT is satisfactory, although ICT is not used enough to enhance pupils' learning in all subjects. Teaching and learning in art, French and physical education (PE) are good. Teaching and learning in other subjects are generally satisfactory. There is some good teaching in history and geography.

In lessons observed, relationships between teachers and pupils were good. Where teaching was at least satisfactory, pupils were motivated by well-chosen activities and classroom assistants contributed effectively. Where the teaching had some weaknesses, this was most frequently because of weaknesses in some aspects of teachers' subject expertise, resulting in pupils not being extended or supported enough. Weaknesses in assessing pupils' progress in several subjects make it difficult for teachers new to the school to establish specifically what pupils in their class can or cannot do. These weaknesses adversely affect the progress of the more able in some classes. Where teaching is unsatisfactory, what pupils are expected to learn lacks clarity and the methods used do not sustain pupils' attention. In such lessons, pupils make insufficient gains in their learning. Homework supports pupils' learning satisfactorily.



## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good in the Nursery and Reception classes; satisfactory in Years 1 – 6. French in Years 5 and 6 enhances the curriculum but there is too little investigative work in mathematics and science. The literacy strategy is being implemented satisfactorily. Not enough opportunities are provided to develop basic number skills.
Provision for pupils with special educational needs	Pupils' needs are identified appropriately. Plans to meet these needs are sound. Support in lessons is satisfactory overall, but not enough use is made of pupils' individual education plans. The deployment of classroom assistants is not consistent enough and their work is not monitored sufficiently.
Provision for pupils with English as an additional language	Satisfactory as the majority of the pupils are orally fluent in English. Some of the small number of pupils with limited English are not supported appropriately on some occasions because of lack of expertise and weaknesses in assessing their English language needs. There are not enough links between work in withdrawal and class lessons for the small number of pupils who receive this additional support.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Procedures to monitor and support pupils' personal development are good. Provision is also good for pupils' spiritual, moral, social and cultural development. This is a strength of the school.
How well the school cares for its pupils	Procedures for promoting good behaviour and improving pupils' attendance are very good. There are good procedures to support and monitor the learning of children who are under five. The arrangements for assessing and recording pupils' progress are satisfactory in English, mathematics and ICT but not in other subjects.

A broad range of experiences is planned appropriately for pupils. Because of teacher turnover, these are not yet provided consistently in all classes. The tracking of pupils' progress in English and mathematics is well organised.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher and the deputy headteacher provide good leadership. Although the leadership of subjects has been disrupted by staff turnover, newly recruited subject leaders are clear about what they need to do to raise standards.
How well the governors fulfil their responsibilities	A small number of governors have contributed well to the development of the provision. Governors' evaluation of the effectiveness of the school is too limited but the school is in a good position to address this.
The school's evaluation of its performance	Analysis of assessment information in English and mathematics is used well to track how pupils achieve, to pinpoint where action is necessary and to set targets for improvement. In most other subjects, assessment does not identify sufficiently the action that is necessary to improve standards. The programme for monitoring the quality of teaching and learning is appropriate.
The strategic use of resources	The school improvement plan has a suitable number of key priorities but it was not published when the budget was set because of staffing difficulties. The overall evaluation of the way the budget is spent is not yet satisfactory. Staff are deployed appropriately. Available resources

	are used efficiently.
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Major difficulties in replacing a number of teachers have had a significant impact on raising standards across the school but staffing has been made more stable this year. The accommodation is good and resources are adequate.

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

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• Their children like school.</li> <li>• Children are expected to achieve their best.</li> <li>• The leadership and management of the school.</li> <li>• Feeling comfortable about approaching the school with a question or a problem.</li> <li>• The behaviour of the pupils.</li> <li>• The help for pupils to become mature and responsible.</li> <li>• Close work with parents.</li> <li>• The progress pupils make.</li> <li>• The good teaching.</li> </ul>	<ul style="list-style-type: none"> <li>• The range of activities outside lessons.</li> <li>• Homework.</li> <li>• Being kept informed about how their children are getting on.</li> </ul>

Inspectors agree with the parents' positive comments, except that there is too much variation in the quality of the teaching. Inspectors consider that parents' concerns over homework and information on children's progress are not justified. Homework is set appropriately, although it is not systematically monitored. Parents have daily opportunities to discuss any issues affecting their child's progress and annual reports provide a comprehensive picture of pupils' strengths and what they need to do to improve. Inspectors agree that there is a limited range of after school clubs, particularly sports related clubs, but the range of extra-curricular activities is satisfactory overall.

## **PART B: COMMENTARY**

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

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

1. Standards on entry to the school are lower now than at the time of the last inspection. The attainment of the majority of children on entry to the Nursery is below and, in some cases, well below that typical of children of this age. By the time they are five, the children are on course to achieve the expected levels in physical and creative development but are still below the levels expected for their age in communication, language and literacy, mathematical development, knowledge and understanding of the world and personal, social and emotional development. All the children, including those with special educational needs (SEN) and English as an additional language (EAL), are making at least satisfactory progress because of the good range of opportunities provided for language development and learning in the Nursery and Reception classes.
2. Since the last inspection, the overall trend to 2002 in the results of national tests in English and mathematics at the age of 11 was broadly in line with the national trend with some fluctuations. In 2002, however, the provisional results in both English and mathematics dropped significantly and are likely to be well below national averages. Although there are indications that the mobility of pupils has some impact on lowering standards by the age of 11, improvement since the last inspection is not yet consistent enough. As a consequence, pupils' standards are not yet high enough.
3. At the age of 11, results in English improved in 2000 and 2001 to national averages. In addition in 2001, a larger proportion of pupils attained the higher levels in English than nationally as a result of focused support and the overall results were well above average in comparison with those in similar schools. In 2000 and 2001, boys achieved better results than boys nationally while girls achieved lower than girls nationally. At the age of seven, results in reading improved in 2001 and were in line with national averages while they were well above average in comparison with those in similar schools. However, the provisional results in 2002 have dropped and are likely to be below average. Results in writing were in line with national averages from 2000 and in 2001 they were above average in comparison with those in similar schools. However, the results in 2002 are likely to be below national averages. In general, there has been no significant difference between the results of boys and girls but girls' results are below the national average for girls while boys' results are slightly above the national average for boys.
4. Overall results in the national tests in mathematics at the age of 11 improved in 2000 and 2001 when they were similar to national averages although the proportion of pupils achieving the average expected level in 2001 was below the national figure. In comparison with similar schools in 2001, the overall results were above average. In 2002, however, the provisional results are likely to be well below national averages. Overall results in mathematics at the age of seven have generally been in line with national averages but the proportion of pupils achieving the average expected level in 2001 was well below the national figure even though a small number of pupils achieved high standards. In 2001, results were well above average in comparison with those in similar schools. The 2002 results are likely to be below national averages. At the age of 11, the results of boys and girls have fluctuated from year to year while at the age of seven boys achieve results which are above the national average for boys while girls generally achieve results below the national average for girls.
5. Inspection findings indicate that standards in English and mathematics currently are below those expected nationally for seven and 11 year olds, except in listening. Overall standards have declined since the last inspection. Progress in English was inconsistent during 2001/2 because of some inconsistencies in the teaching. For example, the pupils' weaknesses in handwriting and in spelling were not attended to satisfactorily in all classes. Progress is now satisfactory. Progress in mathematics is not satisfactory because average and higher attaining pupils are not

developing sufficient skills in number and pupils have had too few opportunities to use and apply mathematics and to solve problems. Disruption caused by resignations and illness of the teachers teaching Year 2 and Year 6 pupils during 2001/2 contributed to the decline in results in 2002. In Years 3 – 6, the lack of a specialist co-ordinator for mathematics for six months contributed to inconsistent teaching as the previous coordinator left at the end of the autumn term, having been in the school for only a term. However, pupils of differing prior attainment, including pupils with SEN and EAL, are now making satisfactory progress by the age of seven and 11. In both subjects, no significant differences were observed between the attainment of boys and girls but some more able girls do not concentrate sufficiently during group work in a few classes.

6. Appropriate, focused action has been taken to address the drop in standards in English and mathematics. Test results in Year 6 have been thoroughly analysed and test results in other years have also been analysed to highlight any differences in achievement between boys and girls and children from minority ethnic backgrounds. Those areas that the school should address with urgency to raise standards have been identified clearly and action is being taken to raise standards. A detailed system for tracking the progress of individual pupils has been developed and introduced. All class teachers know the results of the previous assessments completed by the pupils they teach in English and mathematics. Each class teacher has end of year targets for the attainment and the progress of the pupils they teach and all pupils have personal targets. These measures are helping all pupils to make appropriate progress but there has been insufficient time for these to have a significant impact on the overall standards by the end of Year 2 and Year 6.
7. In science, results in national tests at the age of 11 improved in 1999 and 2000 from a low base in 1998 but declined again in 2001 to well below average in comparison with results in all and similar schools. The provisional results for 2002 have not improved and are likely to be well below national averages. Results in the teacher assessments at the age of seven have been close to national averages since 1999 and broadly in line with the national trend over the previous four years. In 2002, however, results have dropped and are likely to be below the national average. Boys generally achieve better results than girls in science.
8. Findings from the inspection indicate that standards in science are below, rather than well below, national expectations at the end of Year 2 and Year 6. The Year 6 results are well below national averages because smaller proportions of pupils achieve the expected levels. However, this represents a decline since the last inspection and standards currently are not high enough. The fall in standards is largely due to the high rate of staff turnover, including the departure of the previous science coordinator, but particularly to resignations and illness of teachers teaching Year 2 and Year 6 pupils during 2001/2. Weaknesses in assessment have also had an adverse effect on standards. Pupils have made inconsistent progress although current achievement is broadly satisfactory in Years 1 – 6, except in scientific enquiry skills and higher attaining pupils are not achieving as well as they could by the end of Year 2. Pupils with SEN and the majority of pupils who speak English as an additional language progress in a similar way to other pupils. No significant differences were observed between the contributions of boys and girls during the inspection. Test results in Year 6 have been very closely analysed and the key areas for improvement have been identified and included in the school action plan for science. Since the arrival of the new coordinator during 2001/2, there is an increased emphasis on improving the provision for scientific enquiry, particularly in Year 6, resulting in some improvement in this area. Relatively stable staffing, particularly with experienced teachers in Years 2 and 6, is also contributing to improving the progress pupils make by the end of Year 2 and Year 6.
9. Standards in ICT by the end of Year 2 and Year 6 are in line with national expectations. This is an improvement since the last inspection. In the work seen in other subjects, standards are in line with expectations and the majority of pupils achieve appropriately. In a number of subjects, pupils who are capable of higher attainment are not always extended enough because of insufficient challenge or extension work. This is partly due to new teachers getting to know their classes early in the term but also due to lack of rigour in teachers assessing pupils' progress previously so that the information from assessment could be used to plan challenging work. A

- number of gifted and talented pupils are identified through the school tracking system and the school arranges for them to attend a range of suitable events outside school. However, the variations in the teaching currently result in more able pupils not being sufficiently extended in some lessons in some subjects.
10. Pupils with special educational needs in Years 1 – 6 make satisfactory progress overall. Even though it is early in the term, pupils' needs are known to the teachers. When there is additional support in classes, the progress of a number of pupils is frequently enhanced. However, the contribution classroom assistants make to the progress of specific pupils is not consistent enough because of the way they are deployed in some classes.
  11. The vast majority of pupils who come from backgrounds where English is an additional language (EAL) are orally fluent in English. The standards they achieve reflect the spread of attainment in the school. The majority make satisfactory progress in a similar way to other pupils. However, when the small number of pupils who are targeted for additional help are withdrawn from class lessons, they are not advancing their learning appropriately enough in the curriculum for that year group. This is because of insufficient liaison between the withdrawal teaching and the class teaching. The small number of pupils who have recently arrived, including children from refugee families and who are at an early stage of learning English are not making fast enough progress. Weaknesses in assessing their English language needs because of lack of expertise in EAL, result in insufficient, regular support to enable them to access the full curriculum.
  12. The procedures for establishing the school's statutory targets in English and mathematics for 11 year olds have improved significantly since the arrival of the current headteacher. The individual pupil tracking system is thorough and easy to use. It enables teachers and senior managers to identify any pupils who are particularly able as well as pupils who are potentially underachieving. The targets set are sufficiently challenging. Although the targets in 2002 were not achieved, the process for setting these targets was very carefully considered and monitored. Since the results have been received, the school has looked closely at the extent to which all pupils achieved their expected levels and particularly at the results of a number of borderline pupils. The analysis shows that it was the performance of a number of borderline pupils particularly which lowered the results and contributed to the targets not being achieved. Target setting in science is not yet established and the tracking of pupil progress is underdeveloped.
  13. Results of assessments have been analysed by gender and there has been some analysis of results by ethnicity using information provided by Ealing. These analyses have been used to highlight priorities in the school improvement plan. For example, action is planned during this year on raising the attainment of girls and pupils from some Black heritages. The results of those pupils in Year 6 who completed the Year 2 tests in the school four years ago have begun to be analysed to evaluate progress and a start has been made in analysing how the attainment of pupils joining the school at other times during Years 3 – 6 has affected results. However, the analysis of the impact of pupil mobility on standards is underdeveloped at this stage.

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

14. Boys and girls of all ages have maintained the good attitudes to school that were seen at the time of the last inspection. Although very small numbers attended the parents' meeting and the number of pre-inspection questionnaires completed was also small, the majority of the parents who responded confirm that their children like coming to school. This is evident in the good levels of enthusiasm that most pupils show for their work. Children in the Nursery and Reception classes have good attitudes to learning and behave well. In Years 1 – 6, when teaching is good and tasks are suitably challenging, pupils maintain their involvement in activities well. In a geography lesson in Year 2, for example, pupils of all capabilities settled quickly to draw the features of a map of the Island of Struay. They took care to work neatly and were proud of the end result. Similarly, older pupils in Year 5 worked with rapt concentration as they sketched an arrangement of logs, ivy and flowers. Pupils persevere when tasks are difficult, such as in a PE lesson in Year 3 where pupils were developing coordination skills using a bat and ball. Several found it difficult to bounce the ball but with the encouragement of the teacher and the support assistant, they did not give up trying to improve. Pupils with EAL are well motivated and enjoy

the attention given to them when they receive additional support for their learning. Most pupils with SEN have good attitudes to learning. However, a very small number of pupils with behavioural difficulties can become restless in lessons although they usually adjust quickly with the support of the teacher or classroom assistants. When the teaching has shortcomings, pupils continue to behave well but concentration declines. Pupils are eager to be involved in other aspects of school life such as those who joined in with enthusiasm during the after-school dance and drama clubs.

