

# INSPECTION REPORT

## CLAYCOTS SCHOOL

Slough

LEA area: Slough

Unique reference number: 132089

Headteacher: Miss Sandy Morrison

Reporting inspector: Ms Vreta Bagilhole  
17517

Dates of inspection: 3 -6 March 2003

Inspection number: 251640

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

© Crown copyright 2003

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## **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:	Monksfield Way Slough
Postcode:	SL2 1QX
Telephone number:	01753 521215
Fax number:	01753 512974
Appropriate authority:	The governing body
Name of chair of governors:	Mr Anthony Chapman
Date of previous inspection:	n/a

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
17517	Vreta Bagilhole	Registered inspector	English	The school's results and pupils' achievements How well are the pupils taught? What should the school do to improve further?
12682	Jim Griffin	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?
22509	Gail Cowmeadow	Team inspector	Science Religious education	How good are the curricular and other opportunities offered to pupils?
22831	Clive Lewis	Team inspector	Art and design Design and technology Information and communication technology	
21245	William Lowe	Team inspector	Mathematics Music Educational inclusion	
15011	Marion Wallace	Team inspector	Foundation stage Physical education	How well is the school led and managed?
7813	Kevin Wood	Team inspector	History Geography Special educational needs English as an additional language	

The inspection contractor was:

Bedford Primary Inspections  
2 Grange Lane  
Cople  
Bedfordshire  
MK44 3TT

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager  
Inspection Quality Division  
The Office for Standards in Education  
Alexandra House  
33 Kingsway  
London WC2B 6SE

## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>HOW HIGH ARE STANDARDS?</b>	<b>11</b>
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
<b>HOW WELL ARE PUPILS TAUGHT?</b>	<b>14</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>	<b>16</b>
<b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>	<b>19</b>
<b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?</b>	<b>20</b>
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	<b>21</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>24</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>26</b>
<b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b>	<b>31</b>

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

### **INFORMATION ABOUT THE SCHOOL**

Claycots Primary School is situated in Slough. There are 467 pupils currently on roll with almost equal numbers of girls and boys. This includes 84 part time children in the nursery who attend in the morning or afternoon. The school has nineteen classes for pupils from reception to Year 6 and in addition there is a nursery. The school is much bigger than other primary schools nationally. The school draws pupils from an area of socio-economic deprivation and the school's cultural mix is diverse. The pupils come from a wide variety of ethnic backgrounds. Just over half of the pupils come from a white UK background. The minority ethnic groups include those of Pakistani and African origin, Asian and Black British background and asylum seekers and refugees, mainly from Somalia, Afghanistan and Zimbabwe. Of the 144 pupils who speak English as an additional language, over a third are at an early stage of learning English. Languages spoken are Swahili, Shona, Afghan, Spanish, Albanian, Punjabi, Urdu and Gujerati. Very few of the pupils from refugee or asylum seeking families speak any English when they arrive in the school. The number of pupils fluctuates considerably from year to year, and during the school year, with about a third of the pupils joining or leaving the school other than at the usual time of first admission or transfer. This is as a result of housing relocations and family changes. The percentage of pupils eligible for free school meals is above average. Currently, 26 per cent of pupils have special educational needs, which is also above average and there are seven pupils with a Statement of Special Educational Need. Although a wide range of attainment is represented, children's attainment on entry to the nursery and reception is well below average overall, with many having poorly developed personal, social, language and mathematical skills. The school is part of an Education Action Zone.

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

Claycots Primary School is serving its pupils' needs well and provides a sound quality of education. The school is well led by the headteacher and senior management team. Teaching is satisfactory and there is a significant amount of good and very good teaching. Standards in mathematics and science are average and those in English are below average. There is a good focus on raising standards while never losing sight of the special educational needs of so many pupils who are disadvantaged, often socially and economically. All ethnic groups are valued equally. As a new school it is steadily building up and improving its provision. All pupils are fully included in every aspect of school life. The school provides satisfactory value for money.

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

- The school is well led.
- Pupils' achievement in Year 6 in the National Curriculum tests last year was very good compared to pupils at similar schools.
- The behaviour of the vast majority of pupils is good and they have positive attitudes to work.
- The provision for pupils with special educational needs is very good.
- The provision for pupils' spiritual, moral, social and cultural development.
- The care and support for pupils' personal development and academic performance.
- The provision in the nursery is good.

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

- Standards in English.
- Standards in art and design, history, geography, design and technology, music and physical education.
- The contribution of the governing body.
- The induction and professional development of staff new to the school.
- Attendance

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

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

This is a new school, which has been open for two years and has not been inspected before. There is a strong commitment to improvement. Currently the school is in a satisfactory position to improve.



## STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	n/a	E	D	A
mathematics	n/a	E	C	A
science	n/a	E	C	A

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

Inspection findings largely agree with the results of the 2002 National Curriculum tests for seven and eleven-year-olds, although there is an improvement this year in reading across the school and pupils are making good progress as a result of a well planned focus on reading. In the tests for seven-year olds, standards were well below average in reading and mathematics and below average in writing and teachers' assessments in science. These results compare satisfactorily with schools which have a similar intake of pupils. Most pupils of all abilities and backgrounds make good progress and are achieving well enough. Pupils who speak English as an additional language make good progress and are well represented in the more able sets for English, mathematics and science. Most pupils with special educational needs make good progress but there are small groups of boys in some year groups whose disruptive and challenging behaviour prevents them from benefiting from what the school has to offer. The school sets realistically challenging targets and is on course to meet them although the high level of mobility in each year group affects overall performance from year to year. Standards in religious education are in line with those expected for pupils at the end of Years 2 and 6. Standards in all other subjects fall short of expectations but pupils are doing well enough in most individual lessons except in physical education. With the new computer suites and very good teaching, standards are improving at a fast pace in information and communication technology (ICT). Children start at the school with low levels of skills, knowledge and understanding. They make good progress in the nursery and satisfactory progress in reception. By the time they start in Year 1, only the most able children have achieved the early learning goals expected for their age.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils of all abilities and ethnic groups enjoy coming to the school.
Behaviour, in and out of classrooms	Good. Most pupils are well mannered and polite. They show respect for each other and adults and behave well in lessons and around the school.
Personal development and relationships	Good. Pupils of all abilities and backgrounds are co-operative and helpful. They enjoy taking responsibility. Relationships are very good.
Attendance	Poor. No complete attendance data is available for the previous school year. However, attendance is poor, based on figures for the first half of the current school year. The unauthorised absence level for this period, at over 4 per cent, is far above national average.

## TEACHING AND LEARNING

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

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

The quality of teaching and learning is satisfactory with a significant number of good and very good lessons seen during the inspection. The main strengths are in the pace and challenge of most lessons and in the interest that pupils show in their work. There is some unsatisfactory teaching, mainly in physical education, but also in music, science and in the teaching of pupils learning to speak English. The basic skills of literacy and numeracy are taught well in many lessons. In Years 1 to 6, the teaching of English is good. Teachers plan good opportunities for pupils to use their writing skills in subjects such as science and religious education but do not do this sufficiently well in other subjects, including information and communication technology (ICT). Teaching and learning are good in mathematics and the teachers have a good grasp of mathematical ideas and the way to teach them. However, insufficient use is made of numeracy skills in science and ICT is underused. The quality of teaching and learning are good in science and very good in religious education. Currently the teaching in ICT is very good and teachers' knowledge in this subject is improving at a good pace. Teaching and learning in art and design, history, geography, design and technology and music are satisfactory but could be better if the curriculum for these subjects was planned in more depth. Homework is used appropriately to support learning. The teaching of pupils with special educational needs is good. Teaching meets the needs of most pupils but there are some problems in the behaviour management of small groups of boys who regularly disrupt learning in their class. The more able pupils are given sufficiently challenging work, helping them to make good progress. The teaching of pupils who speak English as an additional language is satisfactory and pupils in Years 1 and 2 are particularly well supported. Teaching and learning are good in the nursery and satisfactory in the reception classes in all areas of learning except in physical development where teaching is satisfactory in the nursery and unsatisfactory in reception.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The strengths are the provision in the nursery class and for pupils with special educational needs, together with planning for English, science and mathematics. However, the organisation of the available teaching time in Years 1 to 6 does not provide a good balance across subjects. Some subjects, particularly music, do not have enough time allocated to them.
Provision for pupils with special educational needs	Very good. Pupils are supported very well through thoughtful teaching and good additional support. Individual education plans are well crafted and reviewed regularly.
Provision for pupils with English as an additional language	Satisfactory. The provision is good in Years 1 and 2 and satisfactory in Years 3-6. Teachers and classroom assistants meet the pupils' needs well within the daily planning of most lessons. However, records, which are good when pupils arrive at the school, are not well maintained or updated.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. The school's good provision for cultural development equips pupils well for life in a multi-cultural society. The pupils are supported well through effective provision for spiritual and social development. The provision for their moral development is very good.
How well the school cares for its pupils	Good. There is very good support for vulnerable pupils and in the prevention and elimination of all forms of oppressive behaviour. Assessment procedures are good in the tested subjects but are still in need of significant development in the other subjects.

The partnership with parents is good. Most parents are keen for their pupils to do well and respond positively to individual requests to discuss issues. However, many parents do not provide acceptable reasons for their children's absences.



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The school is well led by the headteacher and the very effective senior management team. Management has strengths and weaknesses. There is a thorough programme of monitoring teaching but some aspects of management such as day-to-day communication and the use of new technologies could be more effective.
How well the governors fulfil their responsibilities	Unsatisfactory. The governors support the school well but need to be more rigorous and to challenge the school, holding it to account for the standards and quality of education it achieves.
The school's evaluation of its performance	Good. The school has identified good priorities for improvement after analysis of assessment and test data on pupils' performance. The headteacher and senior management team know what needs to be done to improve.
The strategic use of resources	Satisfactory. The school is efficiently run and the principles of best value are effectively applied. Good use is made of additional funds and staffing provided through the Education Action Zone.