15. Behaviour has been maintained at the good levels seen at the last inspection. Whilst the school and pupils report that there are some instances of unacceptable behaviour, parents and pupils are very confident that any issues will be dealt with swiftly and fairly. Behaviour was good during break in the morning and at lunchtime and pupils also behaved very well during the key stage assemblies. The school's code of conduct is emphasised regularly during the day and pupils are aware of their own class rules and the school motto 'Work hard, learn and be friends'. Pupils are encouraged to report any intimidation. As a result, the school has reduced any incidents of oppressive behaviour such as bullying and racism. There have been no permanent exclusions from school and only one short, temporary exclusion. This is an improvement since the last inspection and reflects the support provided for pupils who have behavioural difficulties.
16. Pupils relate well to one another. Although relationships overall are now considered to be good rather than very good, largely due to the high staff turnover, there is already good rapport between adults and pupils in many classrooms. This has a positive impact on learning. Good relationships are encouraged through personal, social and health education (PSHE) lessons. In a PSHE lesson in Year 5, for example, pupils had to think of how they could be caring and kind and they listened sensitively to each other. Pupils were also seen to work well and productively in pairs, for example in ICT lessons and when "talking partners" are used in English lessons. Pupils have good levels of respect for each other's feelings, values and beliefs and this is emphasised through the study of different religions in religious education (RE) and also through the well thought out programme of assemblies. As a result, pupils mix well together regardless of background, race or special need and they have a good understanding of the impact of their actions on others.
17. The extent to which pupils show initiative and take on responsibility is satisfactory overall. Pupils are very willing to take on responsibility and take roles such as student council representative and 'playground pal' very seriously. Even the youngest children are involved in tidying up through the 'Spick and Span Gang' in the Nursery. Pupils have other roles such as taking registers to the office and handing out play equipment in class. Pupils' personal development is enhanced through the programme of educational visits and through the visitors who come into school. Older pupils gain from a residential visit. However, the extent to which pupils show initiative in lessons is not consistently well developed. For example, pupils in a Year 5 literacy lesson found it difficult to think up their own plot for a story and mostly replicated the characters and story line that they had just heard.
18. Attendance is satisfactory but punctuality is not yet good enough. Both authorised and unauthorised figures are in line with national averages and have remained the same as those seen at the last inspection. Some of the time pupils are away from school is due to parentally condoned absence and extended holidays and no one group of parents and pupils contribute a disproportionate amount to the absence figures. A small but significant number of pupils are frequently late to school. The school has recently implemented much tighter systems for checking attendance and punctuality. These very good systems record and follow up latecomers individually but there has not been enough time for them to have had a strong impact and to change the attitude of a small minority of parents.

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

19. The majority of the teaching and learning is satisfactory. Teaching was satisfactory or better in nine out of ten lessons observed. Teaching was good or better in slightly under half of these lessons. Of these, a very small proportion was very good. Teaching was unsatisfactory in one

lesson out of ten and of these a very small number were poor. In the Nursery and Reception, teaching is consistently good. Good teaching was also observed in other years, particularly in Years 2, 5 and 6. However, the overall quality of the teaching has declined since the last inspection in spite of the systematic monitoring of both planning and teaching since the arrival of the current headteacher. The shortcomings are linked with staff turnover but the range in quality means that the school is not yet consistently meeting the needs of all its pupils, whatever their background, in each subject in each class and this results in standards being lower than they should be.

20. The quality of teaching and learning has been maintained in the Nursery and Reception since the last inspection. Although there have been several changes of staff during the past year, teaching by present staff is consistently good as all have a good understanding of the needs of children under five. Support staff are deployed appropriately and contribute effectively to children's learning. Staff expectations contribute to the development of the children's good behaviour and positive attitudes. Teachers make suitable use of praise and encouragement when managing the children. Assessment is used effectively to identify children's needs and to track their progress from entry. In both the Nursery and Reception, activities are planned clearly across the six areas of learning and links are identified with the National Curriculum in Reception. The planning takes good account of children's needs and learning intentions are clear in the good range of activities. These extend children's language through focused conversations with an adult and help pupils to learn with others. The shared outdoor area is used well to provide a range of stimulating and enjoyable activities for all children. Parents are kept well informed through informal discussions and parents' meetings. As a consequence, boys and girls, including those with SEN, or who are at the early stages of learning English as an additional language, are making at least satisfactory progress. Progress is at a lower rate initially because of the children's weaknesses in understanding and in their use of English on entry.
21. The majority of the teaching and learning in English is now satisfactory across the school, except in a very small number of classrooms. Good teaching was observed in some lessons in Years 5 and 6. Although planning is consistent across the school, variations in quality were due to shortcomings in teachers' subject expertise, the provision of the same activity for all pupils, the lack of adjustment to the way of teaching in the light of pupils' responses and the management of some group work. In mathematics, evidence from pupils' completed work during 2001/2 in Years 1 - 6 shows insufficient evidence of the teaching of some topics, of problem solving and of opportunities to apply mathematics and there is unclear continuity in the teaching of number. In Years 1 - 2, the majority of the teaching observed during the inspection was good, although one poor lesson was observed, due to unsatisfactory planning and lack of teacher expertise. Overall, there are some weaknesses in the teaching of number in Years 1 - 2. In Years 3 - 6, the teaching was satisfactory in the majority of lessons, but two unsatisfactory lessons were observed. Because of the inconsistency in each of the key stages, the overall quality is unsatisfactory, although the observations during the inspection indicate an improvement in the teaching from last year. In science, the work in pupils' books indicates that the quality of the teaching has been variable in the past, but generally satisfactory. Teaching is satisfactory in Years 1 - 2. It varies from good to unsatisfactory in Years 3 - 6 but it is satisfactory overall. In general, too few opportunities are provided for pupils to undertake scientific enquiries. Although work is planned appropriately in year groups, activities are not always provided to extend more able pupils. Weaknesses in assessment contribute to this less challenging work. The teaching of ICT is satisfactory. The new suite makes a good contribution to the provision and staff expertise has been improved through the national training. However, too little use is made of ICT to enhance pupils' learning in other subjects. Teaching and learning are good in art, French and physical education (PE) and satisfactory in other subjects. In history and design and technology, it is not possible to make a judgement on the teaching in Years 1 - 2 as no lessons were observed.
22. The teaching provided for pupils with special educational needs in Years 1 - 6 is satisfactory. Teachers usually provide tasks which match pupils' prior attainment when pupils are taught in groups or receive individual support from class teachers or classroom assistants. However, they

make limited use of pupils' individual education plans in their planning. The deployment and briefing of classroom assistants is too variable. As a consequence, some classroom assistants contribute well, especially during individual or group work, but many are not briefed or deployed effectively in support of specific pupils during whole class work.

23. The majority of pupils who come from backgrounds where English is an additional language (EAL) are taught appropriately. However, teachers and classroom assistants in most lessons are not aware of the full range of pupils' English language needs because of weaknesses in the assessment of pupils' fluency in English. This results in some pupils being given work which is directed at low attaining pupils as the specialist EAL support is not always focused enough on meeting the specific EAL needs of the targeted pupils. The teaching of pupils who are at an early stage of learning English is not satisfactory, except in the Nursery and Reception where the teachers focus appropriately on developing children's 'talk'. In the rest of the school, most class teachers lack expertise in teaching pupils who are at an early stage of learning English because of lack of training. The focus of the additional teaching in withdrawal lessons is not appropriate because of lack of links between the pupils' ongoing class work and the work they are asked to do in the withdrawal lessons. As a consequence, some of these pupils miss large amounts of work in their year group. The room used for the withdrawal teaching is not satisfactory.
24. In all lessons observed, pupil management and discipline were at least satisfactory and pupils generally behaved appropriately. Relationships between teachers and pupils and between pupils were good. Pupils are generally well motivated and respond with interest to good teaching. For example, when "talking partners" are used in English lessons, pupils concentrate and discuss with gusto. Teachers generally help to develop pupils' literacy skills when working in subjects other than English.
25. In lessons which were at least satisfactory, teachers' subject expertise was secure enough to promote learning. Lesson planning was detailed, with well-chosen activities which interested and involved pupils and linked well with previous lessons. Learning objectives were shared so that pupils were aware of what was expected of them and concentrated very well. The responses of pupils were noted to gauge how successfully they were learning and opportunities were taken to extend higher attaining pupils. Whole class oral sessions and teacher demonstrations were well conducted. Classroom and learning support assistants were deployed well. In a very good PE lesson with a mixed age class in Years 1 – 2, for example, the teacher's good subject knowledge enabled her to develop the skills of individual pupils successfully. Boys and girls of varying skill worked with concentrated effort and enjoyment. Pupils with EAL needs were well supported by a classroom assistant. This resulted in all pupils making very good progress in throwing and catching. Similarly in well organised lessons with good pace in Year 6, pupils made good progress in developing their understanding of how to structure a written report in English and in mathematics good use was made of white boards to assess whether pupils could multiply and divide by 10 or 100.
26. Where the teaching is still satisfactory, there are two main weaknesses which result in teachers' expectations not being high enough, thus reducing the quality of pupils' learning. Weaknesses in some aspects of teachers' subject expertise result in pupils not being extended or supported enough. For example, the arrangements for the planning of the teaching are consistent across the school and teachers plan together in year groups, but the way teachers subsequently interpret and implement these plans varies. Plans for individual lessons require teachers to match tasks with pupils' above average, average or below average prior attainment. However, a few teachers prepare the same activity for all pupils, usually limiting the progress of the more able. In a Year 5 English lesson, for example, pupils were not directed enough to interpret how the text they were reading conveyed meanings which were not stated explicitly. In mathematics in Years 1 – 2, there is some lack of expertise in ways of developing pupils' capabilities with number, for example through the use of resources such as fingers or number grids to help count in ones or 10s. Secondly, weaknesses in assessing pupils' progress and in using the results to inform further teaching in several subjects make it difficult for teachers new to the school to establish specifically what pupils in their class know and what they can or



cannot do, resulting in the planning of less challenging work. In some classes, teachers use the responses from the pupils to assess how well they have understood, to provide feedback to the pupils to show them how to improve and to adjust their teaching as necessary. Overall, however, there is too little use of this type of assessment during lessons.

27. Where the teaching is unsatisfactory or poor, learning objectives are not clearly identified in the teachers' planning. Appropriate methods are not used to support the needs of all the pupils. The pace is often slow and as a consequence there is difficulty in sustaining pupils' attention, resulting in a lack of concentration and enthusiasm. For example, when given tasks to complete independently, some boys and girls take too long to start work and concentration during the task varies too much. Learning support staff are not guided sufficiently on the strategies or the resources needed to support individuals or groups of pupils. As a result, the pupils make insufficient gains in their learning, although behaviour remains satisfactory.
28. The amount and appropriateness of homework are satisfactory, with each year group having a clear timetable that is given to parents at the start of every term. However, the way in which homework is provided in practice is not monitored sufficiently particularly in the light of the turnover of teachers.

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

29. The school provides a broad, generally balanced and relevant curriculum. The quality of the provision has been maintained since the last inspection.
30. The quality and range of learning opportunities for children in the Nursery and Reception classes are good. The curriculum is planned to make sure that every child has experience of the six required areas of learning for children under five. Activities are challenging and prepared well in both Nursery and Reception. The range of opportunities for children to learn is wide but there is a particular emphasis on developing children's understanding and use of English and their social skills. Appropriate links are established with the early stages of the National Curriculum in Reception classes.
31. The quality and range of learning opportunities are satisfactory in Years 1 – 6. The curriculum has been enriched in Years 5 and 6 by the introduction of French. Although the curriculum is balanced overall, the provision of opportunities to solve problems and to use and apply skills is unsatisfactory in mathematics and science. The allocation of teaching time for science is appropriate, although there are a few occasions where timetabled time is not sufficient for pupils to complete some scientific enquiry work. The provision for ICT in Years 3 – 6 has improved significantly since the last inspection, resulting in an improvement in pupils' standards. However, at this stage, insufficient use is made of ICT to enhance pupils' learning in subjects.
32. Planning of the curriculum in subjects is satisfactory. The school's clear curriculum map identifies when topics are to be taught in different years so that all pupils, including those in mixed age classes, are taught in a continuous and progressive way. There is a school policy for all subjects, except French which has guidelines for lessons and a scheme of work. The school policy for English, however, does not include speaking and listening, resulting in insufficient attention to the assessment and recording of pupils' attainment, particularly in speaking. The majority of subjects have adopted national guidelines and the locally agreed syllabus for religious education (RE) is being implemented. Accordingly, appropriate schemes of work are in place for all subjects except personal, social and health education. At present, a six-year circle time programme is being used although there are plans to link this to the healthy schools project. Half termly plans provide appropriate detail of what is to be taught. Weekly and daily plans vary between the teachers. There are weaknesses in this planning, particularly for pupils of differing prior attainment in some subjects, resulting in insufficient challenge on some occasions for higher attaining pupils.

33. The National Strategy for Literacy is being implemented appropriately and satisfactory opportunities are provided in several subjects to help pupils to develop and extend their literacy skills. Although the National Numeracy Strategy is being implemented, there are not enough consistent opportunities to develop basic number skills satisfactorily. Too few opportunities are provided for pupils to develop their numeracy skills through subjects other than mathematics in Years 1 - 6.
34. The provision for pupils with special educational needs is good in the Nursery and Reception classes where pupils' needs are reviewed very regularly. The provision is satisfactory in Years 1 – 6 but not quite as good as at the time of the last inspection. The formal arrangements are well organised. The new code of practice has been implemented and individual education plans are in place and reviewed regularly. However, the use of these plans in class is weak and there is a lack of consistency and quality in the deployment of learning support assistants. There are appropriate links with external agencies to support the specific needs of some pupils.
35. The overall provision for pupils with EAL needs is satisfactory as the majority can speak English fluently. Cultural and ethnic diversity are celebrated well. This helps pupils to gain in confidence as they know that their views will be respected. Generally, support by teachers and assistants is matched appropriately to the pupils' needs. Pupils who are relatively fluent in English orally are usually given appropriate, additional support in their classes, particularly with vocabulary and speaking. On some occasions, pupils are given work which is directed at low attaining pupils rather than the specific EAL needs of the targeted pupils because of weaknesses in assessing their EAL needs. The arrangements for withdrawing targeted pupils for additional teaching are not satisfactory because of lack of links between the pupils' on-going class work and the work they are asked to do in the withdrawal lessons. As a consequence, some of these pupils miss large amounts of work in their year group. A number of pupils have a limited grasp of English, particularly some recently arrived refugees, but they do not receive appropriate support because of the weaknesses in assessment and teachers' lack of expertise. There is insufficient expertise in the school to analyse the language demands that the pupils face in subjects and to use this information to underpin the support which is provided. This significantly restricts opportunities to provide systematic and continuous extra support for pupils, particularly those with the greatest EAL need. Staff have not received appropriate training in practical strategies for teaching such pupils.
36. The overall provision for personal, social and health education (PSHE) including sex education and drug awareness is good while the specific PSHE lessons are satisfactory. There are two regular timetabled sessions for PSHE each week for each class. Quality varied in the lessons observed from good to satisfactory. In a good lesson in Year 5, for example, pupils discussed classroom rules articulately and the style of the lesson led to a greater understanding of how an individual's actions impact on others. In some lessons, however, ideas were not always sufficiently developed to encourage quality discussions, with pupils not having enough opportunity to explain views on issues that affect them.
37. The provision of extra curricular activities overall is satisfactory as a range of visits enhances the curriculum. The provision of after-school clubs has been adversely affected by staff turnover and the number of clubs discontinuing is an important weakness. There are very few sports activities. Some parents raised concerns about the lack of extra-curricular activities. Inspectors agree that there is a limited range of after school clubs, with sports related clubs particularly lacking. Currently, there are booster classes in Years 5 and 6 in English and mathematics for those pupils who would benefit from them. There is also a culture club organised by the school which enables pupils to visit a range of venues, such as the Commonwealth Institute and the Irish Centre and to deepen their understanding of other cultures, for example through sampling foods from other countries. The dance and drama clubs for pupils in Years 1 – 2 and Years 3 – 6 run by an outside agency are very popular and give an indication of the potential. However, the other provision that is made enriches the curriculum. Children in the Nursery visit a farm as part of their animal topic. Year 1 pupils visit the Museum of Childhood linked with their work on growth in science. Pupils in Years 3 and 4 visit a local park and museum as part of a history topic and pupils in Years 5 and 6 visit a residential study centre each year which provides good

opportunities for pupils to apply their ICT skills. A few pupils have been selected to attend a gifted and talented club run by Ealing. There are plans to set up a wider range of after school clubs once new staff have become more established.

38. There are satisfactory opportunities for representatives of the community to contribute to pupils' learning. Members of the police and fire services visit and elderly residents attend the harvest festival and help with pupils' reading. There have been visits from theatre and puppet groups who have performed for pupils across the school. An author visited Years 5 and 6. A large company with premises nearby has been involved in a science show and pupils have sung there. There are links with local primary and secondary schools and with a teacher-training institute. The chair of governors takes some assemblies. There has been a close link with a local sports club and the school welcomed its involvement last year in organising clubs.
39. The spiritual, moral, social and cultural development of pupils has remained strong in the school and this makes an effective contribution to the positive attitudes and good behaviour of the pupils.
40. The provision for pupils' spiritual development is good. Pupils are encouraged to appreciate the wonders of life, for example in art lessons observing seed patterns in cut fruit in Year 4 and in Year 5 where pupils were asked to look at and appreciate the beauty of leaves and petals. The school makes use of its nature trail and outdoor classroom to develop pupils' appreciation of the changing seasons. Assembly themes are well thought out to provide pupils with opportunities to consider different religions and celebrations and to encourage pupils to respect different viewpoints. Assemblies have also been designed to encourage pupils to think about how everyone is special and to celebrate the lives of others, for example after the death of the Queen Mother. In key stage assemblies on caring, flowers in a hanging basket were used well to illustrate the need for care and nurture and this was related well to people. During the main assemblies, pupils have time for reflection but this is not always the case during class assemblies. The school provides an act of collective worship in weekly key stage assemblies but does not provide a daily act of collective worship in class assemblies.
41. Good provision is made for pupils' moral development. Pupils learn what is right and wrong from an early age. The school's code of conduct, the class rules and the school motto are used effectively to emphasise the rights and responsibilities of each individual. Adults model good behaviour by treating pupils fairly and with respect and by having a high regard for their welfare. Through personal, social and health education lessons, pupils have the opportunity to understand how their actions impact on others and this is followed through in lessons. For example in a PE lesson in Year 3, the teacher emphasised that some people were able to do some things better than others but no one should laugh at a person having difficulties. The pupils responded very well to this and encouraged and helped each other. The behaviour policy is effective in promoting moral development throughout the school. Incentives such as the weekly Quality Lunchtime Shield are used well to promote good behaviour and moral development. Each classroom displays a Caring Tree that is used to highlight an individual pupil's kindness or caring for others. Pupils are encouraged to take responsibility for their property and that of others. One boy was seen to pick up a bag belonging to someone else and hang it back on a peg, after having held a door open for an adult.
42. Pupils have good opportunities to become socially aware. Older pupils playing with younger ones during breaks create a sense of community. Pupils are quick to comfort anyone who is upset in the playground. Pupils who are on the Student Council or are Playground Pals are very aware of the part they can play to benefit the school as a whole, such as through the purchase of new play equipment for the playground. Pupils state that there are fewer behavioural problems now that children are playing together more. Opportunities are provided for personal enrichment through visits to venues such as a local park and museum and a local church as well as through visitors to the school such as a drama group. Pupils are encouraged to have an appreciation of others through fund-raising events, for example for a children's hospital and by the distribution of food from the harvest festival. Pupils are encouraged to be polite. Saying 'thank you' is praised

and this results in others copying. All these aspects contribute effectively to pupils' social development and have a positive impact on relationships and behaviour in school.

43. The provision for pupils' cultural development is good. There is a positive attitude towards all pupils, whatever their backgrounds. Differing cultures are appreciated with a range of religions and cultures being celebrated, for example in RE lessons and in assemblies. The school has held an International Week and an African Caribbean week is being planned. The recent Golden Jubilee celebrations included an invitation to all parents to contribute food from their heritages. Opportunities are provided for pupils to explore aspects of different cultures through the Culture Club. This after school club takes pupils on visits, for example to the Commonwealth Institute and studies other countries through their geography and history. The school addresses any racist incidents well, recording them appropriately and informing parents. As a result, the school is racially harmonious. There are dual language books for pupils that have been provided by the Friends of Oldfield. Cultural development is also enhanced through the teaching of French in Years 5 and 6.

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

44. The school's procedures for ensuring the welfare and the health and safety of the pupils, including child protection, are very good. Pupils from minority ethnic backgrounds, including children from refugee families, are welcomed into the school and where necessary individual arrangements are made to help them to settle. Where possible, pupils' first languages are used to help with communication. Assessment and monitoring of pupils' progress in English, mathematics and ICT have been strengthened but remain unsatisfactory in other subjects.
45. Assessment is used effectively to identify the needs of the children who are under five and to track their progress from entry into the school towards the early learning goals. Baseline assessments are used appropriately to monitor progress in Reception at the beginning and towards the end of the Reception year. Parents are kept well informed through informal discussions and parents' meetings. Although there have been several changes of staff during the past year, the assessment and the tracking arrangements help teachers with their planning and enable them to take good account of children's developing needs.
46. There are good procedures for assessing and recording pupils' attainment and progress in reading and writing in English and in mathematics in Years 1 – 6. In addition to the national tests at the end of Years 2 and 6, pupils take a range of tests in other years. This builds a clear picture of pupils' strengths and weaknesses as they get older. It enables the school to decide on priorities for the curriculum and on year group targets through this comprehensive tracking system. Assessment information is generally used to group pupils appropriately in class activities in English and mathematics. This generally helps teachers to deploy classroom assistants effectively. However, assessment of pupils' attainment and progress in speaking and listening in English is not satisfactory and the school is aware of the need to develop this. In addition, assessment record sheets in mathematics are not yet being consistently used. Assessment is satisfactory in ICT and this is contributing to improvement in standards in ICT by the end of Year 6.
47. The arrangements for assessing attainment and progress in other subjects in Years 1 – 6 are unsatisfactory. Although it was planned to introduce systems of assessment in all subjects last year, this was not done because of the many changes of staff. Much thought and hard work has been involved in the development of systems. For example, pupils' individual assessment files are informative and, as they develop, will show pupils' progress in many subjects clearly. However, the instability of staffing in the last year has resulted in the procedures not yet making a satisfactory contribution to teaching and learning. For example, assessment procedures are underdeveloped in science and this is reflected in the standards being achieved in national tests at the age of 11. Some assessments are made but they are not detailed or frequent enough to identify the next steps in learning. This hinders teachers, particularly where there are changes of teacher, to plan effectively for pupils of differing attainment. All staff now in post are aware of the need to assess in all subjects and this development is included in co-ordinators' action plans.

Procedures are in place to ensure that staff follow guidelines and use the information available to amend their planning, but these are not yet being implemented consistently.

48. There is a clear school policy for assessment that is known to all staff. The marking policy, which encourages constructive comments and points for development, is now being used consistently in English and mathematics. Points noted are used as a basis for pupils' targets. These targets are discussed with pupils to help them improve their progress. Comparing standards in pupils' completed work in English, mathematics and science has not yet been undertaken to ensure consistent interpretation of National Curriculum levels amongst the teachers.
49. The procedures for identifying and assessing pupils with special educational needs are well organised and supported effectively by the school tracking system. Arrangements for annual reviews of pupils with statements of SEN are organised appropriately. All parties involved with the pupil normally attend. Assessment reviews are also held for pupils on the special needs register.
50. The assessment of the range of EAL needs in the school is not satisfactory because of the lack of expertise. All pupils are assessed and their level of fluency in English is recorded, using nationally available criteria. There is insufficient expertise in the school, however, to analyse the English language demands that the pupils face in subjects and use this information to underpin the criteria used in the assessments. However, good arrangements are made to ensure that pupils with little English or from refugee backgrounds are given individual attention and helped to feel welcome.
51. The procedures for child protection and for ensuring pupils' welfare are very good and have improved even further from the good levels seen at the last inspection. The designated teacher has received appropriate training in procedures and in how to liaise with outside agencies. Any new member of staff in whatever capacity has an induction that includes the school's policy and procedures for child protection. Staff are aware of who to speak to and how to deal with any issues that arise. Other aspects of care and welfare are also very good. For example the school has staff specifically designated as welfare assistants and there are four members who are trained in first aid. Detailed records are kept of any accidents or illnesses and the action taken. Pupils' individual medical needs are kept up to date. The health and safety policy is comprehensive, roles are clearly stated and regular checks are made of the premises and the equipment.
52. Attendance is now very well monitored, although several procedures have been introduced too recently to have had a strong impact on improving attendance as yet. For example, parents are now asked to request written permission to remove their child from school for holidays and parents taking extended leave to return to their countries of origin are advised that their child may be taken off the roll. There are very regular reminders in newsletters and assemblies about the importance of good attendance. The computerised system which is used to track attendance is monitored each week by the headteacher and immediate action is taken to contact parents on the first day of absence. Each half term, the education welfare officer visits to discuss and to follow up any pupils giving cause for concern. The recent emphasis on improving punctuality in the morning has led to a tightening up of the system for recording latecomers. Good punctuality and attendance are rewarded with individual certificates and there is a weekly shield awarded to the class with the best punctuality record.
53. The systems for monitoring and promoting good behaviour are very good. The systems in place to monitor incidents of poor behaviour are very comprehensive. During lunchtime, for example, each midday supervisor has an incident book that is checked on a daily basis by a member of the senior management team. Pupils with specific behaviour difficulties are supported by the use of a sticker chart or a behaviour change plan to focus their minds on their targets. Pupils are also given strategies for dealing with their own behaviour to encourage them to think about how their actions have an impact on others. Good behaviour is promoted appropriately through

the use of individual rewards such as stickers and the Star of the Week award as well as whole class awards like the Quality Lunchtime Shield.

54. The school monitors oppressive behaviour well and has been successful in reducing the number of incidents of bullying and racism. Such incidents are dealt with swiftly, with parents involved where necessary. They are recorded and reported appropriately. Parents and pupils spoken to during the inspection were particularly pleased with the way the school now handles any incidents that may lead to one pupil feeling oppressed by another.
55. Procedures to monitor and support pupils' personal development are good. Each pupil has a record sheet that includes a section on social development and behaviour at break times. In addition, pupils' annual reports to parents include a section on personal and social development that can be used to track progress as the pupil moves through the school. Every pupil has an achievement record folder in which they can insert rewards as well as particular pieces of work that they are pleased with. This is effective in encouraging the pupil to see how they have developed personally as they move through the school. The majority of the small number of parents who returned the pre-inspection questionnaire felt that the school was helping their child to become mature and responsible.

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

56. Parents' involvement with the work of the school is good and this has a positive impact on pupils' learning. The provision has been maintained since the last inspection. Although evaluations are based on the views of a small minority of parents who attended the pre-inspection meeting and returned the questionnaire together with discussions with parents during the inspection, parents who did comment had positive views of the school. This is similar to the situation at the time of the last inspection. Parents are particularly pleased with the way the school is led and managed, by how much their children like school and by the high expectations there are of their children. Inspection findings agree with the first two comments but teachers' expectations of what pupils can achieve are not yet consistently high enough. The main areas where some parents felt improvements could be made in the school relate to extracurricular activities, the amount of homework given and how well informed parents are about their child's progress. The quality of information provided for parents, including information on their child's progress is good overall. Parents have the opportunity to meet formally with teachers each term. They receive a comprehensive written report annually which includes individual targets for the coming year as well as National Curriculum levels so that parents can track progress. Parents also receive termly information relating to what topics will be covered in each subject and how they can help their child, as well as practical information such as when pupils need their PE kit. There are also regular newsletters about whole school events. However, the prospectus and the governors' annual report to parents both have some minor statutory omissions.
57. The school establishes good, effective links with parents from the earliest opportunity. Home visits are made to children starting in the Nursery when photographs are taken and then displayed to help the child to settle on entry. Induction evenings are held for parents of children starting in the Nursery, in Reception and when making the transition from Year 2 to Year 3. All parents sign the home school agreement. The headteacher is very accessible to parents and teaching staff also make themselves available at the beginning and end of the school day to discuss any matters informally.
58. Parents make a good contribution to their child's learning at home and at school by regularly listening to them read and signing record books. Several parents volunteer to help in school, with many more willing to assist with educational visits. Parents were also actively involved in the recent Readathon and Health Week. In addition, the small but active Friends' Association works hard to raise funds for the benefit of pupils through organising events such as a Summer Fayre, cake sales and discos. Monies raised have been used to purchase, amongst other items, a digital camera, books and to help finance the school's residential visit.

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

59. The headteacher provides good leadership for the school despite the high turnover of teachers and of senior and middle managers. Almost all of the co-ordinators for subjects, where they are in post, are new. The school has experienced considerable difficulty replacing teachers who resigned or who were absent due to long-term illness. This has contributed to lowering standards, particularly in the National Curriculum test results at the end of Year 6 in 2002 and to a heavy workload, particularly for the headteacher and the deputy headteacher.
60. The headteacher, together with the new deputy headteacher, has taken significant steps to ensure the school provides an acceptable standard of education. Through the development of the comprehensive system to track the progress of individual pupils in English and mathematics and the thorough analysis of assessment results in Year 6, the school has identified clearly those areas that should be addressed with urgency to raise standards. The school's mission statement and motto have been produced to establish the school's expectations. These are well used and frequently referred to in class assemblies. Good support has been provided for new teachers. They are able to familiarise themselves with the school's arrangements through the comprehensive staff handbook, the induction and orientation arrangements and the handover arrangements from previous classes to help them with their planning. Where some teachers

have not been able to meet the school's expectations, decisive and effective action has been taken.