The accommodation is good. Staffing is satisfactory. Learning resources are satisfactory. They are very good in ICT and good in English and religious education but unsatisfactory in a number of other subjects such as music and physical education. The large number of unqualified teachers are doing well. All have qualified status in their home country. However, there are some weaknesses in their knowledge and understanding of the National Curriculum and in their role as subject co-ordinators. They are being effectively mentored and trained within the school but a better induction programme would prepare them to have a better understanding of the school's curriculum, teaching methods and the diverse cultural, social and economic backgrounds of the pupils.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• The teaching.</li> <li>• The school expects their child to work hard and achieve his or her best.</li> <li>• Their child likes school and is making good progress.</li> <li>• Behaviour in the school is good and the school is helping their child become mature and responsible.</li> <li>• They feel comfortable about approaching the school.</li> </ul>	<ul style="list-style-type: none"> <li>• Activities outside of lessons.</li> <li>• Homework</li> <li>• Information on how their child is getting on.</li> </ul>

The inspection team agrees with the positive views of parents. The inspection team found that homework is being set although not consistently in all classes. Inspectors judge that the information provided on pupils' progress is good, although inspectors agree that reports lack an indication of how well pupils are doing by national standards and whether the academic progress they are making is good enough. The inspection team and the school agree that there are too few activities outside of lessons and the school is planning to provide a broader range to enrich the pupils' experiences.

## **PART B: COMMENTARY**

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

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

1. In the 2002 National Curriculum tests for eleven-year olds, standards were below the national average in English and well above those of schools with a similar intake of pupils. In mathematics and science, standards were average compared to schools nationally and well above average compared to schools with a similar intake of pupils. There is no previous inspection report with which to compare standards. In the tests for seven-year olds, standards were well below average in reading and mathematics and below average in writing and teachers' assessments in science. These results compare satisfactorily with schools with a similar intake of pupils. Standards seen during the inspection are broadly similar to last year's test results, although there is an improvement this year in reading across the school and pupils are making good progress as a result of a well planned focus on reading. Standards are significantly affected from year to year because of the high rate of pupils joining and leaving the school and it is difficult to establish a reliable trend because of this.

2. When the low level of entry into the school at the nursery stage is taken into consideration, pupils of all abilities and ethnic groups achieve well. The current pupils in Year 2 did not benefit from the good quality provision in the new nursery and there is no evidence of how these pupils progressed during their first two years of schooling and no reliable judgement about their attainment on entry into Year 1 can be made. Currently, pupils who speak English as an additional language make good progress and are well represented in the more able sets for English, mathematics and science. More able pupils also do well. Refugees and asylum seekers also make good progress and settle well into school routines. Most pupils with special educational needs make good progress but there is a small group of boys, particularly in Year 5, who have emotional and behavioural difficulties who severely disrupt their own and others' learning and this has a negative impact on their achievement. Boys are doing almost as well as girls in most subjects but not in English where there is an identifiable difference. Other than the instances of poorly motivated boys who have emotional and behavioural difficulties, most boys show positive attitudes to their work. A Year 6 boy described the library as 'cool' because there was a good range of suitable books for boys to enjoy. There are twice as many boys as girls with special educational needs, which contributes to the difference in performance in the national tests.

3. Attainment on admission to the nursery is well below average. The children have very limited skills and knowledge in communication, language and literacy and mathematical development and their personal, social and emotional development is also well below that expected for their age. The children make good progress but, by the end of the reception year, only the most able will have attained the early learning goals in any of the six areas of learning. Progress is better in the nursery than in the reception classes. The nursery is particularly effective in providing a wide range of challenging and focused activities. In the reception classes, structured activities promote skills in communication, language and literacy, mathematics, and knowledge and understanding of the world but independent activities are not as effective as they could be because there is insufficient direction and intervention from adults.

4. In English, pupils of all abilities and ethnic groups make good progress in relation to their prior attainment. By the age of seven, standards are below average in speaking and listening and writing and well below average in reading. The more able pupils are achieving standards in line with those expected nationally. Most pupils are attentive listeners and interact well with other pupils in the class. Pupils in Years 1 and 2 show an interest in a variety of books but many are not confident and do not

use expression or read fluently. By the age of eleven, standards are below average in all aspects of the subject but the more able pupils attain average standards. Most pupils listen well in lessons but many lower attaining pupils still lack confidence in effectively expressing their ideas in groups and discussions. The more able pupils do this well. Many pupils read a range of texts showing understanding and can select and discuss essential points. They have satisfactory referencing skills but a significant number of pupils still have difficulty in reading fluently and with expression. Standards in writing for most pupils are below average by the end of Years 2 and 6 but the more able pupils attain average standards. They write across a good range of styles thinking carefully about the language they use. Progress is slower for the lower attaining pupils who find it difficult to complete their work and are still attaining well below average standards in Year 6. Work is reasonably well presented and most pupils make good progress in their spelling, handwriting and knowledge of letter sounds and strings. This is because of the effective teaching. There is a large amount of mobility over each year, which affects the standards that each year group will attain in national tests. There is some underachievement by a small group of boys with severe emotional and behavioural difficulties. They are not well motivated or interested in their English lessons and this has a negative affect on their attainment. Others who have similar difficulties have adapted well to school and achieve appropriately.

5. In mathematics, by the end of Year 2, standards are well below average. By the end of Year 6, standards are average. Currently, pupils of all abilities and backgrounds make good progress because of the effective teaching. Pupils use their mathematics skills adequately in most subjects but insufficient use is made of numeracy skills in science. Higher attaining pupils in Year 2 are achieving expected levels. They can discuss their work at a good level and justify what they have done. They have a good grasp of subtraction and addition and are able to perform simple division and multiplication sums. Most other pupils are not attaining the standards expected of seven-year-olds and are still working with number bonds up to 100. Higher attaining pupils in Year 6 do well and have a good knowledge of their tables. They are working at a good level when solving written number problems and they are good at explaining how they calculate them. Middle and lower attaining pupils are also doing well and can use fractions, decimals and percentages and find the area of a rectangle.

6. Pupils do well in science and achieve average standards by the end of Year 6. There was a significant improvement in science results at the age of eleven between 2001 and 2002. The school has worked hard to establish initiatives that are contributing towards this raising of standards. Pupils in Years 3 to 6 make good progress because science is allocated sufficient time for topics to be consolidated and teaching is good. Pupils in Years 1 and 2 make satisfactory progress when learning about plants and animals and about materials and their properties because teaching is carefully planned in appropriate steps. However, across the school pupils are not given enough opportunities to develop their investigative skills. Science is used effectively to extend pupils' development of literacy skills.

7. By the end of Year 6, standards in religious education are in line with expectations of the local agreed syllabus. Pupils of all abilities and ethnic groups make good progress as they move through from Year 1 to Year 6. Very good teaching is the major contributor to the standards attained. Teachers make full use of the diversity of faiths amongst pupils and staff to bring the subject alive and promote respect within the school community.

8. Standards in ICT at the end of Year 2 are below those expected nationally and standards at the end of Year 6 are well below what is expected. Progress has not been good enough but is now speeding up. The new computer suites are having a good impact on raising standards and teaching is very good.

9. In design and technology, history, geography, music and physical education the standards of attainment by the end of Year 2 and Year 6 are below those normally found for pupils of these ages. In art and design standard are typical for seven year olds but below average for eleven year olds. The reason for the below average standards in these subjects is that the school has not yet fully achieved a good balance in the curriculum but it has made it a priority to do so. Pupils are not progressing sufficiently over time to achieve the necessary standards. Teachers are less secure in teaching physical education than other subjects and consequently do not communicate enthusiasm to the pupils. Inadequate or inaccessible resources are also restricting the level of progress that pupils make in art and design music, physical education, history, geography and design and technology

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

10. Pupils form very good relationships, show positive attitudes towards school and their work. They behave well and their personal development is good. The good partnership with parents, together with the good provision for their personal development at school, make significant contributions to these positive attitudes and values.

11. Pupils' attitudes to school are good overall. Based on questionnaire returns, nearly all pupils like school discussions, with pupils in Year 6 confirming that school plays an important part in their lives. For example, they ranked school ahead of hobbies, level with friends and only behind family in a list of the important things in their lives. They are positive about their teachers' kindness, including the good explanations they give when pupils do not understand. They are also positive about the new accommodation and the improving range of resources, especially the recently completed computer suites. The very good relationships amongst nearly all pupils also make a significant contribution to their positive views. They would appreciate more after-school clubs and school teams, such as netball. Attitudes seen in lessons are good overall. In nearly all lessons, most pupils listen and concentrate well and are keen to respond to teachers' questions. Pupils' favourite subjects and lessons are those where they are practically involved, such as art and design, physical education and design and technology. Among the tested subjects, science and mathematics are preferred to English. The best attitudes and behaviour occur in lessons where expectations are high and pupils are busy and engaged in a variety of activities, which provide the right level of challenge for them. Pupils with special educational needs and those who speak English as an additional language are positive about the extra support they get.

12. Behaviour is good overall. Pupils form orderly lines and move about in a calm and responsible way. The good and reliable behaviour of nearly all pupils is an important element in the prevailing positive atmosphere for learning. In most lessons, nearly all pupils are at least well behaved and in many lessons behaviour is very good. In a minority of lessons, teachers still need to address the behaviour and attentiveness of a few pupils. On the few occasions where behaviour was unsatisfactory, this was primarily caused by pupils identified as having significant emotional and behavioural difficulties. Behaviour of nearly all pupils at lunchtime, playtimes and in assemblies is good. There is no sign of any bullying, racist or sexist behaviour. Parents and pupils confirm that bullying incidents are rare and well handled by staff. They also justifiably speak very positively about the high level of racial harmony. The level of fixed term exclusions is low. Pupils take good care of property and resources and help keep their school in an attractive condition. Parents' questionnaire responses fully support this positive picture, with a large majority of parents satisfied with pupils' behaviour.

13. Relationships between adults and pupils and among pupils are very good overall. Adults act as very good role models. Teachers value pupils' work and effectively praise effort and good work. For example, pupils in Year 6 speak positively about the support they get from teachers and the fair way in which they are treated. As a result, in most lessons pupils are comfortable working in small groups,

expressing views and asking questions of their teachers. Very good relationships among pupils, irrespective of background and including those with special educational needs, is a very positive feature. Parents are very positive about the way pupils have friends across year groups and how they respect and care for each other.

14. Pupils' personal development is good overall. The very good provision for pupils' moral development together with good provision for spiritual, social and cultural development make a major contribution. A discussion with a group of pupils in Year 2 reveals that they have already got a strikingly clear and disapproving view of what represents unacceptable behaviour and why. Most pupils know and calmly carry out the daily routines expected of them. Pupils show concern for others, if they are ill or otherwise upset. Pupils regularly, and without prompting, hold doors open for each other and adults. When questioned in groups, pupils are comfortable listening to different views expressed by others. Pupils become increasingly willing to take responsibility as they move through the school. For example, older pupils volunteer to help the lunchtime staff in the lunch hall and playground. Although there is no school council, recently a number of pupils in Year 6 have taken on the role of trainee prefects.