61. The leadership and co-ordination of the majority of subjects has been seriously affected by changes of teachers and most coordinators are new to their posts. Temporary arrangements have been made to coordinate some subjects, for example mathematics in Years 3 – 6, because of the difficulties with recruitment. The school's current staffing structure will need to be reviewed to ensure that all subjects are effectively coordinated. Despite the turnover of teachers, however, the headteacher has introduced performance management procedures which ensure that all teachers have objectives for their professional development and for the progress of the pupils they teach. This is ensuring that new coordinators are able to start work without delay on their areas of responsibility. All teachers are observed teaching. The headteacher is taking systematic action to support and monitor the performance of teachers to raise standards but these actions are not yet effective across all of the teachers because of the high turnover. The school has the capacity to succeed although its aims and values are not yet reflected in all its work because of the variation in the quality of the teaching.
62. The coordinator for special educational needs (SENCO) provides a clear direction for SEN work. However, the effectiveness of the overall deployment of the SEN staff is inconsistent and monitoring of SEN provision is not adequate. The role of the SENCO is currently under-developed in contributing to work in lessons. The coordination of work on English as an additional language is not satisfactory because of weaknesses in assessment and insufficient links between work in withdrawal lessons and the work pupils are completing in their year groups. As a consequence, the ethnic minority achievement grant is only partly effective in supporting pupils with EAL needs.
63. Since the last inspection, a small number of governors have been particularly active in supporting the school but the role of the governors in evaluating the effectiveness of the school is not yet satisfactory. For example, some governors visit regularly to develop their knowledge and understanding of the provision and of the curriculum, particularly the chairs of the finance and personnel committees. The finance committee keeps a regular check on income and expenditure and has played an effective part in the planning for the new building and the introduction of the ICT suite. At present, however, a small budget deficit is forecast for the financial year 2002/3 but arrangements are in hand to balance the budget. However, there is no regular programme, for example of visits or of presentations on subjects, to enhance the role of all governors. Governors' strategies for identifying the strengths and weaknesses in the standards achieved in the school to help influence the direction of the school are too limited. The governors' arrangements to improve standards do not adequately consider the results of end of key stage assessments, linked with base line and other assessments, to gauge the extent to which all pupils are making progress. However, the school is now in a good position to address these issues as information from assessments is readily available on the pupil tracking sheets. In this respect, the role of governors has not improved enough since the last inspection.
64. Governors are generally fulfilling their legal responsibilities but the school does not provide an act of collective worship in class assemblies. The prospectus does not fully comply on providing details of any affiliation with a particular religion or religious denomination and the right of parents to withdraw their children from collective worship, the most recent comparative national assessment results in Year 2 and Year 6. The annual report does not include all the necessary information about the admission of pupils with disabilities.
65. Because of staff turnover, the school improvement plan is now being published much later than when the budget is set, although priorities in outline are discussed when the budget is being planned. For example, the current school improvement plan April 2002 - March 2003 was not available until September of this year. However, the planning for the development of the school has improved over the last two years and there are now clear and appropriate priorities. Success criteria overall, however, are weak as they either do not clearly identify what the outcome of the developments are for the pupils or they are not explicit enough about the extent to which standards are expected to be raised. For example, the success criteria for the school's initiative



on inclusion, race equality and anti-bullying are 'patterns of underachievement are challenged'. This is too vague to address the areas of underachievement which the school has currently identified. Closer links need to be established with the targets in the pupil tracking system.

66. The school considers cost effectiveness when purchasing resources. However, there are no formal, systematic approaches to evaluate the effectiveness of the spending in the overall budget so that the best use is made of all the school's resources. For example, the governors do not formally evaluate the extent to which the deployment of the budget contributes to improvements in standards. The school is generously staffed and the spend on teachers and on education support staff is well above average. The effectiveness of the deployment of all staff is not evaluated to gauge the extent to which it contributes to the progress the pupils make in key subjects. For example, the spending on education support staff has been increased in 2002/3 but there are no formal means to evaluate the impact of this spending. During the inspection, the effectiveness of the deployment of education support staff varied. It was most often effective when they were working with groups of pupils but during whole class work their contribution was not always managed effectively and they frequently made little or no contribution to pupils' learning.
67. The school has experienced considerable difficulty in replacing teachers who resign but the governing body does not have a recruitment and retention policy although governors have discussed this issue. However, the arrangements for the briefing and the induction of new teachers have been thorough. As a consequence, the majority are settling well even though some teachers are teaching in a different year group to that which they had taught previously and there are a number of newly qualified teachers. However, these changes have had a significant adverse impact on the quality of the teaching in a very small number of classrooms and lowered the overall quality of the teaching. Arrangements have been put in place quickly to support and monitor the teaching in those circumstances.
68. The new classrooms provide attractive accommodation for learning. In the short time that has been available since their completion, staff have worked hard to make them attractive for the pupils through displays. The music room and the computer suite enhance the quality of learning in music and ICT. The outside area in the Nursery and Reception is spacious and equipped appropriately. The school's grounds, which include a field and a nature trail, provide a good environment for play and for learning, particularly in science. However, there is a lack of indoor facilities for PE as there is only one heavily timetabled hall and some games sessions have to be cancelled during wet weather when the hall is needed for dining. The room that is currently used for EAL and for some withdrawal work in literacy is not a satisfactory environment for learning. The school does not currently have a medical room.
69. The school has sufficient resources overall, although further resources are required in mathematics. Resources for gymnastics and for some aspects of RE are also insufficient. Available resources are generally used appropriately to help pupils to learn effectively. A residential journey contributes to pupils' expertise in ICT. Action has been taken on the recommendation in the last financial audit that an inventory of resources was maintained but this is not yet completed because of the new building work.

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

70. There are four key areas for improvement. In implementing these recommendations, the governing body should meet all of their statutory responsibilities fully for the school prospectus, the annual report to parents and the provision of an act of collective worship in class assemblies.
71. The governing body, headteacher and staff should:
- (i) raise standards, especially at the age of 11:
    - a) in English by introducing systematic arrangements to improve:

- pupils' spelling as planned, the consistency of pupils' handwriting and punctuation in all their work and all teachers' familiarity with techniques for teaching writing;
  - pupils' ability to read for meaning through regular practice in deducing and inferring meaning;
  - in mathematics by ensuring that the teaching develops average and higher attaining pupils' ability in number and provides systematic opportunities for investigative work for all pupils;
- b) in science by providing well organised opportunities for pupils to undertake scientific enquiries and by providing higher attaining pupils with sufficient challenge in all lessons; and
- c) providing pupils with more opportunities to use ICT to enhance their learning in subjects;

*[Paragraphs 3–8, 21, 31, 88–90, 92–94, 99–102, 104, 105, 109–112, 31, 138]*

(ii) improve the consistency in the quality of the teaching in Years 1 – 6 by:

- a) monitoring the way plans for lessons cater for high, average and low attainers so that more able pupils are suitably extended and targets on individual education plans are used to help pupils with special educational needs;
- b) extending the systematic monitoring of the teaching in English and mathematics to other subjects and support is provided as necessary to improve teachers' expertise;
- c) providing training on practical strategies which all teachers can use to help pupils who are at early stage of learning English, by re-considering the arrangements for supporting pupils with EAL needs in withdrawal lessons and by improving the coordination of EAL work; and
- d) ensuring that the work of classroom/learning support assistants is supported and monitored effectively, particularly by the special educational needs coordinator;

*[Paragraphs 21–23, 26–27, 32–35, 61–62, 95–97, 106–107, 113, 129, 133, 137, 152]*

(iii) improve the procedures for assessment by ensuring that:

- a) regular, manageable, formal assessments of individual pupils' progress are introduced in all subjects and the information is used effectively to help plan lessons;
- b) rigorous assessment of the English needs of the pupils who have English as an additional language is introduced; and
- c) subject portfolios are introduced to provide guidance for teachers on National Curriculum levels in English, mathematics and science;

*[Paragraphs 46 – 47, 50, 98, 107, 115, 125, 130, 134, 145, 149, 153]*

(iv) to increase the effectiveness of governors in evaluating the provision, the governing body should:

- a) use the results of base line assessments and the results on the pupil tracking system to monitor standards at the ages of seven and 11 annually;
- b) evaluate cost effectiveness and value for money formally - for example by evaluating the impact of the spending on different aspects of staffing on the outcomes the pupils achieve;
- c) ensure that the school improvement plan (SIP) contains appropriate success criteria which can be used to evaluate the impact of the improvement initiatives on pupils' learning and that the SIP is available when the school budget is being finalised so that educational priorities are carefully supported through financial planning; and
- d) review the staffing structure in the light of the significant staffing changes and introduce a recruitment and retention policy.

*[Paragraphs 63 - 67]*

72. In addition to the issues above, the following, less important weaknesses should be considered for inclusion in the action plan. These are indicated in paragraphs 37 and 69.
- The provision of extra-curricular clubs, particularly in sports.
  - The completion of the inventory of resources.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	92
Number of discussions with staff, governors, other adults and pupils	39

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	4	40	39	7	2	0
Percentage	0	4	44	42	8	2	0

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

### Information about the school's pupils

<b>Pupils on the school's roll</b>	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	21	253
Number of full-time pupils known to be eligible for free school meals	-	53

FTE means full-time equivalent.

<b>Special educational needs</b>	Nursery	YR – Y6
Number of pupils with statements of special educational needs	-	5
Number of pupils on the school's special educational needs register	3	58

<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	86

<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	25
Pupils who left the school other than at the usual time of leaving	22

### Attendance

#### Authorised absence

	%
School data	5.6

#### Unauthorised absence

	%
School data	0.4

National comparative data	5.6
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National comparative data	0.5
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*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
	2001	18	26	44

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	14	15	15
	Girls	21	22	22
	Total	35	37	37
Percentage of pupils at NC level 2 or above	School	80 (84)	84 (87)	84 (89)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	15	16
	Girls	22	21	22
	Total	37	36	38
Percentage of pupils at NC level 2 or above	School	84 (82)	82 (80)	86 (89)
	National	85 (84)	89 (88)	89 (88)

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
	2001	15	13	28

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	9	12
	Girls	9	10	9
	Total	22	19	21
Percentage of pupils at NC level 4 or above	School	79 (83)	68 (73)	75 (83)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	14	13
	Girls	8	11	9
	Total	19	25	22
Percentage of pupils at NC level 4 or above	School	68 (67)	89 (70)	79 (73)
	National	72 (70)	74 (72)	82 (79)

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

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

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

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

<b>No of pupils on roll</b>	<b>Number of fixed period exclusions</b>	<b>Number of permanent exclusions</b>
75	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
56	0	0
7	0	0
2	0	0
0	0	0
20	1	0
18	0	0
5	0	0
0	0	0
31	0	0
0	0	0

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

### ***Teachers and classes***

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

Total number of qualified teachers (FTE)	13.1
Number of pupils per qualified teacher	19.3
Average class size	23

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

Total number of education support staff	10.6
Total aggregate hours worked per week	185.5

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

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	40
Total number of education support staff	1.4
Total aggregate hours worked per week	44.5

### ***Financial information***

Financial year	2001/2
	£
Total income	810,500
Total expenditure	795,488
Expenditure per pupil	3071
Balance brought forward from previous year	13,838
Balance carried forward to next year	28,870

Number of pupils per FTE adult	9
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*FTE means full-time equivalent.*

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	13
Number of teachers appointed to the school during the last two years	10

Total number of vacant teaching posts (FTE)	1.5
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1.0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0.5

*FTE means full-time equivalent.*



## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	294
Number of questionnaires returned	43

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	51	42	5	0	0
My child is making good progress in school.	47	40	9	0	5
Behaviour in the school is good.	35	51	5	0	7
My child gets the right amount of work to do at home.	12	51	16	9	5
The teaching is good.	28	53	14	0	5
I am kept well informed about how my child is getting on.	28	49	14	5	2
I would feel comfortable about approaching the school with questions or a problem.	42	49	7	0	0
The school expects my child to work hard and achieve his or her best.	47	47	2	0	5
The school works closely with parents.	28	58	9	0	5
The school is well led and managed.	40	53	5	0	2
The school is helping my child become mature and responsible.	37	51	5	5	2
The school provides an interesting range of activities outside lessons.	14	33	28	7	16

### Other issues raised by parents

- Happy with what the headteacher and the school provides.
- Too many changes of class teacher.
- Not enough after school activities especially sporting activities.

## **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**

73. Children are admitted to the Nursery on a part-time basis in the September after their third birthday and the majority move into Reception in the September after their fourth birthday. There have been several changes of staff during the past two years and the introduction of the early learning goals for pupils of this age was not firmly established until this term. The indoor and outdoor areas have undergone substantial changes and improvements this year. Although the school switched the accommodation used by the Nursery and Reception classes for the start of this term, the rooms are pleasantly decorated and arranged to provide areas of learning so that children have a supportive and stimulating start to their school life. The outdoor provision is good.
74. At present, there are 37 children on roll in the Nursery and 32 in Reception. During the inspection, however, the gradual induction of children meant that numbers varied each day and at this stage there are small numbers of pupils in both the Nursery and Reception classes. Work completed by pupils during the last academic year in the Nursery and Reception classes was scrutinised and a range of observations in the current Year 1 classes were also considered to evaluate attainment and progress.
75. At the time of the last inspection, standards were in line with national averages on entry to the Nursery and most children achieved above expectations before moving into Year 1. However, standards on entry to the Nursery are now more variable. There are more children who are at an early stage of language and personal and social development when they enter the school. The attainment of the majority of children on entry to the Nursery is below and in some cases well below, that typical of children of this age, particularly in language and communication, numeracy, knowledge and understanding of the world and personal and social skills. By the time they are five, the children are on course to achieve the expected levels in physical and creative development but are still below the levels expected for their age in communication, language and literacy, mathematical development, knowledge and understanding of the world and personal, social and emotional development. Boys and girls, including children with special educational needs and those who are at the early stages of learning English as an additional language, are making at least satisfactory progress because of the good range of opportunities for learning and language development. Progress is at a slower rate initially because of the lower, prior attainment in understanding and use of language on entry.
76. The provision for children in the Nursery and Reception classes is good and there is clear planning across the six areas of learning. There have been several changes of staff during the past year but teaching by present staff is consistently good. All staff have a good understanding of the needs of children under five. This enables children to make important gains in learning because planning takes good account of children's needs and identifies links with the National Curriculum. The shared outdoor area is used well to provide a range of stimulating and enjoyable activities for all children. Assessment is used effectively to identify children's needs and for tracking progress from entry into the school. Parents are kept well informed through informal discussions and parents' meetings.

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

77. The majority of children enter the nursery with personal and social skills that are below those found nationally. Children are taught effectively and make satisfactory progress. Most are closer to, but still below, the expected levels by the time they are five. Much emphasis is placed on the development of independence, working together, a sense of self-worth and a feeling of achievement. For example, children learn to clear away after activities before they have a break. They are proud to say what they cleared away and receive a sticker before they join in the 'Spick and Span Gang' song. Routines are being quickly established and children become used

to putting their name on the wall to register their presence for each session. Children know there are rules to follow and that there are expectations of behaviour. Poor understanding of language and expectations makes it difficult for some children to settle into activities, but adults' skilled interventions help them to understand the need to take turns, listen to others and carry out instructions.

78. In Reception, children are building on the progress made in the Nursery. Concentration and awareness improve so that most pupils are able to sit and participate in short group sessions, but there are times when children need adult support to cope with a group situation. There are clear rules and routines and most children begin to select activities and use resources independently. However, without adult intervention many would move from activity to activity without completing a task. Children are starting to work in small groups because there are always adults to give them guidance and support.

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

79. Children make satisfactory progress because of the good emphasis placed on the development of speaking and listening skills. The majority of children are unlikely to achieve the expected levels by the time they are five although those with higher prior attainment will do so. Children with English as an additional language make sound progress as a result of the individual attention they receive. On entry to the Nursery, many children use single words, nod or remain silent while only a few more confident children use longer utterances which include simple sentences. Staff plan creatively to develop early reading, writing and imaginative play. With some prompts, some children develop their conversation whilst playing with an adult. A small number of children have additional support through a programme prepared by a speech therapist and these children are making good progress towards their targets because of the skilled teaching of the nursery nurses. Teachers read books well to children and use questions skilfully to help them understand the stories. Games outside, where a beanbag is aimed at a card with one letter on it, encourage children to recognise letters in other situations and to try to think of words beginning with that sound.
80. Children make satisfactory progress in recognising words, letters and sounds in the Reception classes because they are provided with a stimulating environment of words and pictures. Writing, reading and communication skills are encouraged in every activity and staff plan well together to encourage reading and writing. Teachers make good use of the time at the end of the lesson for the development of speaking and listening skills. They work hard to encourage children to think of initial sounds of words they are using in the day. Children are given the opportunity to talk about what they have made or done in the lesson and this is a valuable sharing time for everyone.

### **Mathematical development**

81. Children make satisfactory progress because this area of learning is taught well through many practical tasks and games. The majority of children are unlikely to achieve the expected level by the time they are five because of their low prior attainment, but they make satisfactory progress. Staff plan carefully because most children's mathematical language and understanding are limited. They make sure that each area of learning provides opportunities for the development of mathematical vocabulary. For example, children have labels to wear when they sing a counting rhyme. This fosters an early understanding of 'more' and 'less'.
82. By the time children enter the Reception classes, they have gained more understanding of counting and their concentration skills have improved. They join in counting to ten and most children find the numbers in a group. Some children sort and count up to five objects reliably and check if there are enough cups and plates in the tent for each person. They order numbers by fastening them to the fence with clothes pegs, while higher attaining children match groups and numbers to ten. Lower attaining children take more time to show the correct number of fingers when counting in a group. Staff plan well-organised numeracy lessons. They are

confident about teaching basic numeracy and provide challenging tasks that are matched well to children's prior attainment.

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

83. Children achieve well in relation to their prior attainment because of the activities provided and the quality of the teaching. Staff in the Nursery plan to attract children's interest and curiosity and to stimulate learning through interesting displays and discussions with children. For example, when a child who was carefully examining figures to fit them in a jigsaw looked as if he might leave the activity, a nursery nurse showed him how to turn the pieces. Subsequently, he continued to investigate each piece to fit it in correctly. Other children experiment with the listening centre and work out how to insert a tape and to adjust the volume. Children learn the names of parts of the body and use them in songs.
84. In Reception classes, staff extend children's understanding through very effectively planned experiences. As a result, the children make choices and learn to experiment with construction materials. For example, a nursery nurse helped a child to remain focused on a life-sized painting of herself by gentle questioning and assistance. She felt proud when the final picture was used for children to identify and label parts of the body in another lesson. There are many opportunities for children to develop their thinking skills through structured play and exploration. Children respond well to these. For example, children whisked bubbles to see if a big whisk makes more bubbles and they put a stone on a boat to see if it would float or sink. Although computers are always available, little directed use was made of them in the sessions seen as the children preferred to explore the range of new and exciting activities available.

### **Physical development**

85. The majority of the children are on course to attain the expected levels by the time they are five and they are making good progress as a result of good teaching. In the Nursery, there are many opportunities for physical development through outdoor activities. Children make imaginative and active use of the interesting outdoor area. Teachers change the range of activities regularly and this gives children the opportunity to move with control and confidence on wheeled toys and play with balls of different sizes, hoops and other equipment. By the time they enter Reception, children's ball skills are improving. Many increase the accuracy of their throwing at a target well. Children are confident and controlled when using the large toys outside. In the hall, their use of space is improving as they become more used to working there and responding to adult instructions and signals. From their entry into the Nursery, the children are learning to use tools for modelling, painting and making collages or models. They increase their dexterity because of the activities provided, for example pegging letters and numbers on to the fence. Children use scissors with increasing efficiency and show good manipulative skills when fixing simple construction toys together.

### **Creative development**

86. Children make good progress because of the range of opportunities to develop skills and the effective teaching which is provided. Most children are likely to attain the expected levels by the time they are five. Children in the Nursery enjoy finger painting and use glue spreaders, sand, glue and colourings with care to create swirling pictures. They are engrossed in the activity. They mould and beat clay into shapes, enjoying the feel of the cold material and the patterns they create. For example, when one child was drawing a picture of a sunflower on the playground, an adult's skilful questioning helped her to draw the shapes and the colours she could see well. Staff plan good imaginative activities for children both in the classroom and in the well-equipped outside area. The children play with an awareness of each other when they dress up, have pushchairs or vehicles, and with adult support develop play on the campsite well. Children love music and are delighted when it is time to sit down for singing.
87. In Reception, children have a good understanding of primary colours and paint with deliberation and care. The children's observational drawings improve as they take more time and care with

their work and attention is drawn to what they can improve. Children play imaginatively in the tent and café, with interventions by adults developing children's play effectively. They enjoy learning to sing new rhymes and songs and playing instruments.

## ENGLISH

88. At the end of Year 2 and Year 6, standards were generally improving or being maintained until 2002. However, results in the national tests declined significantly in 2002 especially at the age of 11 and the school did not reach its target for 11 year olds. Although there are some indications that the mobility of pupils has an impact on lowering standards by the age of 11, there has been a decline in standards since the last inspection and improvement is not yet consistent enough because of staff turnover. Pupils' standards are not yet high enough, particularly those of the more able pupils.
89. At the age of 11, the overall trend in the results of national tests since the last inspection up until 2002 was broadly in line with the national trend. Results improved in 2000 and 2001 when they were similar to national averages. In 2001, a larger proportion of pupils also attained the higher levels in English than nationally. In comparison with results in similar schools in 2001, the results were well above average. In 2002, however, the provisional results dropped significantly and are likely to be well below national averages. At the age of seven, results in reading improved in 2001 and were in line with national averages while they were well above average in comparison with those in similar schools. However, the provisional results in 2002 have dropped and are likely to be below average. Results in writing have been in line with national averages since 2000 and in 2001 they were above average in comparison with those in similar schools. The 2002 results, however, are likely to be below national averages. In both Year 2 and Year 6 boys generally achieve better results than boys nationally and girls achieve lower than girls nationally.
90. Inspection findings indicate that standards currently are below those expected nationally for seven and 11 year olds. Although the 2002 test results at the age of 11 are likely to be well below national averages, this is because smaller proportions of pupils achieved the expected levels. In the main, there is little difference between the contributions of boys and girls, although on occasion boys are more confident in expressing themselves. However, during group work some girls do not concentrate sufficiently in a few classes. Standards in writing, particularly spelling and punctuation, are generally below expectation. Handwriting is not yet consistently joined up as pupils get older. Pupils of differing prior attainment, including pupils with SEN, are now making satisfactory progress but progress was inconsistent during the last academic year because of some inconsistent teaching as evidenced in the samples of work completed by pupils. The resignations of the teachers teaching Year 2 and Year 6 pupils during 2001/2 contributed to the decline in results in 2002. The majority of pupils with EAL are achieving appropriately but pupils who are at an early stage of learning English are not making satisfactory progress because of teachers' lack of expertise in EAL.
91. Action has been taken to improve provision and to raise standards and this has been accelerated since the national tests were completed in the summer of 2002. The action is beginning to have an impact. The headteacher has ensured that all class teachers receive a copy of the results of previous tests and assessments completed by each pupil in reading and writing so that teachers can plan and match activities in lessons with pupils' prior attainment. It also enables the school to identify any pupils who are high achievers or who are in danger of underachieving from year to year. All class teachers have targets for the attainment and the progress of the pupils they teach by the end of this year. All pupils have personal targets. Assessment results in Year 6 in 2002 have been thoroughly analysed and identify clearly those areas that the school should address with urgency to raise standards. In addition, the school has identified that girls and pupils from some Black heritages are not achieving as well as they should. Although the three teachers responsible for leading and coordinating work in English this year are new to the school this term, they already have appropriate individual action plans to address the identified weaknesses. For example, action has already been taken on improving the provision for guided reading and action is planned to improve the standards achieved by girls

and some Black pupils. There are suitable plans to monitor the teaching to follow up progress on these issues.

92. Pupils' listening skills are in line with expectations throughout the school. When managed effectively, all boys and girls listen well. Pupils' ability to concentrate on their work improves as they get older, especially in Years 5 and 6. In other years, some younger pupils have difficulty concentrating when asked to work independently. In addition, where there are weaknesses in the teaching in a few classes, boys and girls become restless and this has an impact on their progress. Pupils' speaking skills are below expectations at the end of Year 2 and Year 6. For example, some of the older pupils in Year 2 regularise irregular verbs in the past tense, such as 'drawed' and 'writed', in their speech while some of the older pupils in Year 6 have difficulty understanding some of the vocabulary in the books they are reading. Where teachers use "talking partners" appropriately, this enhances pupils' speaking skills. For example, pupils in a lesson in Year 6 made good progress in collecting facts about the water cycle to prepare their response to the class. In these activities, higher attainers used more elaborate vocabulary such as 'condensation' and 'transpiration' while lower attainers and pupils with SEN and EAL were helped to contribute with the support of other pupils.
93. Overall standards in reading are below expectations at the end of Years 2 and 6, although there is a wide range in standards in most years from above to below average. The younger pupils learn to recognise the sounds of letters and are taught how to use phonic and context clues when reading unfamiliar words. As they get older, the majority of boys and girls read with increasing accuracy and confidence but expression when reading aloud remains weak for many pupils, even for higher attaining pupils, because insufficient attention is paid to it. As pupils move through Years 3 - 6, pupils' ability to use deduction and inference when reading for meaning remains weak as this is not yet consistently emphasised in the teaching in all of the classes. In this respect, the standards achieved by some lower achieving pupils and by some pupils with SEN and EAL needs are well below average. All pupils now have access to an appropriate range of books at levels matched to their prior attainment through the guided reading arrangements. However, some pupils heard reading during the inspection were reading books that were either too challenging or not challenging enough for them.
94. Standards in writing are below expectations at the end of Year 2 and Year 6. However, the standards evident in work already completed so far this year indicate that far greater attention is being paid to helping pupils to improve their writing through helpful and constructive comments which show pupils what they need to do. For example, higher attaining seven-year-olds produced stories in 2001/2 which developed sequences of ideas but punctuation was weak and was not attended to. The oldest pupils in Year 6 in 2001/2, particularly the more able, were able to sustain and develop ideas in their writing but few wrote with lively expression choosing vocabulary to create effects. This year, higher attainers in Year 6 are already using words for effect, for example "stomping down the stairs" in a suspense story and being encouraged to think about the impact of the words they choose for effect. The turnover of teachers during 2001/2 has resulted in inconsistent standards between some classes and in the range of pupils' writing, for example in the effective use of dialogue to build up character and plot in stories. Standards of handwriting are satisfactory in handwriting books but teachers do not insist on the same standards in other writing. Practice in joining up letters is not yet consistent. Standards in spelling are too variable throughout the school. ICT is insufficiently used to help pupils to draft their writing, although there are some good examples where ICT has been used to produce illustrated books and texts in Year 6 and in Year 2. Satisfactory opportunities are provided in a number of subjects to help pupils to develop and extend their literacy skills, particularly in science and in history and geography.
95. The majority of teaching and learning is now satisfactory across the school. There is some good teaching but there is also a small proportion of unsatisfactory work, mostly linked with a small number of classes. Teachers in almost all lessons make sure that pupils know what they are expected to learn and how this links to what they have covered previously. Teachers and pupils relate well to each other and discipline is good. This creates a good atmosphere for learning. The range of activities provided motivates pupils and particularly good use is made of "talking

partners" in a number of classrooms. The teaching groups within most classes are organised appropriately as information from assessments has been used to identify pupils' prior attainment. The planning of the literacy hour and the other timetabled tuition are consistent across the school, but the way teachers subsequently implement these plans varies. For example, plans for individual lessons require teachers to match tasks with pupils' above average, average or below average prior attainment. However, a few teachers prepare the same activity for all pupils. This usually limits the progress of the more able pupils while low attaining pupils make sound progress usually with the support of a classroom assistant. In a few classes, weaknesses in teachers' expertise mean that pupils are not extended enough or in some cases supported enough. In a well organised lesson with good pace in Year 6, for example, pupils made good progress in developing their understanding of how to organise and structure a report. In a Year 5 lesson, however, pupils were not directed enough to interpret how the text they were reading conveyed meanings which were not stated explicitly. In some classes, teachers use the responses from the pupils to assess how well they have understood and to adjust their teaching as necessary. Overall, however, there is too little use of this type of assessment during lessons. In some classes, the management of group work is only partly effective. Pupils work well when supported by the teacher or a teaching assistant but when given tasks to complete independently, some boys and girls take too long to start work and concentration during the task varies too much. This has an adverse impact on the progress made by some pupils, particularly the more able, in a few classes. The arrangements for homework are satisfactory.

96. The majority of classroom assistants usually make a sound contribution to pupils' learning during group work. In almost all classes, assistants take almost no part during whole class activities. This most frequently has an adverse effect on the progress of pupils with SEN and EAL. Although pupils with SEN have individual education plans, classroom assistants make little use of them in lessons. Pupils with EAL develop their understanding of English. However, where pupils have specific needs in EAL, these are not identified satisfactorily. As a consequence, the ability of such pupils to express themselves in English is not developing fast enough. For the small number of pupils with a limited grasp of English, any additional support is provided at too general a level and does not frequently focus enough on helping them to develop their grasp of English sentence structure. Some pupils with EAL needs are taken out of class during literacy lessons and complete work which is not related enough to work which is ongoing in their class. This is inappropriate.
97. In the few lessons where the teaching is unsatisfactory, limited teacher expertise results in planning for the lesson which is either insufficient or not focussed enough on the needs of pupils of differing prior attainment. As a consequence the lessons lack pace and all pupils make unsatisfactory progress.
98. The curriculum is appropriately organised. In addition to the literacy hour, all classes have additional amounts of teaching time on their timetables for aspects of reading and writing. There are separate appropriate policies for reading, spelling and handwriting but no school policy for English which includes speaking and listening as well as the overall school approach to writing. The arrangements for assessment have been considerably strengthened but the assessment of speaking and listening is not yet satisfactory. The headteacher has worked with some teachers on matching National Curriculum levels with pupils' work but the school lacks a subject portfolio to illustrate differing levels of attainment and to provide guidance on standards for the teachers. The three coordinators are new this year and are already effectively organising the support and monitoring of the provision, the teaching and the learning. Resources are satisfactory. Displays prepared by the teachers are linked appropriately with ongoing work in literacy and help to support pupils' learning.

## **MATHEMATICS**

99. At the age of seven, the overall results of national tests over the last four years are generally in line with national averages except in 2000 when results were below average. Although the overall results ranged from well below to well above expectations in 2001, the proportion of pupils

achieving the average expected level was well below the national figure even though a small number of pupils achieved high standards. In comparison with results in similar schools, the results in 2001 were well above average. The 2002 results are likely to be below national averages. Boys achieve results which are above the national average for boys while girls generally achieve results below the national average for girls. Over the last three years results have been fairly constant.