15. No complete attendance data is available for the previous school year, as a number of registers were mislaid when the new infant block came into operation. Attendance is poor, based on a figure of 91.2 per cent for the first half of the current school year. The unauthorised absence level for this period, at over 4 per cent, is far above the national average. Nearly all pupils come to school on time and settle to their work promptly and calmly.

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

16. The quality of teaching and learning is satisfactory with a significant number of good and very good lessons. There is some unsatisfactory teaching, mainly in physical education but also in science, music and the teaching of pupils in Years 3-6 who speak English as an additional language. The teaching of pupils learning to speak English is good in Years 1 and 2. These pupils benefit from effective support and guidance. The teaching of pupils with special educational needs is good. Teaching meets the needs of most pupils but there are some problems in the management of small groups of boys who regularly disrupt learning in their class. Staff have a good awareness of pupils' backgrounds and abilities and they plan lessons that take into account these factors. The more able pupils are given sufficient challenge ensuring that they make good progress and achieve well. There is no previous inspection report with which to compare teaching.

17. Teaching and learning are consistently good in the nursery and satisfactory in the reception classes in all areas of learning except for physical development where teaching is satisfactory in the nursery and unsatisfactory in reception. Learning support assistants work well with children in small group activities. In the nursery, teaching has a very positive effect on children's learning and they make good progress because organisation of the school day is appropriate for all children. Adults in the nursery establish a firm but friendly and supportive relationship with all children. Every opportunity is taken to encourage children to listen, speak and develop their own thinking skills and there are clear guidelines for rules. Teaching is not as effective in reception because adults do not consistently provide clear expectations and guidelines. The organisation of the school day does not always meet the needs of all children. Daily planning should ensure a better balance between independent play and teacher-directed activities. In reception classes structured activities promote skills in communication, language and literacy, mathematics, and knowledge and understanding of the world but independent activities are not as effective as they could be. There is insufficient focus on creative and physical development in the reception classes. A lot of time is taken up by 'Busy Time' during which children



are left to get on by themselves. This is unsuitable for some children who need adult guidance and intervention to challenge and extend their learning.

18. In English, teaching and learning are good. In Year 3, one excellent lesson was observed. The literacy hour has been implemented satisfactorily. Most staff, including those from overseas, have a good subject knowledge but some are less confident in using the National Literacy Strategy. There are very good opportunities for the pupils to extend their speaking and listening skills through discussions in class and drama. Sufficient time and improved planning has recently been made for pupils in all classes to make progress in their reading. Most pupils are interested and make good gains in their learning. In order to improve teaching throughout the school, more time needs to be given to writing and in some classes there is unfinished work that goes unchallenged. Teachers do plan good opportunities for pupils to use their writing skills in subjects such as science and religious education but do not do this sufficiently well in other subjects, including information and communication technology (ICT).

19. Teaching and learning are good in mathematics and the teachers have a good grasp of mathematical ideas and the way to teach them. They make sound use of the National Numeracy Strategy when planning and carefully structure lessons so that pupils have good opportunities to practise skills taught at the start of the lessons. The teachers make lessons interesting and because the lessons have good pace the pupils' attention is sustained well. They ensure that pupils are given the opportunity to discuss their ideas and use questioning well to probe for understanding. Pupils are given a good, sometimes very good, level of support by both their teachers and by classroom assistants and this enables them to maintain the good rate of progress that was a feature of many of the lessons observed in the subject. Pupils' learning is enhanced by their very good level of behaviour during lessons and positive attitudes towards their work in the subject. The contribution made by the subject to other areas of the curriculum is generally satisfactory. However, insufficient use is made of numeracy skills in science and ICT is underused. Homework is used appropriately to support learning.

20. In science, the quality of teaching and learning is good across Years 1 to 6 with some very good teaching observed during the inspection and one lesson in which the teaching was unsatisfactory. Teachers have good knowledge and understanding of the subject and lessons are well planned. Teachers manage the pupils well, which leads to good behaviour and full participation in most classes. Pupils have positive attitudes and learn well. The teachers stimulate their curiosity and this leads to hard work with sustained concentration. Teaching would be improved if teachers gave pupils more opportunities for independent and group work in scientific investigations.

21. In ICT there have been very recent improvements in teaching due to the new suites and the quality of teaching by the co-ordinator who has very high expectations. He demonstrates very good subject knowledge. Most pupils are responding very well to the opportunities for direct 'hands on' experience which are now provided. Until very recently there were only limited opportunities planned within the classrooms. The co-ordinator is providing valuable training to other members of staff, all of whom have undergone recent national training.

22. The quality of teaching and learning in religious education is very good and a strength of the school. Teachers use all available resources and base their teaching on good subject knowledge and understanding. Pupils behave well and listen attentively in lessons; their enthusiasm and interest are high because the teaching resources and methods are very good.

23. There are weaknesses in the teaching of art and design, history, geography, design and technology and music because staff are now aware of what has been taught before and how well the pupils have understood. This means that skills, knowledge and understanding have not been developed

consistently or in sufficient depth. Teaching observed during the inspection in these subjects was satisfactory with some good teaching in design and technology, history and music. Most pupils enjoy these subjects and respond appropriately.

24. Teaching and learning are unsatisfactory in physical education. In too many lessons groups of pupils sit out and do not take part. Teachers spend a long time giving instructions and pupils are inactive for too long and this affects attitudes to the subject. Teachers are less secure teaching physical education than other subjects.

25. The quality of marking in English is good throughout the school and does challenge and guide pupils to a better standard of work. Marking in other subjects is satisfactory.

26. The teachers and other staff have a consistent approach to discipline and they promote good standards of behaviour effectively. There is good use of praise and encouragement which spurs the pupils on to do their best. The teachers use a good variety of methods to motivate the pupils. Teachers usually involve support staff well in learning. However, in some classes and lessons, classroom assistants are not fully involved in all aspects of a lesson. Liaison with teachers, whilst mostly good, could be even better managed. Despite this there are still some occasions where a few pupils lack interest, are not well motivated and disrupt other pupils' learning. The school is working very positively in this area but has yet to overcome all the challenges presented by these pupils.

27. The teaching of pupils with special educational needs in classes, and in small groups with classroom assistants, is mostly of good quality. The work set is identified in pupils' individual education plans. In lessons, most teachers are very careful to include and challenge the pupils with special educational needs. The classroom assistants are effective, and sometimes very effective, in helping pupils to gain full access to the curriculum. In a very good small group lesson taken by the co-ordinator, pupils in Year 1 made good progress in being a good listener. The session was lively and very well planned and the co-ordinator showed a very good understanding of where the pupils were and what they needed to do to improve.

28. The teaching by the classroom assistant in Years 1-2 of pupils who speak English as an additional language is good. She works closely and effectively with teaching staff, for example encouraging these pupils to participate in a Year 1 geography lesson looking at the four countries that make up the British Isles; or in a Year 2 lesson on Mexico. In Years 3-6, there is some satisfactory and some unsatisfactory teaching. Pupils in a Year 6 English lesson were appropriately supported. However, unsatisfactory teaching was observed during an art lesson because the teacher was doing the pupils' work for them and opportunities to promote these pupils' skills in speaking and listening were missed. Newly arrived pupils are targeted well and class teachers and classroom assistants meet the pupils' needs well within the daily planning of most lessons.

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

29. The quality and range of learning opportunities offered by the school is satisfactory. The strengths are provision in the nursery class and for pupils with special educational needs, together with planning for English, science and mathematics although the school needs to find ways of increasing the opportunities pupils are given to carry out scientific investigations. The provision for extra-curricular activities is weak.

30. The curriculum in the nursery and reception classes is planned in accordance with national guidance, covering all six areas of learning. There is very good provision for children in the nursery

class. However, children in the reception classes need more opportunities to develop physical skills through outdoor play activities. The organisation of the day in reception classes should be reviewed so that the time is used better to meet the needs of all children.

31. The curriculum for Years 1 to 6 includes all the subjects of the National Curriculum and religious education. Sex education and drug awareness education are taught through science and in separate units in some years. The curriculum will be enriched when plans to allocate specific time for personal, social and health education are put in place. Planning for English, mathematics and science is based on national guidance that has been carefully reviewed and tailored to provide a good match for the needs of the pupils in the school. Planning in other subjects is mostly based on national guidance and there are schemes of work to support teachers except in music where a new scheme is being drafted. There is also an awareness of the generally unsatisfactory level and condition of the resources available to teachers in the subject. Progress as pupils move up the school will be improved as the plans for reviewing these subjects in turn are fulfilled.

32. The curriculum is broad and relevant. However, the organisation of the available teaching time in Years 1 to 6 does not provide a good balance across subjects. The school recognises the need to achieve this balance whilst continuing to place appropriate emphasis on raising standards in English, mathematics and science. Some subjects, particularly music, do not have enough time allocated to them, and pupils sometimes go too long without any art and design, design and technology, history and geography because of the way the curriculum is organised. This means they do not make the progress they are capable of in these subjects by the end of Year 6.

33. High priority is given to developing literacy and numeracy skills and the national strategies have been implemented across the school. The school now needs to consider adaptations to provide more time for writing. Opportunities for pupils to make meaningful links between their learning in different subjects, such as the Year 6 linked work in history on World War II and in English on the presentation of arguments, should be extended. In this way pupils will consolidate and extend their literacy, numeracy and ICT skills as they learn other subjects.

34. Equality of access and opportunity is good. The curriculum policy fully reflects the school's commitment to equal opportunity. Individual needs of each pupil are identified and all staff work hard to meet those needs. Pupils have access to all areas of the curriculum and range of learning opportunities, which gives them full access to the National Curriculum.

35. The provision for pupils with special educational needs is very good and matches the nature of their needs very well. There is regular recording of pupils' special educational needs and the action taken. The school carefully assesses the needs of pupils, identifies and focuses attention on the child's skills and highlights areas for early action to support the child within the class. Teachers' concerns lead to carefully crafted individual education plans with specific targets. Targets are effectively drawn from observations of behaviour and of speech and language difficulties. The concepts involved are carefully identified. There is effective support from a specialist drama therapist who works with pupils who have emotional and behavioural difficulties.

36. The provision for pupils learning to speak English, including refugees and asylum seekers, is satisfactory. The key strengths include the assessment of pupils on entry, the bilingual materials and the work of the assistant in Years 1 and 2. However, records are not well maintained as the pupils move up through the school. Provision is kept on track by the teachers and classroom assistants during the planning and delivery of lessons. The services of an interpreter can be arranged where necessary but not in all the languages spoken at the school.