100. Overall results at the age of 11 in national tests were broadly in line with the national trend until 2002. Results improved in 2000 and 2001 when they were similar to national averages. However, there was a wide spread from above to well below expectations in 2001 and the proportion of pupils achieving the average expected level was below the national figure. In comparison with results in similar schools in 2001, the results were above average. The results of boys and girls have fluctuated from year to year. The 2002 results show a significant decline and the schools' targets in 2002 were not achieved. Overall standards by the end of Year 2 and Year 6 have declined since the last inspection when they were considered to be above average.
101. There are indications that the mobility of pupils may have contributed to some lowering of standards by the age of 11. However, results in 2002 were affected by staff changes due to the resignations of teachers and the lack of continuous support and monitoring as the school was without an effective, specialist co-ordinator in Years 3 – 6 for six months, the previous coordinator having left after only one term. For example, the work scrutiny covering Years 1 - 6 shows inconsistent teaching and progress with little evidence of some topics, including opportunities to use and apply mathematics and to solve problems. There is unclear progression and continuity particularly through number and there is not always enough depth of coverage to allow full consolidation of the skills and concepts being taught. The inconsistencies of coverage and teaching, particularly of number, have contributed to the lowering of standards during 2001/2 and progression overall was unsatisfactory, particularly for average and higher attaining pupils.
102. The evidence from the inspection shows that by the end of Year 2 pupils achieve standards that are below national expectations for pupils of this age. One reason for this is that they are not developing sufficient skills in number. Standards are still below national expectations by the end of Year 6, although there are small numbers of pupils, particularly in Years 4 and 5, whose standards are well above expectations. However, standards in the lessons observed in Years 3 – 6 show an upward trend, with standards now close to expectation overall by Year 6. All boys and girls, including pupils with SEN, EAL and more able pupils, are beginning to achieve appropriately. However, standards are not yet high enough as findings from the inspection indicate that overall standards have declined since the last inspection. No significant differences were observed between the attainment of boys and girls.
103. The deputy headteacher, who is presently caretaking mathematics in Years 3 – 6, a new co-ordinator for Years 1 – 2 and the headteacher have analysed assessment results in Year 6 and identified clearly those areas that the school should address with urgency to raise standards. A detailed system for tracking the progress of individual pupils has been developed. Class teachers have end of year targets for the attainment and the progress of the pupils they teach and all pupils have personal targets. These measures are helping all pupils to achieve appropriate progress but there has been insufficient time for these to have had a significant impact on the overall standards by the end of Year 2 and Year 6.
104. In Years 1 – 2, scrutiny of the work completed for the whole of the previous year shows Year 1 pupils working with number facts to five, and adding numbers to 12. Year 2 pupils show some evidence of the understanding of place value of three digits and doubles of numbers to 10. They can solve simple problems involving money and use properties of common three-dimensional shapes. There is some evidence of the higher attainers adding multiples of 10 and beginning to multiply by 4, 5 and 6. Overall, however, there is insufficient work at the appropriate standard particularly for the average and higher attaining pupils. From the observations during the inspection, very few pupils have sufficient strategies for adding and they are unsure of the value of each digit in a two-digit number.



105. In Years 3 – 6, scrutiny of the work completed in 2001/2 shows inconsistencies in progression and coverage of number at an appropriate standard. However the scrutiny showed that pupils in Year 6 achieve at a satisfactory level in some work on shape, space and measures, drawing angles of different degrees, finding areas of simple shapes and were beginning to work with co-ordinates in all four quadrants. From the observations of pupils' current work in Years 3 - 6, they are now achieving at a more appropriate level. In Year 3, pupils are able to look at patterns of addition and how, by finding pairs of numbers that make a multiple of 10, it will help them to add a series of small numbers. Pupils in Year 4 understand how to use knowledge of doubles when adding near doubles such as 56 plus 55. Pupils in Year 5 round three and four digit numbers to the nearest 100 and in Year 6, pupils are multiplying and dividing whole numbers and decimals by 100 or 1000. The higher attainers order and round decimals.
106. The quality of teaching and learning ranges from good to poor with two thirds of the lessons observed being satisfactory or better. In Years 1 – 2, the majority of the teaching is good although one poor lesson was observed due to unsatisfactory planning and lack of teacher expertise. In Years 3 – 6, the observations during the inspection show an improvement in the teaching. In the majority of lessons, the teaching was satisfactory but two unsatisfactory lessons were observed. Because of the inconsistency in each of the key stages, the overall quality is unsatisfactory.
107. In Years 1 – 2, there is some lack of expertise in ways of developing pupil's capabilities with number. As a result, pupils are unsure how to use resources such as fingers or number grids to help them count in ones or 10's. Although the school has adopted the use of key objective record sheets to record the achievement of individual pupils, these are not being consistently used. Teachers did not have this information at the beginning of this year to support their planning and ensure continuity in pupils' learning. Occasionally, there is, therefore, a lack of challenge for some and inappropriate work being planned. In Years 3 – 6 where teaching is good, planning shows clear differentiation, resources are well organised and clear visual demonstrations prepare pupils well for the independent work later in the lesson. For example, good use was made of white boards in Year 6 to help the teacher assess the understanding of whether the pupils could multiply and divide by 10 or 100. In general, pupils participate well in the lessons and maintain interest and involvement in their work. As a result, they make good progress. In Year 3, number fans were used well to involve the whole class practising number bonds to 20. Where the teaching was unsatisfactory or poor, learning objectives were unclear in planning. Teachers' lack of expertise resulted in little understanding of appropriate methods to use to support the needs of all the pupils. The pace was often slow resulting in little progress being made and pupils lacked concentration and enthusiasm. The deployment of learning support staff is inconsistent. They do not always have satisfactory strategies or the resources needed to support individuals or groups of pupils.
108. The school is implementing the National Numeracy Strategy but as yet the full effects of this are not being seen because of the unsatisfactory teaching and development of number. Provision for homework is satisfactory and the introduction of individual pupil targets is a positive development. Leadership of the subject is now good although there were considerable difficulties during the previous year. Teaching has been supported and monitored. Although no use of ICT to support pupils' learning in mathematics was observed during the inspection, pupils' completed work shows that pupils are making some use of ICT in some year groups, for example spreadsheets using ICT in Year 5, use of LOGO to create shapes in Year 3 and charts and graphs of favourite books and toys in Year 2. At present, other subjects make insufficient contribution to pupils' numeracy development. The majority of classrooms have appropriate resources such as number fans, counters and whiteboards but there was little mathematical vocabulary displayed in any room to support learning. Further teaching resources are required to ensure every classroom has appropriate vocabulary displayed and number lines, grids and place value resources suitably positioned for effective whole class teaching.

## SCIENCE

109. At the age of 11, national test results improved in 1999 and 2000 to the national average from a low base in 1998. The 2001 results, however, dropped to well below average in relation to all and

similar schools. This year's unconfirmed results also show a similar picture of a decline in standards. Results of teacher assessment for seven year olds have been close to national averages since 1999. In 2001 overall standards were in line with those in similar schools, although below national averages for this age. Pupils' results at above average levels were very high in comparison with pupils of this age nationally. In 2002, the results dropped to below national averages. Boys generally achieve better results than girls.

110. Findings from the inspection indicate that standards are below, rather than well below, national expectations at the end of Year 2 and Year 6. The Year 6 results have been well below national averages because fewer pupils achieve the expected levels. Standards have declined since the last inspection, largely because of the high staff turnover, including the departure of the previous science coordinator, but particularly to resignations of teachers teaching Year 2 and Year 6 pupils during 2001/2. These changes contributed to lack of continuity in pupils' learning and not enough systematic development of skills, particularly in scientific enquiry and in drawing conclusions from enquiries. However, achievement currently is broadly satisfactory in Years 1 – 2 and in Years 3 – 6 in relation to most of pupils' work in their study of life, materials and physical processes. This includes pupils with special educational needs and the majority of pupils who speak English as an additional language. Overall achievement is not yet satisfactory in each key stage in scientific enquiry. Standards in this area are not high enough. Lesson observations and work in pupils' books indicate that above average pupils are not achieving as well as they could by the end of Year 2, although most pupils are in line to achieve the average level. Since the arrival of the new coordinator for science during 2001/2, there has been an increased emphasis on improving the provision for scientific enquiry, particularly in Year 6, resulting in some improvement. Staffing is now relatively stable, with experienced teachers in Years 2 and 6. Assessment still remains weak and this has an adverse effect on raising standards as information on pupils' prior attainment is not readily available or of sufficient quality for new teachers. No significant differences were observed between the responses and contributions of boys and girls during the inspection.
111. Overall, the work seen in Years 1 - 2 indicates that most pupils achieve satisfactorily, except in relation to scientific enquiry because they have too few opportunities to carry out investigations and work is not extended enough in those investigations that are undertaken. Pupils in Year 1 are able to identify simple features of babies changing as they grow but many require support to do so. Pupils in Year 2 recognise what babies need in order to grow and observe changes in growth, comparing themselves now with their own photographs as babies. In their work on life processes and living things, older pupils in Year 2 learn about animal variation and label animals and parts of a plant. They learn about the growing cycle of a tomato from a seed through to the fruit stage. They were able to take part in a seed experiment but required support from their teacher to record the different stages of growth. The work was not extended to see what requirements are essential for seeds to grow into a plant. In their work on materials and their properties, pupils in Year 2 find out about what things are made of and describe some of the properties of materials and their uses. Above average pupils are able to classify which objects are magnetic and which are not. With some help, they can draw a block graph to show the variation in the colour of pupils' eyes in their class. They were able to carry out an experiment with help from the teacher to find out which materials are resistant to water but the idea of a fair test is not yet understood.
112. In Years 3 – 6, the majority of pupils are achieving appropriately. At the beginning of the academic year, pupils in Year 6 are able to investigate which solids are soluble and which are not, with some support from the teacher. They begin to realise the need to control different variables when devising a fair test, for example the quantity of the solids used, the time allowed for dissolving and the temperature of the liquid. Although more able pupils can record their results in a table, recording skills are generally weak. Pupils are able to make sensible predictions of the likely outcome of an experiment and can draw simple conclusions but are not able to use technical vocabulary effectively to express this. By the end of the year, however, they get better at carrying out investigations, for example in separating mixtures. They plan, predict and select the necessary equipment, making better use of appropriate, scientific vocabulary. They make good progress in developing their recording skills, with many pupils

using tables and charts to show their findings. However, pupils are still weak at drawing conclusions from the enquiries undertaken and the information collected. Pupils in Year 5 know what is necessary for a balanced diet. More able pupils are able to classify groups of foods, identifying foods that are rich in fibre and how they contribute to health. They are aware of overlap in categories and know that sometimes it is not possible to say clearly which category a food item may belong to. Pupils in Year 4 know which types of food help them to grow and give them energy. They are able to sort these into categories, using pictures of food items. However, all ability groups complete the same tasks which results in more able pupils not being extended sufficiently. Pupils in Year 3 can identify the different ways that animals feed, how the shape of their teeth helps them with feeding and how this compares with humans. Their scientific knowledge increases appropriately but they do not have enough opportunities to consolidate this learning by finding out more information for themselves.

113. Teaching is satisfactory in Years 1 – 2. It is generally satisfactory in Years 3 – 6 but it ranges from good to unsatisfactory. The work in pupils' books also indicates that the quality of teaching has been variable in the past, but generally satisfactory. Where teaching is good, as was seen in Year 6, the development of pupils' skills in carrying out their own investigations is emphasised. Pupils enjoy these lessons and are enthusiastic in testing their predictions. Planned work is linked well with previous lessons, which have been carefully evaluated, showing good knowledge of pupils' strengths and weaknesses. Whole class oral sessions and the teacher's demonstrations are well conducted. Pupils are asked challenging questions and given appropriate strategies to work in groups and to draw conclusions. However, on occasions, there is not enough time for the pupils to complete their investigations because the time allocated for the lesson is not long enough. This contributes to weaknesses in pupils communicating their conclusions to others successfully and in developing their scientific enquiry skills. In general, more able pupils have too few opportunities to devise and carry out their own investigations. As teachers share their planning in year groups this helps to ensure that pupils in mixed-age classes are set similar tasks. However, work is not always suitably matched to the needs of the more able pupils even within the same year. In a lesson in Year 5, for example, pupils were grouped by prior attainment but there was sometimes a mismatch between the work set and the capability of the pupils. Pace in lessons seen was generally satisfactory. Teachers' current day-to-day knowledge of pupils' progress is not as good as it could be as ongoing assessment is weak. Because of weaknesses in assessment, it has not been possible for new teachers to establish specifically what pupils in their class can or cannot do, resulting in the planning of less challenging work. In the one lesson observed which was unsatisfactory, explanations and tasks were not explicit enough for pupils to categorise different types of food. Although work was planned for pupils of differing attainment, the same tasks were provided for all. The pace of the lesson was too slow and pupils became restless. As a consequence, pupils were insecure about which categories different foods belonged to and made insufficient progress in their knowledge and understanding of a balanced diet.
114. Teachers generally use science lessons well to promote literacy skills and ensure that key scientific vocabulary is understood and retained. Limited opportunities, however, are provided to develop pupils' numeracy skills. A good example was observed in Year 5 where an above average pupil had measured his friend's pulse before and after an exercise to show the effect of exercise on the pulse rate and had drawn a line graph to show this. Overall, there are too few examples in pupils' books of pupils measuring or drawing graphs and charts. The use of ICT to enhance pupils' learning in science is unsatisfactory.
115. Science is now well managed and led by the co-ordinator who joined the school during 2001/2. There is a clear policy statement and appropriate priorities for action have been identified in the action plan to help raise standards. The curriculum is appropriate except that work on scientific enquiry is too limited. However, the new co-ordinator has identified this as a priority throughout the school and has started taking steps to address this. Assessment of pupils' attainment and progress is not satisfactory. Target setting is not yet established and the tracking of pupil progress is underdeveloped. Action is planned this year to measure and track pupils' progress from year to year. Under a previous co-ordinator, pupils' work was sampled. Teachers' planning has been supported and monitored and a start has been made in monitoring the teaching.

Resources have been updated recently. They are sufficient, well organised, easily accessible and well used. Work in science benefits from an attractive nature trail and a pond in the school's ground.

## ART AND DESIGN

116. The good standards which were reported in the previous inspection by the end of Year 2 have been maintained and pupils are achieving well. Standards by the end of Year 6 are in line with national expectations and pupils' achievement is satisfactory. In the last inspection, standards were reported to be above expectations at the age of 11, indicating a current dip. The report on the last inspection indicated that much work was inspired by looking at the work of famous artists and this resulted in pupils being given good strategies for developing their own styles. This has not continued since the departure of the previous co-ordinator and new staff joining the school need more support in this respect. However, the use of the sketchbook by all age groups to practise skills has improved and the level of monitoring of pupils' work has also improved. Overall progress in Years 3 – 6 is satisfactory. The learning support assistants provide pupils with SEN and EAL with good levels of support as teachers often share their plans with the assistants beforehand. Individual attention in a small group from support assistants helps to ensure that pupils are well engaged and complete their set tasks in time. Higher attaining pupils produce better quality of work, although the teachers' written plans do not always indicate how their knowledge or skills will be extended.
117. By the end of Year 2, boys and girls use a good range of materials and processes. For example, there are good displays of 'art from nature' in collages of seeds and lentils made by Year 2 pupils which show good attention to pattern, texture and form. Observational drawings in sketchbooks in Year 1 and Year 2 show the development of self-portraits, rainbow fish, an elephant form and pictures of the school. Pupils paint and draw with increasingly improving results. They work with pencils and pastels for observational, still-life drawings. They draw sketches using viewfinders held at different lengths and positions. Boys and girls make good use of the school grounds for their observations. Pupils in Year 2, for example, were highly motivated when sketching outdoors. Higher attaining pupils talked enthusiastically about their drawings, for example of moving traffic on the A40 fly-over while others talked about their drawings of a tree containing a spider which they had seen during an observation. By the end of Year 6, pupils' sketchbooks contain some examples of work which show their skills are being developed in drawing people in sequences of actions, for example in a game of cricket. In Year 5, pupils are able to note the arrangement of a shape and observe the effect of light and shade on texture and depict this in their sketches, using smudging techniques. Work from pupils' sketchbooks shows their self-portraits, animal drawings and depiction of a section of the Bayeux Tapestry. Children are well motivated in lessons by the provision. For example, pupils in Year 3 enjoyed exploring light and darker shades with pastels as well as experiments with patterns after observing a leaf shape. However, as pupils get older they do not use technical vocabulary confidently as this is not emphasised enough in the teaching.
118. The majority of the teaching is good, especially in Years 1 – 2 and this helps pupils to make good progress in knowledge and understanding and in the learning of skills. In a very good lesson in Year 4 where pupils were investigating patterns in real fruits, for example, the teacher demonstrated well, using different strength pencils while emphasising the technical vocabulary. This led to good results as the pupils enthusiastically practised using the pencils in a variety of ways, holding them at different angles and observing the effect on tone, pattern and texture. The activity was extended further through drawings of real fruits cut into half. In this activity, pupils carefully observed the patterns of differing fruits such as kiwi, tomato and pineapple before drawing their pencil sketches. Good use is made of the digital camera, for example to inspire pupils to record three sequential actions and to practise drawing these in their sketchbooks. Where teaching is stronger, pupils are given good opportunities to express their ideas using technical vocabulary and to share their results with others. However, the use of technical vocabulary varies between teachers, particularly in classes for older pupils. As a result, pupils are not always confident about using it in evaluating their work. The use of the sketchbook with all pupils helps to develop ideas and practise skills, which is an improvement since the last

inspection. However, the sketchbook is not used sufficiently as a tool for assessing and recording pupils' development of skills. Although school displays show printing techniques being developed well through the use of a range of techniques and media, there is very little evidence of pupils developing skills in painting in their folders. Good links are made with subjects such as music, for example by illustrating in art form musical elements such as pitch, tempo, timbre and duration. Art displays are also well used to illustrate pupils' interpretations of familiar poems.