37. The provision for extra-curricular activities is unsatisfactory. Only two after school clubs were provided at the time of the inspection and these were over-subscribed. However, the school recognises the need to improve this provision and several members of staff have indicated their willingness to run clubs in the future. A pilot breakfast/homework club was due to start soon after the inspection. Plans to increase the range and number of after-school clubs will be welcomed by parents. The current provision includes good examples for the way forward. The annual Year 6 residential trips to North Wales and other out-of-school visits to places of interest enrich the curriculum and some pupils have opportunities to learn to play an instrument with the peripatetic music teacher. Visitors to school such as the East Berkshire young musicians' group make a positive contribution to pupils' learning. The school's Asian dance group represents the school proudly at outside events and pupils take part in inter-school sports competitions in the summer term.

38. Links with the local community and partner institutions are good. The local football club and the police liaison officer provide activities in school and the education business partnership for the Education Action Zone (EAZ) supports outings such as the recent trip to the London Eye. There are good links with the schools to which pupils transfer, particularly the main secondary school. A careful induction process, including visits and bridging work which is started in Year 6 and completed in Year 7, is in place. Links with pre-school settings are also strong. A pre-nursery group funded by Sure Start and the EAZ uses a room in the school building and plans for a neighbourhood nursery are well advanced.

39. The provision for pupils' spiritual, social, and cultural development is good and the provision for their moral education is very good. These are strong features of the school's very positive climate in which all pupils can develop respect for others and be respected.

40. Spiritual development is well promoted through opportunities to explore and reflect on values and beliefs such as the reflection in an assembly on the meaning of giving up luxuries during Lent. These are sometimes excellent, as when pupils in Year 6 watched and listened to a member of their class saying her Muslim prayers. Opportunities to develop spiritual awareness are provided across the curriculum, for instance, pupils in Year 4 were asked to consider the magnificence of nature when learning about the water cycle in a science lesson. Assemblies and acts of collective worship are well planned to promote spiritual awareness. They are broadly Christian in nature but the rich diversity of faiths amongst pupils is used positively to enhance learning. Opportunities to use music to deepen reflection and develop praise are missed because singing and music are not often part of the assembly. A rare example was the assembly for Years 1 and 2 when pupils responded to music as they reflected on the growth of flowers in spring.

41. The provision for moral development is very good leading to good behaviour and very good relationships throughout the school. For instance, nursery class children learn to walk and not run in the classroom whilst pupils in Year 6 are expected to reflect on their own responses to issues of right and wrong when they have a formal debate. Staff provide good role models establishing friendly but firm relationships with pupils, encouraging them to be polite and sensitive to the needs of others. For example, a Year 2 pupil apologised to his teacher when he arrived a little late in the classroom. Pupils are encouraged to think for themselves and stand by their own opinions in assemblies and through classroom displays such as the class rules illustrated with photographs in Year 5. The school has just introduced a new system for rewarding and celebrating good behaviour and relationships, which will further enhance the provision for moral development.

42. The school provides good opportunities for pupils to develop socially and to increase their understanding of living in a community and becoming good citizens. Pupils in all classes undertake a range of jobs such as delivering registers and giving out books to encourage them to take responsibility

and help each other. Some pupils in Year 6 have added responsibilities as peer mediators for which they received training in Year 5. A school council is planned and this will enhance the opportunities to learn social responsibility. Geography and physical education provide good opportunities for effective social and personal development through outdoor activities and local fieldwork. All pupils are encouraged to work harmoniously together. Opportunities to discuss questions and issues with partners or in small groups were observed in several lessons, which means that all pupils are expected to contribute and collaborate. Pupils are involved in a number of charities each year such as the sponsorship of the education of a child in Kenya and fund-raising for Comic Relief.

43. There is good provision for pupils to appreciate their own cultural traditions and the richness of other cultures. The school successfully promotes the traditions of the culturally diverse society in Britain. It makes very good use of the rich resources provided by the diverse ethnic and cultural backgrounds of the pupils and staff. For example, a Sikh teacher introduced Year 5 children to the symbols of Sikhism using real artefacts and the context of her own family life. Cultural features common to all pupils, such as the hospital role play in Year 2, are used well to teach pupils about similarities alongside the celebration of different cultures. Provision is enhanced by visits to museums and historical houses, by visitors such as drama groups, authors and Asian dancers and by displays such as the photographic records of a Year 4 class assembly. Resources, including books, are well chosen to represent a range of cultures and faiths.

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

44. The care arrangements for pupils are good overall, with very good features in the support for vulnerable pupils and in the prevention and elimination of all forms of oppressive behaviour. Assessment procedures are good in the English and mathematics, but are still in need of significant development in the other subjects.

45. Procedures to promote and ensure pupils' well-being are good. The school has effective arrangements for induction to nursery, reception and other classes. Transfer arrangements with the secondary schools are well established and appropriate. Pupils confirm that they are well cared for when they are ill or otherwise distressed. The school works hard and deals very effectively with the significant minority of pupils who are socially or emotionally vulnerable. The headteacher devotes considerable time and energy to addressing these important issues. Additional support in the form of drama therapy and counselling is provided where needed. Child protection procedures are good and the procedures to follow and the designated staff member are known by adults in the school. Effective links exist with social services.

46. Procedures to ensure pupils' health and safety are good. Teachers make pupils aware of health and safety issues in lessons, such as in physical education, design and technology and science. This effectively contributes to the development of a safety conscious attitude among them. The phasing of lunchtime means that the playground is an inherently safer and more sociable place as all year groups get opportunities to use the facilities. Appropriate arrangements are in place to ensure safe use of the internet and e-mail. Fire alarm testing and the inspection of portable electrical equipment are routinely carried out. Fire drills are carried out regularly. First aid arrangements are well established and appropriate.

47. Procedures to monitor and promote good behaviour and discipline are good. Mutual respect and tolerance are the practical basis of all behaviour in school and nearly all pupils respond positively. The involvement of pupils in creating class rules is a key feature. On-going praise in lessons and assemblies are routine features. Measures to create and maintain discipline are appropriate, proportionate and consistently applied by most staff.

48. Procedures for monitoring and eliminating oppressive behaviour, including bullying and racism, are very good. The small minority of pupils with significant behaviour difficulties are clearly identified. Behaviour improvement plans, drama therapy and counselling are very well used to support these pupils. The school has successfully integrated a number of pupils who were permanently excluded from other schools, which is a positive indication of the effectiveness of its measures. There is a clear set of sanctions in relation to classroom and playground behaviour. The lunchtime staff are very well supported by teaching staff and senior management in relation to playground incidents. Parents are effectively involved where concerns arise. Incidents of bullying or racism are openly confronted, based on conflict resolution principles. Pupils confirm that they feel comfortable reporting rare incidents of bullying or other anti-social behaviour. Parents and pupils confirm that the measures taken to resolve such cases are usually very effective. The maintenance of such a harmonious atmosphere, given the high level of pupil mobility and wide range of ethnic and social backgrounds, is an impressive achievement.

49. Procedures to monitor and improve attendance and punctuality are unsatisfactory. The Educational Welfare Officer is effectively involved in helping to resolve the significant number of cases where there are persistent attendance difficulties. The school identifies and closely monitors the attendance of a larger cohort of pupils. Pupils get certificates in recognition of full termly and annual attendance. However, there are important weaknesses in the management of attendance. Whilst registers are appropriately completed, this information is not converted into a form that supports regular monitoring and data analysis, based on the magnitudes of different categories of absence. As a result, the school does not have a sufficiently good understanding of the nature of its attendance issues to identify a range of effective actions.

50. Procedures for assessing pupils' attainment in English and mathematics are good. They provide detailed and reliable information about pupils' attainment in national and other standardised tests. Assessments are used effectively to judge how well groups of pupils are achieving year on year, to modify planning, for setting and as the basis for creating individual and year group targets. The results are analysed in detail to identify any strengths and weaknesses in pupils' learning leading to termly changes to the composition of sets. Regular monitoring of teaching by members of the senior management team further strengthens the school's understanding of pupils' strengths and areas for improvement. Pupils in Years 3 to 6 are effectively involved in their own learning, based on knowing their National Curriculum levels and what they need to do to improve as reflected in termly targets. Termly meetings ensure that key features arising from the results of the assessment information are shared with parents. The school takes early and effective action to assess the significant minority of pupils who join the school at different points in their education. In science assessment and target setting are at an early stage and a clearer focus for tracking progress and analysing performance of groups and individuals to inform planning is needed.

51. In other subjects, assessment procedures are underdeveloped. There are no consistently used whole-school systems to track pupils' progress from year to year. This makes it difficult for teachers to identify strengths and weaknesses in learning and plan work that builds securely on what pupils already know, understand and can do.

52. Procedures to monitor and support pupils' personal development are good overall. Pupils and their needs are well known to staff. Good work and attitudes are celebrated, on a weekly basis, in assemblies. This recognition and reward provides pupils with frequent and public confirmation of what is good in their lives and helps raise their self-esteem. School trips make an appropriate contribution to pupils' personal development but the contribution made by clubs and teams is somewhat less than usually seen. A brief report on pupils' personal development forms part of the annual report to

parents. Parents are positive about the school's part in helping pupils become mature and responsible. They are particularly impressed by the school's emphasis on respect for everybody and pupils' growth in confidence, based on getting all pupils to participate within a supportive community.

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

53. Overall, the partnership with parents makes an effective contribution to the quality of education provided and the standards achieved. The school justifiably enjoys the trust and confidence of most of its parents.

54. Parents are positive about what the school provides and achieves. Over a third of parents replied to the questionnaire but only two attended the pre-inspection meeting. Nearly all confirm that their children like school and make good progress. They consider that the school has high expectations and helps pupils become more mature and responsible. They are positive about the teaching and nearly all pupils' behaviour. Most feel comfortable approaching the school with suggestions, questions or concerns. Nevertheless, nearly a third do not consider that the school provides an interesting range of activities outside of lessons. A quarter do not consider that pupils get the right level of homework whilst over a fifth do not feel well informed about their children's progress. Inspection evidence supports parents' positive views. Inspectors agree and the school accepts that the level of extra-curricular activities is currently low. Whilst inspectors consider that homework levels are satisfactory overall, the school accepts that there is still too much variation between classes, in some year groups. Inspectors judge that the information provided on pupils' progress is good.

55. Links with parents make a good contribution to pupils' learning. The school is well aware of the diversity in its parental community and works very hard and effectively to cater for the needs of all. Teachers are accessible, approachable, listen and usually effectively address parents' concerns. Pupils' reading diaries provide a routine communication link between home and school. Parents are fully involved when concerns about pupils' progress, behaviour or attendance arise.

56. The quality of information given to parents is good overall. On-going contacts and termly parents' evenings mean parents are given good opportunities to get regular updates on progress or concerns. Termly curriculum information provides parents with a very good outline of pupils' future school work. The quality of pupils' written annual reports is good. Reports convey a clear sense of what pupils are doing and give a clear indication of pupils' progress in the tested subjects and their general personal development. In most reports, targets are systematically identified in the tested subjects, together with areas for improvement in attitudes, where needed. However, reports lack a simple indication of how well pupils are doing by national standards and whether the academic progress they are making is good enough. As a result, some parents justifiably feel reports lack a context for the identified targets. Regular newsletters keep parents effectively informed about school life. The attractive prospectus gives a clear outline on school's expectations and character. The governors' annual report to parents gives a clear outline of the issues they are working on.

57. Parents' involvement makes an unsatisfactory contribution to pupils' learning and the life of the school. Discussions with pupils indicate that most have somebody at home who checks that set homework is done. Most parents are keen for their children to do well and respond positively to individual requests to discuss issues, such as pupil progress, behaviour and attendance. Many parents attend and enjoy Christmas and other performances, sports days and class assemblies which are held to recognise a range of the pupils' achievements. There is good parental involvement in the pre school mother and toddler group. However, a significant minority of parents do not notify the school why their child is absent. As a result, there is a large amount of unauthorised absence which adversely affects pupils' learning. Parental attendance at parents' meetings is somewhat disappointing, with

around a quarter of pupils not represented. The school works hard to follow up these parental absences to minimise their impact on pupils' learning. The great majority of parents are unresponsive to general requests for support. For example, parent governor vacancies are a persistent feature and the level of adult helpers is low. Nevertheless, a Friends of Claycot group, initiated by parent governors, is beginning to have an impact.

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

58. The leadership provided by the headteacher and senior management team is good. The headteacher was appointed two years ago when the infant and junior school were amalgamated. She is a dedicated leader who cares deeply about the pupils and staff and has worked very hard to establish a happy, caring school. Pupils and staff feel well supported and valued, and the headteacher knows their strengths and weaknesses well. The school has developed a great deal under the leadership of the headteacher who is well supported by two very competent deputy headteachers and an advanced skills teacher. Together they have brought a clear educational vision and a commitment to establish the new school in the community. The school is beginning to improve standards and raise the level of attainment of the pupils. The senior management team has created a committed group of teachers despite current difficulties recruiting teaching staff. All development planning is shared with the staff. The main impetus has been to establish the ethos of a caring school that values all members, to raise standards in literacy and numeracy and to establish the ICT suites.

59. The ethos of the school underpins the good attitudes and standards of behaviour as well as the promotion of very good relationships with the pupils. The reflection of the school's aims and values in its work is very good.

60. Management is satisfactory. There is a clear management structure and job descriptions and roles are clearly identified. Both deputies are very committed and eager to improve the school. They work strategically with the headteacher and report to the governing body. Both deputies are clear about their duties and have made a significant impact on behaviour, standards and assessment. They feel trusted and valued by the headteacher who is very professional in her conduct and relationships. Strong and effective teamwork is developing in all year groups.

61. The school improvement plan is satisfactory. Due to the illness and absence of the headteacher, it has not been updated. The school is aware of the need to develop a longer three and five year plan to run alongside the current plan. Effective action has been taken to meet the school's targets. The school has identified good current priorities that are necessary for improvement and there are clear targets to raise standards in literacy, numeracy, science and ICT. Most other subject areas need to be developed.

62. The senior management team carry out thorough monitoring of teaching and learning each term. All staff including teachers and learning support staff are given clear guidelines on strengths and weaknesses. Observations of teaching and learning follow a clearly defined procedure. However, monitoring has not identified the unsatisfactory features in the teaching of pupils who speak English as an additional language. The school is beginning to share good practice. The monitoring of attainment and the collection and analysis of data have been thorough and is being effectively used to adjust teaching methods to raise standards. Results in national tests are improving since the school opened because a consistent approach is taken. Co-ordination of mathematics and ICT is good and it is satisfactory in English and science. The role of subject co-ordinators needs to be developed in other subjects where there are no plans for development. Co-ordinators have not developed assessment structures in many subjects and do not monitor planning or pupils' progress. Co-ordinators have had



some release time but they need more release time to observe teaching and provide training where necessary. The school has plans to enable this to happen.

63. Some aspects of management, such as day-to-day communication, could be more effective. Currently, the use of new technology is unsatisfactory in terms of supporting the school's work. For example, the lack of an automated way of processing raw attendance data makes effective monitoring and analysis difficult. Similarly, inspectors were struck by the inaccessibility of other important data such as the distribution of pupils who speak English as an additional language across the year group sets. The school recognises that achieving ready availability of all its key school data is an important area for development.

64. The effectiveness of the governing body in fulfilling its responsibilities is unsatisfactory. The governing body has a satisfactory understanding of the difficulties involved in combining two schools and work well with the senior management team. The chair of the governors is very loyal and supports staff and the headteacher well. He is a regular visitor to the school. The key areas of provision such as literacy, numeracy, curriculum and special educational needs are linked to identified governors. A few governors regularly visit the school but their role is more a supportive than a monitoring one. Both deputies are active members of the governing body including the curriculum committee and this keeps other governors informed about current developments. Governors liaise with the headteacher over the school development plan and agree targets set to raise standards. The governing body, however, is under strength and corporate entity is not strong. There is insufficient strategic foresight. Governors need to be more rigorous and challenge the school, holding it to account for the standards and quality of education it achieves. They are keen to raise the profile of the school and are informed about standards but do not analyse information for themselves. Although the school is fully staffed at present most of the stress has been taken on by the headteacher who meets overseas teachers off the plane and sometimes sees to their accommodation. The governors need to be more active in planning to meet future staffing emergencies.

65. The performance management of teachers is good overall. The practice of focusing an individual's objectives around key elements of the school improvement plan is well established. As a result, eligible staff are working directly on the school's priorities for development, thereby also creating a greater sense of common purpose. The school has given a very substantial amount of support to the significant number of overseas staff. The school accepts that induction of new teachers, including those who are newly qualified and from overseas, needs a more strategic and coherent approach. Although these staff are well supported once in school, a better induction programme would help them have a better understanding of the school's curriculum and teaching methods.

66. The provision for special educational needs is managed and led well. The policy is clear, helpful and up-to-date and it conforms to the national Code of Practice. Record keeping is very good. The policy is implemented well. There is generally good communication between the governor with responsibility for special educational needs, the school's two special educational need co-ordinators, special needs assistants and outside agencies. The co-ordinators meet regularly with the classroom assistants and support them effectively by giving training where necessary. At present, there is no system for recording any gifted or talented pupils, although these pupils are well identified by the setting arrangements for English, mathematics and science but not in other subjects. The management of the provision for English as an additional language is unsatisfactory. The school gives appropriate consideration to purchasing resources and additional staff to meet the needs of the pupils. Despite records showing initial levels of fluency when the pupils arrive, these are not adequately maintained or updated. Leadership and management are satisfactory in the nursery and reception. The nursery is

well led and managed but the organisation of the school day in the reception classes is not managed well enough.

67. On-going financial control and administration are good. Longer term financial planning is good. The standards fund and additional funds provided as part of the Education Action Zone and Sure Start are well targeted and effectively used on the specific needs of the school. Using devolved budgets, the school provides a good level of resources, including staffing, to support pupils with special educational needs. The large underspend for this year has been spent on staffing and resources. The efficient and dedicated contributions made by administrative and other staff, such as the bursar and caretaker, are good and highly valued by the headteacher and her teaching staff.

68. There is an adequate match of teaching and support staff to the demands of the curriculum. The school is presently fully staffed although there have been difficulties in attracting and maintaining a stable staffing structure. Some of the overseas staff are currently seeking qualified status in this country. The headteacher and governors have managed the situation sufficiently well. The provision of learning support assistants in most classes means that a significant amount of additional support is available to address the needs of the pupils with learning or behaviour difficulties.

69. Accommodation is good overall, positively supporting learning. The main accommodation provides a pleasant, bright, clean and generally spacious learning environment. Displays in classrooms and corridors are of generally good quality. The spacious playground is still being developed, following the extended period of building work. Phased lunchtimes combined with separate play areas for infants, juniors and for football already make playtime and lunchtime interesting for most pupils. The surrounding grassed areas provide additional playtime opportunities in periods of fine weather. However, class sizes in Years 3 to 6 are generally cramped but large amounts of space outside the classes are not used effectively. The lack of temperature control of the heating in Years 3 to 6 makes the classrooms uncomfortably hot or cold, adversely affecting learning conditions. There is a lack of designated outdoor play area for the reception classes.

70. The range, quality and accessibility of learning resources are satisfactory in mathematics and the provision for English as an additional language. They are good in English and religious education and in relation to the provision for special educational needs. Learning resources are now very good in ICT. However, resources are limited and of poor quality in music and unsatisfactory in physical education and design and technology. Resources in art and design and history and geography have been scattered in the reorganisation and need to be rebuilt. They are satisfactory in the nursery and reception but there is no designated outdoor play area for reception children.

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

71. The school should improve:

- (1) Standards in English by making sure that pupils have sufficient time for writing and checking that lower attaining pupils know and understand the objectives of one lesson and complete their work before moving onto the next. (paragraphs 92, 93)
- (2) Standards in art and design, design and technology, history, geography, music and physical education by ensuring that:
  - planning identifies the progression of skills from year to year in sufficient depth;
  - sufficient time is given to all subjects;
  - all subjects are adequately resourced;

- assessment procedures are rigorously developed;
- computers are used to enhance learning in the subjects;
- pupils have effective opportunities to apply their literacy and numeracy skills;
- co-ordinators' roles are clarified, particularly in the area of monitoring teaching, learning and the curriculum throughout the school;
- teachers' subject knowledge is secure in physical education and that all pupils take a part in lessons.