119. The school uses the nationally recommended scheme of work appropriately but the arrangements for the assessment of pupils' attainment and progress are not satisfactory. Art is now being managed by the headteacher on a temporary basis but there are plans to shift the responsibility to an appropriately qualified teacher soon. The previous co-ordinator provided a good level of support to teachers in developing techniques in art. She took an active role in monitoring teachers' planning. She also sampled pupils' work from different classes in sketchbooks and devised an action plan to improve this work. There have been few opportunities to monitor the teaching. There is a good collection of photographic evidence in school. A digital camera has been used to record pupils' experiences in art, craft and design, showing good quality of work. Pupils make some use of computers in drawing and painting pictures, but this work is too limited. Limited use is made of paintings from famous artists and crafts people from different times and cultures to inspire pupils' work. However, links are being developed with a local Art College to provide training for the teachers in graphic designing. Opportunities to enhance pupils' knowledge through visits to art galleries and museums are limited.

## **DESIGN AND TECHNOLOGY**

120. It was not possible to observe any teaching in Years 1 – 2 and in Years 3 – 4 because the subject is timetabled for the next half term in these year groups. In all, it was only possible to observe a lesson in each of Years 5 and 6 where both lessons are taught by the coordinator who joined the school during 2001/2. The available work which pupils had completed during the previous year was scrutinised and discussions were held with a number of pupils, including some former pupils.
121. On the basis of the evidence available, standards are in line with national expectations at the end of Year 2 and Year 6. This is the same as was found at the time of the previous inspection. Pupils' achievement is satisfactory overall in relation to their starting points. Pupils benefit from the practical nature of the subject and enjoy the process of designing and making. There has been some improvement since the last inspection as the work samples show in the complexity of designs and products. There is an improvement also in the quality of evaluation as the pupils get older, but this remains the weakest element of the subject. Because of insufficient assessment and recording of pupils' attainment and the high turnover of teachers, there is limited evidence available of the systematic development of pupils' skills. Effective leadership and management of the subject by the new subject co-ordinator have helped to improve the provision for the subject and to raise standards. This is evident from pupils' work that is on display and from the action plan for the subject which shows clearly which areas need developing.
122. In Years 1 – 2, teachers' planning, photographic evidence of and work samples completed by pupils last year indicate that a range of work was completed but there is insufficient evidence of pupils evaluating their products. Pupils in Years 1 and 2 have examined designs from different cultures and created their own dress designs using a variety of fabrics, buttons and sequences to make them look attractive. Their design ideas included a tie, a tea-shirt, a wedding dress, a saree and a shalwar and chameez. Their designs of an ambulance and a bus show a good level of detail for the intended purpose. Pupils have designed a pizza as part of a 'healthy eating' project. They examined ingredients such as olives, ham, mushrooms and pineapple and cooked them with some help from their teachers.
123. By the end of Year 6, pupils have a clear understanding of the overall process of designing and making. They gain a good knowledge of a range of mechanisms and joints. The quality of finished products is usually good, but pupils' skills in recording, in planning their own designs

and in evaluation are not fully developed. The good displays of work by pupils in Year 6 show an interesting range of materials used with a good eye for colour in the designs. Pupils from Year 6 in 2001/2 were able to explain the processes they had used while designing and making a model of a carriage that would carry a container securely and a model of a fairground ride. They readily showed how their models with an electric motor could be controlled with a switch. By the end of Year 5, pupils can make complex models that include cams to change the direction of movement. Pupils are able to make bread rolls and to compare homemade bread with commercial bread making. They are also able to explore further recipes for bread making and record their findings in a table. For example, a boy of Asian heritage found out the recipe for making naan and made a good evaluation of the end result. Year 5 pupils have also investigated musical instruments and have designed their own. The samples of pupils' work from Years 3 and 4 show that they were able to design a torch with a switch, using two stages in the design process, while they also made containers for money using fabric or paper. Pupils' recording and evaluation skills in these years are weak. Often, designs were little more than rough sketches and not drawn to scale or well measured and pupils do not identify materials to be used when making the product.

124. Teaching and learning are satisfactory overall in Years 3 – 6 on the evidence of the planning and the completed work observed, although teaching was good in the very small number of lessons it was possible to observe in Years 5 and 6. No lessons were observed in Years 1 – 2. Teachers are supported well with their planning by the new coordinator and the impact of this is evident in the pupils' work samples. The teaching observed included some notable strengths in the development of skills in using tools and handling equipment, such as the hack saw and the bench hook, safely. Pupils were taught well how to measure accurately and to cut a piece of wood to make a marble run. The teacher used some previously completed products to inspire pupils and demonstrated how they could make their own designs. This helped pupils to create their simple designs of a marble run on a piece of card. They concentrated well on the safety rules and made good use of their tools to make their design. Pupils in Year 5 made better progress during this activity than the pupils in Year 6 who were relatively less confident in using the tools. The teacher made good use of an overhead projector to demonstrate how to carry out the task appropriately. Limited opportunities were available, however, for pupils to make their evaluations at the end of the lesson.
125. Teachers plan their work based on a selected unit from the nationally recommended scheme of work. The displayed work helps to give the subject a high profile in the school and encourages positive attitudes towards design and technology. However, the arrangements for assessment are not satisfactory. As a consequence, insufficient records of pupils' attainment and progress are passed on to receiving teachers to help them to build on what pupils already know or can do. The subject is now well led by an enthusiastic, experienced co-ordinator who is keen to improve the standards and the quality of teaching and learning. Priorities have been identified appropriately and plans are in hand to address identified shortcomings. For example, the improvement of teachers' subject knowledge and understanding and their confidence in teaching the subject are pinpointed for development in the school action plan. Monitoring of teaching is not yet in place. Resources are well organised and being developed further to support the teaching plans.

## **GEOGRAPHY**

126. It was only possible to see a limited amount of teaching because geography was only being taught in Years 1 - 2 and Year 6 during this half term. As pupils have been in school for two and a half weeks, the work available for scrutiny was from all classes in the previous school year. From this and lessons seen in the inspection, standards are in line with those expected nationally by the end of Year 2 and Year 6. Standards have been maintained since the last inspection. Pupils, including the majority of those who learn English as an additional language or have special educational needs, make satisfactory progress.
127. Pupils in Years 1 and 2 understand that maps can be presented in different ways. They are able to name and illustrate features on maps, for example of the Isle of Struay. In this work, more

than half of the pupils are learning new vocabulary, such as bridge and jetty and adults reinforce these consistently during the lesson. Most pupils in Year 2 are able to label and draw features on maps. Pupils with low prior attainment work well with an adult to identify suitable places for houses, ships and mountains before adding labels to their maps. Pupils with higher prior attainment work independently and have more challenging tasks to complete. Good use has been made of ICT to follow the travels of Barnaby Bear.

128. Scrutiny of work in Years 3 – 5 from the last academic year indicates that pupils, including those with higher prior attainment, special educational needs and who learn English as an additional language, build satisfactorily on skills developed in Years 1 and 2. Tasks match pupils' capabilities and skills appropriately. Pupils in Year 6 show good understanding of the water cycle. They use a good range of vocabulary to describe this 'continuous journey of water', evaporation and condensation. Pupils were able to work out how to collect information for an investigation into what happens to the rain that falls on the school. They work sensibly in groups to count the number of gutters and drain pipes around the buildings and calculate how long it takes water to disappear from different surfaces such as soil, concrete and grass. Pupils make their own decisions about what information they will collect and are interested in the prospect of presenting their data to others in an interesting way.
129. Teaching and learning are satisfactory overall. From the scrutiny of work teaching is judged to have been satisfactory in the previous year, although there were groups who had changes of teachers and there is some incomplete work in pupils' books. In the lessons seen, however, teaching was good and, on occasion, very good in Year 6 because tasks matched pupils' capabilities well. In general, teachers had a secure understanding of the subject and in the most effective lessons made good links with literacy, science and ICT. Pupils know what they have to do because teachers check their understanding regularly during the lessons. Teachers make good use of visual material to help pupils understand the vocabulary they have to learn. The practical approach to learning is very helpful, especially for pupils whose geographical vocabulary is limited and for those with learning difficulty or those pupils with EAL needs who have limited English. Pupils enjoy the lessons because they are presented in a lively manner and they listen well during the initial group sessions. Some pupils, especially those at an early stage of learning EAL or with SEN, are slow to start written work. This is because they need additional explanations to give them confidence about what they have to do. However, they listen to the teacher's explanation and soon settle to work.
130. The school curriculum map ensures that pupils are taught the scheme of work progressively from year to year and that pupils in mixed age classes cover different topics each year. However, the procedures for assessing pupils' attainment and progress are not satisfactory. The co-ordinator manages the subject thoughtfully and ensures that teachers have clear guidelines for the lessons and sufficient resources. Teachers' planning has been supported and monitored in the past and pupils' work has been sampled but there has not been any systematic monitoring of the teaching. Visits are planned for topics during the year and pupils who attend the Culture Club have made good use of visits to the Commonwealth Institute and other centres. They have produced interesting booklets on a wide range of countries and take their studies of each country seriously. Geography makes a good contribution to pupils' spiritual, moral, social and cultural development.

## **HISTORY**

131. Attainment by the ages of seven and 11 is in line with national expectations. Pupils in Years 1 and 2 do not study a historical topic for this part of the term but a study of last year's work confirms that standards have been maintained since the last inspection for all pupils. Boys and girls in Years 1 - 6, including the majority of pupils with EAL or SEN, make satisfactory progress in developing their knowledge and understanding of events and people in the past.
132. Pupils in Years 1 and 2 learn about changes over time and compare toys, ways of travelling and holidays at different periods. They understand that they learn much from photographs and artefacts. Pupils construct useful grids to show their comparisons and their perceptions of the

changes. Pupils of all capabilities attain and achieve at an appropriate level because tasks provided generally match their capabilities. Pupils with higher prior attainment produce more detailed and original work because they write at greater length. Pupils in Years 3 and 4 build a time line going backwards from 2002 with support from the teacher and recall details of the Celts and their homes well. They discuss the ways in which the Celts heated their homes and compare them with the systems used by the Romans very sensibly. Pupils in Year 5 discuss the sources of information they used to learn about Ancient Egypt before preparing a list of the sources of information about Britain since 1948. They realise how much easier it is to find out information over the last 50 years because they are able to ask people and have videos of actual events. As part of their study on Ancient Greece, for example, pupils in Year 6 read a text about Sparta. They had no information about Athens. Pupils worked in pairs, reasoning and discussing with each other why they thought certain statements in the text should be applied to either Sparta or Athens. They showed enthusiasm and interest in this challenging task and achieved well. Pupils usually present their work well and there are interesting comments on a range of topics.

133. It is not possible to comment on the quality of teaching in Years 1 – 2 as no teaching was seen. In Years 3 – 6, teaching and learning are variable and range from good to unsatisfactory, with the majority being satisfactory. Most pupils enjoy learning and in their writing and discussions show a good understanding of what they have learned. However, some pupils are slow to settle to written tasks and need direct supervision to get on with their tasks. When teaching is good, pupils learn effectively as teachers plan very thoughtfully and ensure that lessons are structured and organised well. As a result, the tasks provided are challenging for pupils of differing prior attainment who are involved well in practical activities. Time targets are set for pupils for the completion of tasks which ensure the lessons proceed at a good pace. In a good lesson on ancient Greece in Year 6, for example, pupils were fully engaged by an activity which they completed in pairs. This enabled all pupils, including pupils with SEN and EAL, to contribute well to the class discussion. By the end of the lesson, all pupils had made good gains in their knowledge and understanding of differences in life between Sparta and Athens. Where teaching was less than satisfactory, valuable learning opportunities were lost. Planning for the topic was too limited because of limited teacher expertise. As a consequence, pupils of differing prior attainment were not sufficiently catered for, time in the lesson was not well used and pupils' interest and concentration faltered. For example, the planning did not enable the teaching assistants to work effectively with small groups on tasks that matched their capabilities. In general, teachers make appropriate use of the Internet and books to encourage pupils with their research and there are useful opportunities to develop literacy skills.
134. The school curriculum map ensures that pupils in mixed age classes cover different topics each year. There are appropriate guidelines for teachers and sufficient resources for the topics as planned. However, the assessment of pupils' attainment and progress is not satisfactory. The co-ordinator is new to the school this term but already has a suitable plan for the further development of the subject. Teachers' planning has been supported and monitored in the past and a previous coordinator has sampled pupils' work. There have been no opportunities to monitor the teaching. Visits are arranged to museums and visitors to the school come to talk about their experiences and knowledge of the local area. History makes a good contribution to pupils' spiritual, moral, social and cultural development through opportunities to empathise with people and events in the past and to work together.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

135. By the end of Year 2 and Year 6 pupils reach standards that are in line with national expectations. This is an improvement on the last inspection where standards for 11 year olds and the provision in Years 3 – 6 were unsatisfactory. Since the last inspection, much has been done to improve the provision, especially in Years 3 - 6. The creation of a computer suite has greatly improved pupils' access to ICT. The new computer room, for example, is now timetabled for every class to use each week. There has been support from the local education authority and staff training has taken place, using the national training programme. This, together with the development of a scheme of work, has improved the continuity of pupils' learning and helps all



pupils to make progress. The headteacher, co-ordinator and staff are committed to improving provision and standards. The recent developments have provided a sound basis for pupils to achieve higher standards but the turnover of staff has had some adverse effects because of the departure of staff who have completed the national training. Overall, the majority of boys and girls, including pupils with SEN and those for whom English is an additional language, are achieving appropriately and making satisfactory progress throughout the school. However, there is lack of consistency in the way in which work is provided to extend the more able and higher attaining pupils.

136. By the end of Year 2, pupils can access a word processing program to enter and correct text and can create charts and graphs of their favourite toys. Although overall standards in Years 3 – 6 are in line with national expectations, evidence from work produced last year demonstrates that by the end of Year 6, some pupils produce work that is above national expectations. For example, pupils used a control program to write a series of instructions to make sets of traffic lights operate in the correct sequence, while some high achieving pupils extended this to include a pedestrian crossing light. They also produced books written for Year 2 pupils, scanning pictures and creating text, some with sound effects. Currently in Year 6, pupils are beginning to use spreadsheets to locate cells and to calculate the area of rectangles. In Year 4, pupils can create procedures to make shapes. In Year 5, pupils are able to use a graphical modelling program to make a plan of the school grounds and are able to import and resize objects using appropriate tools.
137. The quality of teaching and learning is satisfactory overall. In the only lesson observed in Years 1 – 2, the teaching was satisfactory. Pupils were able to complete the task which was clearly demonstrated by the teacher. The planning and the management of the lesson ensured that low and average attaining pupils made sound progress but there was insufficient extension work to challenge higher attaining pupils. In Years 3 – 6, the teaching ranged from good to unsatisfactory but was satisfactory overall. In a good lesson in Year 5, a whole class demonstration allowed pupils to develop and apply their skills well. Very good co-operation was observed between the pupils as they discussed and made decisions together. Where the teaching was unsatisfactory, the planning and the methods used did not promote new learning. Pupils were restless and noisy, as there was no clear direction as to how to proceed with their independent work. Although national training has been undertaken, further work is needed to ensure consistent progress in all lessons.
138. Leadership and management are good. The curriculum now meets statutory requirements and the provision has improved significantly since the last inspection. Work is assessed and recorded appropriately each term. Teaching and the provision have been supported and monitored with the help of an external consultant. The computer suite is a good facility for the pupils. The new upgrade planned for this term will further improve access; there will also be a computer in every classroom allowing additional opportunities to practise skills and an interactive whiteboard to improve whole class demonstrations. A residential trip by pupils in Years 5 and 6 enriches the curriculum and provides real opportunities for pupils to apply their skills. The use of ICT to enhance pupils' learning in subjects is generally underdeveloped at present although some links are being made. For example, some use is made of ICT to support spelling in English and the Internet is used to research information in geography. In other subjects, too few opportunities to use ICT are built into planning and schemes of work to support and extend learning.

## **MODERN FOREIGN LANGUAGES**

139. French has been introduced this term for pupils in Years 5 and 6. After two lessons pupils are making good progress in learning a basic vocabulary and acquiring some understanding of the customs and culture of France. Pupils with special educational needs and those who learn English as an additional language also achieve well.
140. Pupils understand single words and short phrases used to greet people. Some are showing acceptable French pronunciation and intonation because they listen well to the tapes used and

to the teacher's careful pronunciation and clear speech in French. The teacher gives very simple instructions in French and gives additional clues and information in English where necessary. Pupils understand such questions as 'How are you?' and 'What is your name?' They enter into role as French students greeting each other and construct a conversation of several questions and answers competently. When they are asked to speak in front of the whole group, many show lack of confidence. However, when the teacher sensitively invites them to talk to a partner, pupils lose their self-consciousness and talk freely. Pupils are delighted to have this opportunity to learn another language and concentrate well during the lessons. They find the practical activity of speaking in front of others difficult at present but there are signs that their confidence is growing in the lessons. They write their vocabulary carefully in their books and show interest in why some words have accents. They copy the words down very carefully and accurately.

141. Teaching and learning are good because the work is planned carefully to provide activities involving speaking, listening and writing in each lesson. There is a good balance of French and English in lessons to help pupils understand and enjoy their learning. The teacher communicates her own enthusiasm for the language and this motivates pupils well to ask for homework and to work hard in lessons. The co-ordinator, who teaches both year groups, leads and manages the subject appropriately. She has prepared the guidelines for lessons well and a scheme of work for both years. She is aware that some pupils will need more support than others as the level of difficulty increases. There are no arrangements as yet to monitor the teaching. French makes a good contribution to pupils' spiritual, moral, social and cultural development through the wide range of opportunities for music, language, literature and working together it provides.

## MUSIC

142. Standards are in line with those expected nationally by the end of Year 2 and Year 6. They have declined since the last inspection. The departure of a significant number of teachers who had particularly good expertise in music at the time of the last inspection has contributed to the decline in standards. At present, some staff are developing their expertise in music and are still adjusting to the demands of teaching new age groups but are not assisted by the weaknesses in the recording of previous assessments. Boys and girls, including pupils with special educational needs and the majority of those learning English as an additional language, make satisfactory progress.
143. Pupils in Years 1 and 2 can identify high and low notes consistently and hold up symbols to match the sound they hear accurately. They sing sweetly, picking out high and low notes when requested. The majority of pupils in Year 2 know that they are learning about 'pitch'. Pupils in Years 3 and 4 can listen carefully to extracts from 'Peter and the Wolf' to develop their appreciation of how music evokes images. They identify the different instruments representing the cat and bird confidently, moving to the music very appropriately and sensitively in one class. In a stimulating lesson in Year 5, pupils explored and performed rhythms on a wide range of drums. 'It vibrates on the floor', exclaimed one girl when a pupil played a drum very loudly. These pupils are able to control their rhythm and volume well because they follow the conductor quite carefully. Pupils find it difficult to construct rhythms using hands and knees, but they try hard to do it well. Pupils in Year 6 sing pleasingly and make very perceptive comments about the two songs they have been learning. One pupil commented that he preferred the first song because 'It was hard to find out the story in the second one'. They make very interesting attempts to write their own lyrics to the second tune, remembering the origin of the word 'lyric' from their work on Ancient Greece. Pupils show mature attitudes to the writing of their song, aware that words have to be chosen carefully.
144. Teaching and learning are satisfactory overall. However, the quality of the teaching ranges from very good to satisfactory because of differences in teachers' expertise and confidence in teaching music. Several members of staff have a wide range of musical expertise that supports music in the school well. Some teachers have yet to develop confidence and expertise in adapting some of the activities to meet the capabilities and maturity of the pupils. They are hampered in this at the start of this year because the procedures for assessing the attainment

and progress of the pupils are unsatisfactory. Teachers who have expertise in music use their own skills well to make lessons interesting and challenging so that learning proceeds at a faster pace. In a very good lesson in Year 5, for example, the teacher used her expertise very well to pitch the work on percussion instruments at a level that all pupils in the class understood. As a result, pupils of differing musical attainment made very good progress in acquiring accurate knowledge and good understanding of cyclic patterns, rhythm and pitch. All teachers explain clearly to pupils what they are to do and have clear expectations that children will listen and join in with the music. Most pupils enjoy their music lessons and are keen to learn new songs and play instruments. Occasionally, a few pupils show immaturity in the lessons and this wastes valuable lesson time. Many of the activities involving instruments are new and exciting and pupils have to learn when to play and when to stop. Some have still to learn to control their enthusiasm. The weekly singing lesson in the hall is a valuable opportunity for learning new songs and is much enjoyed by pupils.

145. The subject is led and managed effectively by the specialist co-ordinator who supports staff new to the school well. Monitoring of teachers' planning and systematic monitoring of the teaching have yet to be introduced. There are good guidelines from a published music scheme and the range of instruments is being developed systematically. The arrangements for assessment are not satisfactory. The school has plans to develop opportunities for pupils to learn to play instruments and listen to visiting specialists from differing musical traditions. The music room enhances the provision for music in the school but ICT is not yet used effectively to enhance pupils' learning. Music plays an important part in school productions and makes a good contribution to pupils' spiritual, moral, social and cultural development.

## **PHYSICAL EDUCATION**

146. By the end of Year 2 and Year 6, pupils reach standards in the work seen that are in line with national expectations. Overall standards have been maintained since the last inspection. All pupils, including pupils with SEN and EAL, make satisfactory progress as they move through the school and achieve appropriately.
147. The oldest pupils in Year 2 are able to throw and catch a ball with some accuracy in the work seen. In both Year 1 and Year 2, boys and girls from differing backgrounds including minority ethnic backgrounds, work with effort and enjoyment to develop running, jumping, throwing and catching skills. They move confidently around the playground, showing suitable awareness of space and other pupils. They work keenly on tasks but do not always respond promptly to instructions. In Years 3 – 6, pupils develop hand and eye co-ordination through bat and ball activities and develop a series of co-ordinated dance and gymnastic movements. They build on the skills they have acquired in Years 1 - 2. For example, boys and girls in Year 3 develop their hand and eye coordination with bat and ball. They apply these skills efficiently when working with a partner. The oldest pupils in Year 6 are able to apply co-ordination and control to movements in dance. All pupils carry out warm up and cool down activities before and after their main activities. All boys and girls, including pupils with SEN and EAL, undertake a satisfactory range of activities in games and dance and achieve appropriately. Sufficient opportunities are provided to challenge and extend higher attainers at an appropriate level. At present, however, gymnastic activities are limited because of unsatisfactory equipment. Pupils in Year 4 have regular opportunities for swimming practice. However, information is not readily available on the proportion of pupils who can swim 25 metres unaided by the end of Year 6.
148. The quality of teaching overall is good. It was at least satisfactory and occasionally very good in the lessons observed in Years 1 – 2 and the majority was good in Years 3 – 6. The teaching has a positive impact on pupils' attitudes. Most pupils respond well and concentration improves as they get older, contributing to their achievements. Teachers have good expertise which contributes effectively to the way tasks and activities are organised, with suitable attention to safety. Appropriate use is made of warm-up activities. In the better lessons, teachers draw attention to and use pupils to demonstrate good practice and opportunities are provided for pupils to discuss the quality of the work. Where teaching is good or very good, the lessons are well planned for the development of skills. Appropriate teaching methods are used with good

management skills and high expectations of behaviour. Pupils work well and with enthusiasm on their individual tasks, developing controlled movements. In a very good lesson with a mixed age class in Years 1 – 2, for example, the teacher's depth of subject knowledge enabled her to develop the skills of individual pupils successfully. Boys and girls of varying attainment and skill worked with concentrated effort and enjoyment and made very good progress in throwing and catching. Pupils with EAL needs were well supported by a classroom assistant. All teachers dress appropriately and provide suitable demonstrations involving the pupils. This enables the pupils to improve their understanding of what is required and supports the acquisition of new skills.

149. The subject is appropriately led by a temporary coordinator. A scheme of work has only recently been introduced by the new co-ordinator and further development is needed to improve consistency of planning throughout the school. The lack of after school clubs limits pupils' opportunities to develop their PE skills further. At present, there is no system for assessing and recording pupils' performance. There have been no recent opportunities as yet to monitor the quality of the teaching although a previous coordinator did have opportunities to support and monitor teachers' planning. Available resources are well used. There is insufficient suitable apparatus, especially for gymnastics and the present arrangements for the storage of dining chairs and tables in the hall makes the wall apparatus difficult to use. The school is aware of this and has requested external advice. There is a sports field and a playground, but the available accommodation indoors is not always adequate. For example, there is only one heavily timetabled hall and some games sessions have to be cancelled during wet weather when the hall is needed for dining. The playground is also uneven but this is due to be resurfaced following the next phase of the building programme.

## RELIGIOUS EDUCATION

150. Attainment in the work seen by the end of Year 2 and Year 6 is in line with the expectations of the locally agreed syllabus and pupils achieve appropriately in all year groups. Standards are similar to those at the time of the last inspection. Pupils make satisfactory progress in their knowledge and understanding of the principal beliefs and festivals of the main world faiths, including Christianity. A good range of moral and social issues are also discussed as well as matters of faith. Pupils are encouraged to think about personal beliefs at a level appropriate to their age and understanding. They learn to understand, respect and value other people's views. Overall, higher attaining pupils make satisfactory gains in their knowledge and make satisfactory progress over time. Pupils with special educational needs are supported and make satisfactory progress. Pupils with English as an additional language who are orally fluent make at least satisfactory progress, sometimes better, as often they are in a good position to make a contribution to a group discussion from their own religious background. They are encouraged to take part in discussions and this helps to raise their self-esteem. All pupils were reported to be making good progress in the last inspection. Overall progress is now satisfactory but the school has not made as much progress since the last inspection as it could have because of the turnover of the teachers and the lack of a substantive subject leader. However, the school is committed to ensuring that RE plays a significant role in the life and work of the school.
151. By the end of Year 2, pupils are able to talk with interest about what they have learnt about the Torah and how important it is for the Jewish people to handle it with care and respect. They can also compare this with their own practice at home when they take their shoes off and wash their hands before they enter their special place of worship. Pupils were keen to compare the direction of the Hebrew script with that of Arabic, with which some pupils were familiar. Pupils in Years 3 and 4 learn about the meanings of symbols in religion, but the discussions were generally pitched at a low level. Often pupils showed a good level of understanding of the meanings of symbols in their own religion and were ready to move on to work at a greater depth. Pupils in Year 5 listen to a story about Mohammad and learn words related to Islam, showing a secure understanding of the five pillars of Islam. Work completed previously in Year 5 shows that pupils gained a good level of understanding of the three world religions Sikhism, Islam and Judaism. Some of this work was of a high standard. Pupils have made good use of ICT for recording information and used the Internet productively for research purposes. Pupils in Year 6

were interested in studying the meanings of Christian and Islamic prayers and helped to simplify the meanings for younger siblings. In this exercise, they reflected appropriately on the value of prayer and examined the meanings of words such as trust, respect, praise and worship. They were able to reflect on the meaning of their own prayer and share this with others.

152. Teaching in Years 1 – 6 is satisfactory overall, with a number of strengths and some weaknesses. Teachers follow closely the requirements of the locally agreed syllabus but also use the nationally recommended scheme of work to provide a structure for their work and to support their lesson planning. The school has received guidance from Ealing as to how to reconcile the national scheme with the Agreed Syllabus, but not all of the new teachers are fully aware of this. Class discussions generally make a good contribution to pupils' understanding of the importance of religious beliefs and customs and also to literacy. There are good opportunities for pupils to write brief notes in their own words and at greater length, for example on the general qualities of a leader and on the qualities of an important religious leader. Teachers prepare their work carefully and make good use of the available resources. They are sensitive to pupils' backgrounds and beliefs. However, teachers' subject knowledge is variable. Where subject expertise is stronger, teachers make good use of the pupils' knowledge of their own religious beliefs and develop their understanding further. Where teachers' expertise is not secure, opportunities are missed to involve pupils from different faiths and to extend discussions to gain a deeper level of understanding. On occasion, there is an interesting discussion at the start of a lesson, but the work that follows does not challenge pupils sufficiently, particularly the more able pupils or inspire them to learn more. There are established links with the local church and the local vicar is invited on occasions to give a talk, for example, on the importance of water in religion. This further enhances pupils' understanding. There are limited links, however, with people from different faith communities and limited opportunities to visit the range of places of worship available in the local area.
153. There is a clear policy to guide teachers' work and an action plan for the future. However, the co-ordinator is absent through long-term illness and the subject is led by a temporary co-ordinator. As a consequence, the co-ordinator's role does not have a significant impact on standards or on the quality of the teaching as the temporary co-ordinator has still to become familiar with the current level of resources in the school. However, the co-ordinator is supported appropriately by the headteacher who is well aware of the existing strengths and areas for development. The planning of work is currently monitored by the headteacher and is consistent with the school's policy. Monitoring of the teaching and of pupils' progress across age groups was planned but did not take place due to ill health. Assessment and the tracking of pupil progress are underdeveloped and unsatisfactory. The school aims to ensure that the subject is well resourced but at present the existing resources, particularly relating to Christianity and the resources and artefacts on world faiths, are too limited.