(paragraphs 62, 70, 109-124, 130-141)

- (3) The contribution and effectiveness of the governing body by recruiting a full complement of governors; holding the school to account for standards and the quality of education; analysing and monitoring information about the school and taking a more active role in longer term planning. (paragraph 64)
- (4) The induction and professional development of staff new to the school. (paragraph 65)
- (5) Raise attendance levels, whilst significantly reducing unauthorised absence by monitoring data more carefully to identify patterns and working closely with parents. (paragraphs 15, 49)

The school should also:

- make sure that the most experienced staff are available to give support in those lessons where pupils with severe emotional or behavioural difficulties are disrupting learning; (paragraphs 16,74, 92)
- ensure that there is rigorous monitoring of teaching for pupils who speak English as an additional language and that the provision is effectively managed; (paragraphs 28, 62, 66)
- increase the opportunities pupils are given to carry out scientific investigations; (paragraphs 101, 106)
- ensure that the current improvement in ICT continues at a good pace and that it is effectively used in the management of the school.; (paragraphs 126, 63)
- improve the organisation of the school day and the quality of outdoor play in the reception classes. (paragraphs 3,17, 74,75, 82, 85)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	85
Number of discussions with staff, governors, other adults and pupils	53

### *Summary of teaching observed during the inspection*

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	16	30	31	7	0	0
Percentage	1	19	35	37	8	0	0

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

### *Information about the school's pupils*

<b>Pupils on the school's roll</b>	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	44	423
Number of full-time pupils known to be eligible for free school meals		110

*FTE means full-time equivalent.*

<b>Special educational needs</b>	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	7
Number of pupils on the school's special educational needs register	2	133

<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	144

<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	71
Pupils who left the school other than at the usual time of leaving	84

### *Attendance*

#### **Authorised absence**

	%
School data	n/a
National comparative data	5.4

#### **Unauthorised absence**

	%
School data	n/a
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2002	33	24

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	26	25	27
	Girls	22	22	22
	Total	48	47	49
Percentage of pupils at NC level 2 or above	School	84 (80)	82 (78)	86 (97)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	25	28	30
	Girls	22	23	21
	Total	47	51	51
Percentage of pupils at NC level 2 or above	School	82 (80)	89 (90)	89 (83)
	National	85 (85)	89 (89)	89 (89)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2002	42	36

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	29	30	37
	Girls	29	27	33
	Total	58	57	70
Percentage of pupils at NC level 4 or above	School	74 (51)	73 (46)	90 (76)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	26	28	32
	Girls	29	25	29
	Total	55	53	61
Percentage of pupils at NC level 4 or above	School	70 (n/a)	68 (n/a)	78 (n/a)
	National	73 (72)	74 (74)	82 (82)

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

### *Ethnic background of pupils*

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

### *Exclusions in the last school year*

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
259	4	0
0	0	0
17	0	0
0	0	0
0	0	0
1	0	0
2	0	0
0	0	0
43	1	0
0	0	0
25	0	0
0	0	0
19	0	0
30	0	0
2	0	0
27	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)	15
Number of pupils per qualified teacher	31
Average class size	25

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

Total number of education support staff	25
Total aggregate hours worked per week	523

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

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	42
Total number of education support staff	2
Total aggregate hours worked per week	70

### *Financial information*

Financial year	2001/2002
----------------	-----------

	£
Total income	1,419,243
Total expenditure	1,335,668
Expenditure per pupil	2,245
Balance brought forward from previous year	83,575
Balance carried forward to next year	85,223

Number of pupils per FTE adult	9
--------------------------------	---

*FTE means full-time equivalent.*

***Recruitment of teachers***

Number of teachers who left the school during the last two years	26
Number of teachers appointed to the school during the last two years	28

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	3
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*



## ***Results of the survey of parents and carers***

### **Questionnaire return rate**

Number of questionnaires sent out	467
Number of questionnaires returned	164

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	65	30	4	1	0
My child is making good progress in school.	49	45	4	1	1
Behaviour in the school is good.	49	38	7	1	6
My child gets the right amount of work to do at home.	35	30	22	4	9
The teaching is good.	55	37	2	2	4
I am kept well informed about how my child is getting on.	41	34	18	4	2
I would feel comfortable about approaching the school with questions or a problem.	52	37	6	4	1
The school expects my child to work hard and achieve his or her best.	57	33	4	1	5
The school works closely with parents.	35	40	14	5	5
The school is well led and managed.	43	43	9	1	4
The school is helping my child become mature and responsible.	48	41	5	1	5
The school provides an interesting range of activities outside lessons.	28	26	21	9	16

## **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**

72. The school's provision for children in the foundation stage is in the nursery and two reception classes. Provision is consistently strong in the nursery and is a strength of the school. The provision in the reception classes is satisfactory. Most children have attended the nursery but ten children joined the reception with little or no pre-school experience. Children are admitted to the nursery in the September following their third birthday. They spend three terms in the nursery before moving onto reception. The new nursery has only been in operation since September 2002 and was previously housed in unsatisfactory accommodation. The new building is having a very positive impact on the quality of provision offered. There is one qualified teacher in the nursery and two nursery nurses. Two children have been identified with special educational needs in the nursery and ten children in the two reception classes. In the nursery, there are six children who speak English as an additional language and in the reception classes there are twenty, fourteen of whom are at an early stage of speaking English. Learning support assistants support these children. In each reception class, there is a teacher and learning support assistant. Children and parents are well prepared before they enter school; the progression enables children to make a smooth transition into full-time education. There are home visits before children enter the nursery and children and parents visit the school. There is a staggered start to the reception class in September. Attainment on entry is well below average with children particularly weak in social skills and speaking and listening. By the time the children enter Year 1 their attainment is still below expected levels in all areas of learning but most children have made good progress through the stepping stones in the nursery and satisfactory progress in reception. There are a few children in both reception classes who do not make the progress that they could because they do not work well with other children and cannot manage their behaviour. Other children have started their schooling during the reception year and have not had sufficient time to catch up sufficiently in the time they have been in the school. Initial observations and assessments are made in both the nursery and reception classes. All assessment information is carefully collated and contributes to the ongoing good assessment procedures carried out during the year. Resources are satisfactory. Outdoor provision for the nursery is currently satisfactory and there are plans to develop the outside area further but there is no designated outdoor play area for reception children. As this is a new school there are no comparisons with a previous inspection report.

73. The school has established a successful pre-nursery mother and toddler group where children are encouraged to select their own activities and develop their ability to play. This session is preparing children and parents very well for the nursery.

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

74. Most children do not achieve the early learning goals by the time they enter Year 1 and standards are below those normally found. The children make good progress in the nursery and satisfactory progress in reception. All staff create a secure environment and children form good relationships with adults. In all classes children enjoy coming to school and happily leave their parents and carers. Children settle into school routines well because the teachers are organised. Behaviour is good in the nursery but there are instances of unsatisfactory behaviour by a few children in both reception classes. In the nursery there is an appropriate balance between independent play, when children select their own activities, and activities that are directed by adults. Children are developing an understanding of right and wrong because all adults identify expectations clearly. Children play independently and are learning to play alongside each other and share equipment. Sharing and thinking of others are given a high priority during the snack time when children are encouraged to share raisins

and milk with others. In the home corner, one more able child organises the others telling them to cook the spaghetti while she goes shopping. Children enjoy dressing up in the nursery and they are learning to tidy up, placing clothes and shoes back in the correct place when it is time to tidy up. Children who speak English as an additional language make good progress in the nursery. They are well supported and learn to say 'Thank you' to the teacher as they learn to cut the play dough. In reception, more able children independently select their own activities and work with developing levels of concentration during 'Busy Time' but because there is no adult intervention the pace of their activity slows down during these sessions. A significant number of children are unable to select activities and engage in their own agenda such as throwing chalk and bricks around the floor. 'Busy Time' is unsatisfactory because there is insufficient direction and intervention from adults.

75. Teaching is good in the nursery and satisfactory in the reception classes. A strength in the nursery is the sensitive use of questions and the opportunity to talk to others. This contributes to growing levels of confidence. Adults in the nursery establish a firm but friendly and supportive relationship with all children. Every opportunity is taken to encourage children to listen, speak and develop their own thinking skills. There are clear guidelines for rules and these are reinforced by pictures, instructions and written phrases. Teaching is not as effective in reception because adults do not consistently provide clear expectations and guidelines.

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

76. Standards are below average by the time the children enter Year 1. The more able children will achieve the expected learning goals by the end of reception year but the majority do not achieve the goals. On entry to the school, children's communication skills are well below expected levels. Progress is good in the nursery and satisfactory in the reception classes. In the nursery, a strong emphasis is placed on listening carefully to adults and developing speaking skills. Children are encouraged to develop their speaking skills; for example, cards are used to help children remember and talk about the daily activities. Role-play activities encourage children to speak to each other. More able children are starting to communicate with each other and interact; for example, one child in the nursery said to another 'Good girl you thought you had lost your glasses and now you have found them. Is the spaghetti not cooked? Yes it is.' Children are learning to listen well, focus on their teacher and other adults and follow instructions. Vocabulary is limited: many children give one-word answers to questions and very few children give reasons for their answers. In reception, the children have good opportunities to develop their speaking and listening skills in small groups with their teacher but independent activities are not as effective as they could be and there is insufficient adult guidance and intervention to challenge and extend the children's language and vocabulary. There is an appropriate range of opportunities for children who speak English as an additional language to engage in speaking and listening activities in English with peers and adults. Bilingual support is also available but not in all the languages spoken.

77. Many children make good progress in reading but progress is slow for the lower attaining pupils. The nursery is well stocked with books and the children are developing a positive attitude to books and enjoy listening to stories and rhymes. In reception, the majority of children are only just beginning to recognise some familiar words. They need a lot of support with initial sounds. Children with special educational needs need a lot of adult help to talk about the content of the book and about the events of the story. Book corners are not always used effectively in reception and not enough children have opportunities to curl up with a book or to access books for information. Reading standards for more able children in reception are in line with national expectation. They can recognise the title of the book and recall the main characters. They recall some of the events in the story but are unsure of how the story ended. More able children recognise initial sounds and some words such as milk, pancake and sugar. The children take books home regularly and parents comment in their

reading diaries. All teachers keep good reading records. There are appropriate opportunities for independent writing. Children in the nursery make good progress making marks on paper. Progress is satisfactory in reception. More able children in reception are beginning to write simple sentences with full stops, for example: 'I played football with my brother.' They can write their own name independently. Average children copy adult writing. Lower attaining children are unable to write their own name but they manage to trace over adult writing.

78. Teaching is good in the nursery and satisfactory in reception. Throughout the nursery and reception classes, communication, language and literacy are given a high priority and good experiences and activities to develop and extend children's language and literacy skills are planned. In the nursery the teacher interacts well to extend language and imagination, pretending the pancake is too hot for her to eat. In reception basic skills are taught well but a lot of worksheets are used.

### **Mathematical development**

79. Standards are below average by the time the children enter Year 1. A few more able children will achieve the expected early learning goals by the end of reception year but the majority will not. Progress is good in the nursery and satisfactory in reception. The nursery provides a wide range of activities to promote mathematical understanding. Children develop an awareness of number and counting as they share raisins and count them. The teacher skilfully guides the children to notice when some children have two raisins and some children have three. They count the number of children needing a drink and count the number of packets of milk to see if they match. In reception, number work and counting are taught well. More able children can count cubes up to ten and can identify when another cube has been added. Average children need adult support to count to ten and back again, to recognise numbers 0-5 and to count objects. Lower attaining children are unable to count without adult help. Problem-solving and opportunities to apply mathematical knowledge are less well developed. Children spend a lot of time colouring and cutting shapes and less time recognising shapes of everyday objects. More able children paint the basic shapes but need adult guidance and help to do this. Average children in reception can recognise basic shapes but cannot identify different shapes in the classroom. Understanding of comparative mathematics is less well developed in reception.

80. Teaching is good in the nursery and satisfactory in reception. In the reception classes, a lack of planned adult intervention and support in activities results in missed opportunities to extend knowledge and understanding of mathematics in the classroom. Learning support assistants work well with children in small group activities.

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

81. Standards are below average by the time the children enter Year 1. A few more able children will achieve the expected early learning goals by the end of reception year but the majority will not. Children in the nursery are encouraged to observe how the colour of the milk changes from white to brown as the mixture is added. They are challenged to extend their thinking skills by guessing what will happen to the marshmallow sweets when they are sprinkled into the mixture. More able children say they will sink; the teacher guides observation and comments that the sweets go down into the drink and then float on the surface. In reception, children identify the ingredients as they mix them together to make a pancake and they observe pancakes being made. They are given appropriate opportunities to make simple models but children in reception need more guidance and adult intervention to extend their awareness of the wider world. All children make satisfactory progress acquiring knowledge of information and communication technology but this aspect could be better in all classes. Not enough children use buttons and headsets or operate computer programs to extend knowledge of shapes in mathematics and phonics in literacy. Children develop an awareness of festivals and celebrations; for

example they learn about Shrove Tuesday and celebrate festivals such as Chinese New Year, Divali, Eid and Easter.

82. Teaching is good in the nursery and occasionally very good. It is satisfactory in reception. Children in the nursery make good progress learning about the world because activities are exciting and interesting. Adults guide them to make a chocolate milk shake. They are encouraged to observe the world around them and are challenged to extend their thinking skills. In reception, the children need more guidance and adult intervention to extend their awareness of the wider world. Teachers do not use computers enough to extend learning.

### **Physical development**

83. Standards are below average by the time the children enter Year 1. Children make good progress in the nursery and achieve standards typical for their age. The good progress is not maintained in reception because there is no provision for outdoor play and children only have one session of physical education a week. By the end of reception most children will not achieve the expected early learning goals. The development of fine motor skills are satisfactory and in line with national expectations in both the nursery and reception. Children achieve well because they are encouraged to improve their manipulative and fine motor skills with a range of appropriate activities. They use pencils, crayons, scissors and paint brushes effectively and with confidence. Hand-eye co-ordination is well developed, for example, children independently pull and cut the sticky tape from the container.

84. Children in the nursery develop their co-ordination well during the daily outdoor play sessions. They ride the tricycle well, one child pushes and one is a passenger. They gleefully follow each other around the playground on their bikes but the ability to manoeuvre to the right, left and backwards is not yet fully developed. Outdoor play in the nursery encourages children to co-operate and think of the needs of others. Children learning to speak English are very well integrated. Children make less progress in reception. A significant number of children need help with undressing and dressing for physical education. Children are allowed to sit out of the session if they do not have their kit or they do not want to join in with the others. This is unsatisfactory and can result in as many as nine children missing the session. More able children notice that their heart is beating faster during exercise. They jump like frogs and stamp like elephants but they have not learnt to move quietly. Many do not stop on command and the teacher is not firm enough. Too many children are allowed to get away with their own agenda and the teacher does not observe and take steps to deal with this soon enough. Awareness of space is developing but many children still bump into each other when travelling around the room.

85. Teaching is satisfactory in the nursery and unsatisfactory in reception in this area of learning. The children in reception are not given sufficient guidelines and a firm framework. They are allowed to make their own choices too often and this sometimes means not taking part or having a sulk in the corner. In the nursery, adults are supportive but need to challenge more to extend children's awareness of what movements they are doing and how.

### **Creative development**

86. Standards are below average by the time the children enter Year 1. Most children will not achieve the expected early learning goals by the end of reception. Scrutiny of work reveals that children have opportunities over the year to work with a range of materials and experience different methods. They mix paints and explore colour. They use pencils and crayons and complete simple collages. They use play dough imaginatively; for example they make small cakes and pancakes.

Nursery children paint a white skeleton on black paper. Opportunities to use paint creatively are limited in reception and children are not challenged to select particular colours for a particular purpose. Children in reception make a paper plate man using folded paper for the arms and legs. There are good opportunities for children to explore and handle a range of musical instruments and they learn a range of songs and simple movement actions. Opportunities to move rhythmically and match movements to music are less well developed. The role-play home encourages children to think of the needs of others preparing meals and carrying out domestic tasks.

87. Teaching is good in the nursery and satisfactory in the reception classes. There are good opportunities in reception for children to select their own materials but children need more adult intervention to extend their awareness and creativity.

## **ENGLISH**

88. In the 2002 National Curriculum tests for eleven-year olds, standards were below the national average but well above those of schools with a similar intake of pupils. In the tests for seven-year olds, standards were well below average in reading, below average in writing and average when compared to schools with a similar intake of pupils. There is no previous inspection report with which to compare standards. These results largely agree with inspection findings although there is an improvement this year in reading across the school and pupils are making good progress as a result of a well-planned focus on reading. Given the pupils' below average attainment on admission to the school, the pupils of all abilities and ethnic groups achieve well and make good progress in most aspects of English. The current pupils in Year 2 have also not benefited from the good provision earlier in their schooling. The teaching of those pupils for whom English is an additional language, including refugees and asylum seekers, means they progress as well as other pupils and a significant number are in the higher set by the time they reach Year 6. More able pupils and those with special educational needs do well because the school has been rigorous in ensuring that all pupils receive work that is carefully designed to meet their needs. Many pupils who have emotional and behavioural difficulties are doing well but there is still some underachievement for a few of these boys who can present very challenging and disruptive behaviour. This is part of the reason why girls are doing better than boys but in addition there are about twice as many boys as girls who have been identified with difficulties in reading and writing. Because of the high rate of pupil mobility in the school, standards do vary from year to year.

89. By the end of Year 2, the more able pupils in the top set are attaining above average standards in speaking and listening and average standards in reading and writing. Pupils in Years 1 and 2 eloquently describe all they know about contents and index pages. They think carefully about the language they will use to describe colour. One Year 2 pupil states 'The sun is gold in the first light of the morning'. They are good at discussing their work in small groups and in front of the class. The pupils read with expression and know what type of books they like to read. They can describe the main points of a story and answer questions about it confidently and in detail. More able pupils in Year 2 take care over their writing and present it neatly using joins. Their writing makes a good contribution to their spiritual, moral, social and cultural development and to the use of their literacy skills in other subjects such as history. They write about a boastful character saying 'I'm so good at dancing. Why do I have to dance with her?' They write good poems about the Great Fire of London using words such as scorching, cracking and bursting. They use dictionaries to find the meaning of words such as allergic and digest.

90. By the end of Year 6, standards attained by the more able in the top sets in English are average and pupils make good progress in all aspects of the subject. Twenty-two per cent of pupils in Year 6 attained the higher Level 5 in English last year, which is below average nationally, but good

considering the pupils' prior attainment and their socio-economic background. Progress is good for these pupils in Years 3-6. Pupils in Year 3 read fables with good expression and discuss what happens next with their partner. By the end of Year 6, pupils in the top sets can identify arguments for and against and use a good standard of spoken English. Two pupils in Year 6 were extremely articulate when they showed the inspector round their library and had very clear views about how good it is. They fully understood the Dewey system, which they found useful when visiting local libraries. In mathematics lessons in Year 6, pupils are very confident in standing in front of the class and explaining how they arrive at their answers. They read fluently using a good level of expression and some attempt to alter their voices to fit the character. They write across a good range of styles. They write biographies and autobiographies and plan how to take notes. They write reports about England, the Queen and Tony Blair. They think carefully about the language employing phrases such as 'he sighed frustratedly'. Work is neat and well presented.

91. By the end of Year 2, standards for other pupils are below average in speaking and listening, reading and writing but most pupils are making good progress. Most are making good progress in developing their speaking skills with plenty of opportunities given to them by the teachers. However, some of the lower attaining pupils in Year 1 display immature behaviour which means they do not make the progress that they should. Pupils in Year 2 discuss similes with their teacher and some can give good examples such as 'juicy as a pear and smooth as a slipper'. Pupils with special educational needs are able to verbalise 'It's sticky' when the teacher rubs the glue stick with her fingers. Pupils in Year 2 listen carefully and respond to the teachers' questions. They willingly answer direct questions, though very few pupils extend their answers or develop their ideas. Many pupils are beginning to have opinions on books they enjoy and can talk about them but the lower attaining pupils mainly identify the story from pictures. Some pupils can talk about how the story might develop. Many pupils understand rhyming words and some can spell words such as 'from' and 'moon'. All pupils make good progress in their understanding of letter sounds and many of them are beginning to write joining their letters. They write across a broad range of styles and some are beginning to use their imagination well when writing poetry. They write about the main characters in a story and write list of instructions for making tea or a sandwich. Some can use speech marks accurately. However, the lowest attaining pupils manage very little written work and often leave work unfinished. Despite this a scrutiny of their work shows that they make steady but slow progress.

92. By the end of Year 6, standards are below average for the middle and lower attaining pupils but most have made good progress. There is good attention to developing pupils' referencing skills and most pupils make good progress in this aspect. There are a few boys with severe behavioural and emotional difficulties in Year 5 who are underachieving and do not make the progress that they should. They also disrupt other pupils' learning. Most pupils listen to their teachers and are keen to answer questions. They are confident in giving their opinion in lessons but there are some lower attaining pupils who find this difficult. In a middle set, pupils conducted a class debate on whether dogs should be banned from a park and each side was able to present some solid arguments for their case. Many pupils show positive attitudes to reading and read with good expression but also a significant number of pupils do find it difficult to read fluently and accurately and their progress is slower. The middle sets make good progress in writing and are able to edit their work to improve it. They pay good attention to the language they use. One pupil wrote 'the stone sank in the dark pit of the sea'. Progress is slower for the lower attaining pupils who find it difficult to complete their work and are still attaining well below average standards in Year 6. Some boys who are not well motivated do not make sufficient progress.

93. Teaching and learning are good. One lesson in Year 3 was excellent. Learning objectives are identified clearly and the pace of many lessons is good. Most pupils are interested and make good gains in their learning. Teachers use questioning well and the work is generally well matched to pupils'

ability. There is a good focus on improving pupils' reading in the school. Very good opportunities are given in most lessons for boys and girls of all abilities and ethnic groups to develop their skills in speaking, such as the use of the 'hot seat' in a Year 3 class or a staged formal debate in a Year 6 class. In the excellent lesson, the teacher's planning was extremely rigorous, ensuring that all objectives during the lesson were met in an exciting and interesting way. In satisfactory lessons, the flow of the lessons did not enable the pupils to concentrate clearly on their work as some teachers move from one point to another and then back again. This is muddling for the pupils. The management of most lessons is good but in a few classes the learning is disrupted too often by a small group of boys. In order to improve teaching throughout the school, more time needs to be given to writing. This does not happen in all lessons. In a very good lesson in Year 2, the teacher created a good atmosphere to prepare for writing: pupils had the time to reflect and consider what and how they would record their thoughts on colour and how they could attain the quality of work the teacher expected. Teachers are going through the planned programme at too fast a rate for the lower attaining pupils and some work is unfinished and goes unchallenged. There is no time for consolidation and rigorous enough checking to ensure that these pupils can communicate their understanding in writing before moving on to the next item on the planning. Teachers do plan good opportunities for pupils to use their writing skills in subjects such as science and religious education but pupils do not use these well enough to enhance learning in other subjects. ICT is underused in the teaching of English. Some drama and role play activities are being well planned in subjects such as religious education. The quality of marking is good throughout the school and does challenge and guide pupils to a better standard of work but it does not address the matter of unfinished work.

94. The assessment procedures are good. Reading records identify progress and attainment in reading and there are clear targets for improving reading and writing. The school is tracking individual progress over time.

95. Management of the subject is satisfactory and the co-ordinator is developing a clear plan for future action. She analyses test results and identifies areas of strength and areas for further development. The present focus on reading has been well planned to give all classes sufficient time to cover this aspect. The subject also receives enrichment from visiting authors and theatre groups. The co-ordinator is due to have more non contact time so that she can monitor teaching. However, teachers' planning and pupils' work should be monitored more effectively. Several repetitions were identified by the inspectors such as instructional writing on 'how to make a sandwich' in almost every class. Because of the number of teachers from overseas, more work needs to be done on ensuring a good understanding of what writing levels pupils are working at. There is a good supply of fiction and non-fiction books including an adequate stock of those from other cultures.

## **MATHEMATICS**

96. In the 2002 National Curriculum tests for eleven-year olds, standards were average compared to schools nationally and well above average compared to schools with a similar intake of pupils. In the tests for seven-year olds, standards were well below average but compared satisfactorily with schools with a similar intake of pupils. Inspection evidence agrees with these results. For pupils in Year 6, the level of achievement is good. The school is aware of the need to develop the overall standard of attainment particularly that of the younger pupils. Pupils in Year 2 are doing reasonably well. When considering the attainment of pupils in Year 2, it is important to take into account the relatively high numbers of pupils with special needs of all kinds and pupil mobility in terms of those joining the school outside of the normal times. Also, these pupils did not experience the good quality provision presently seen in the new nursery. Throughout the school, pupils of all abilities and ethnic groups achieve well and make good progress in lessons, in some cases very good. For example, thanks to the good level of support that they receive, pupils with English as an additional language



make progress in line with that of their peers. The needs of asylum seekers and refugees are also well met. The school has adopted a very positive attitude towards its provision and seeks, successfully, to ensure that pupils are given the level of support that they need in order to progress.

97. By the end of Year 2, only the most able pupils in Year 2 are attaining the standards expected for this age. They can solve simple fractions, for example,  $\frac{1}{4}$  of  $8 = 2$ . They know some of their multiplication tables. In number work, they are able to discuss their work at a good level and justify what they have done. They have a good grasp of subtraction and addition and are able to perform simple division and multiplication sums. Middle and lower attaining pupils are able to solve simple number problems but many do not confidently use numbers to 100. They are beginning to work in number bonds to 20, for example,  $18 + 2 = 20$ , but to do this some need the support of a number square. They are developing their knowledge of different shapes in terms of their properties. By the end of Year 6, all groups of pupils are making good and sometimes very good progress. Higher attaining pupils in have a good knowledge of their tables and are working at a good level when solving written number problems. They are able to solve simple equations, for example,  $5x = 40$  then  $x = 8$ . They have a good knowledge of ratio and have produced some neat and accurate frequency graphs. Middle and lower attaining pupils are able to show recognition of proportions by using fractions, decimals and percentages to describe them, for example  $\frac{1}{2} = 0.5 = 50\%$ . They are able to find the perimeter of a rectangle by adding the length of the sides and the area of a regular shape by using the formula  $\text{Length} \times \text{Width} = \text{Area}$ .

98. Teaching and learning are good. Teachers maintain the interest of their pupils by structuring their lessons well and using time effectively. They ensure that pupils are given the opportunity to discuss their ideas and use questioning well to probe for understanding. These activities often lead to a good level of dialogue between teachers and pupils thus developing pupils' speaking and listening skills. Teachers ask appropriately framed questions to ensure that pupils of all levels of ability within the group are able to participate in the lesson. The good, often very good, level of teacher subject knowledge and expectations observed during the inspection further enhances the learning of pupils. Pupils are encouraged to use the vocabulary of the subject correctly. They are given a good, sometimes very good, level of support by both their teachers and by classroom assistants. This enables them to maintain the good rate of progress that was a feature of many of the lessons observed in the subject. Another good feature of teaching is the use of simple but effective resources that are well focussed on the objectives of the lesson, for example, the worksheets used in a Year 4 lesson that closely matched the concepts being taught. One of the most important factors in how well pupils learn is their very good level of behaviour during lessons and positive attitudes towards their work in the subject. A scrutiny of the work done by pupils indicates that the level of marking by teachers is satisfactory with examples of good and very good practice. However, there is a need for more rigour in insisting on an improvement in the presentation of work by some of the pupils, particularly the younger ones.

99. The contribution made by the subject to other areas of the curriculum is generally satisfactory. Pupils in Year 5 make pyramid shapes in history and Year 6 produce good geometric shapes in their artwork. In a Year 6 English lesson, pupils showed their understanding of the need for decimals in the Dewey system of classifying books. However, insufficient use is made of numeracy skills in science. ICT is underused in the teaching of mathematics.

100. A strength of the subject is the high level of determination, and ability, of the subject co-ordinator to drive up standards in mathematics throughout the school. The co-ordinator provides a good level of support for colleagues generally and through the monitoring of teaching and its effect on the progress of pupils. The systems maintained for the assessment and recording of pupil progress within the subject are good and used effectively by the school to determine both group setting and

individual targets. The resources maintained by the school for the teaching of the subject are satisfactory.

## **SCIENCE**

101. In the 2002 National Curriculum tests at the end of Year 6, attainment was in line with the national average but well above average when compared with similar schools. Attainment in science at the end of Year 2 identified by teachers' assessments was below the national average but above average in comparison with similar schools. The percentage of children attaining the higher Level 3 at the age of seven was well above that of similar schools. Planning and pupils' attitudes to their science lessons are strengths in this subject. However, the school needs to find ways of increasing the opportunities pupils are given to carry out scientific investigations.

102. Inspection findings indicate that by Year 6, pupils are achieving standards expected at this point in the academic year. Pupils in Year 2 are making satisfactory progress from their starting points although the standards they achieve are below those expected for their age. However, very able pupils in Year 2 are achieving standards above those expected at this point in the year because they are given challenging work that stretches them. Pupils with special educational needs make good progress because their work is well matched to their abilities. Teaching ensures that pupils who speak English as an additional language, including refugees and asylum seekers, achieve as well as other pupils. For instance, a Year 3 teacher wrote suggestions about light sources on a card and added illustrations for these pupils. There is no significant difference between the performance of boys and girls.

103. Pupils in Years 1 and 2 make satisfactory progress when learning about plants and animals and about materials and their properties because teaching is carefully planned in appropriate steps. For example, pupils in Year 2 explain that glass is a good material for windows because light can 'go' through it. More able pupils are taught more challenging ideas as when they learned about changes to materials that are reversible and those that are not by heating ice and popcorn.

104. Pupils in Years 3 to 6 make good progress because science is allocated sufficient time for topics to be consolidated and teaching is good. Pupils in Year 4 are beginning to use scientific words such as 'evaporation' when talking about the water cycle and the work of pupils in Year 6 shows that they make scientific generalisations about circuits such as 'the more batteries in a circuit the brighter the bulb'. Across the school, pupils are not given enough opportunities to develop their investigative skills and this means their understanding of suitable methods and fair testing is not as advanced as it might be by the end of Year 6. Investigations observed during the inspection week did not involve pupils in using their own ideas to plan how to investigate a question, or to decide what to do or the equipment and materials needed. For example, Pupils in Year 5 did not select their own equipment when setting up a test to find out the effects of light, temperature and water on plant growth. Pupils are taught to make predictions, as when pupils in Year 2 predicted what would happen when popcorn is heated, but they were not given the opportunity to handle the popcorn and make observations first hand. The school needs to develop this important element of the subject.

105. Science is used effectively to extend pupils' development of literacy skills. New vocabulary is introduced carefully as when pupils in Year 3 learned to describe light sources as 'natural' or 'artificial'. Work is recorded independently with occasional worksheets being used appropriately with younger pupils. Pupils write extended notes and present information in a range of ways such as the 'mind maps' recorded in a Year 5 class. However, opportunities to develop numeracy skills are not fully exploited, for example Year 6 work shows no use of calculations or graphs to interpret findings. Use of information and communication technology (ICT) in science has also been limited because of

the availability of equipment during the setting up of the new school building. Some work is well marked with helpful feedback to pupils about what has been understood and what needs improvement.

106. The quality of teaching and learning is good across Years 1 to 6 with some very good teaching observed during the inspection and one lesson in which the teaching was unsatisfactory. Planning is a strength in all year groups because the school has reviewed the national guidance to develop a scheme of work tailored to meet the needs of pupils. This supports teachers well and ensures progression and consolidation in learning. Teachers have good knowledge and understanding of the subject. Their explanations are clear and lively, engaging the full attention of pupils. In Year 6 the teacher used an effective model to demonstrate the action of the diaphragm in the body and in Year 4 the teacher explained the water cycle with drama and movement. Teachers manage pupils well which leads to good behaviour and full participation in most classes as when Year 2 children were asked to talk to their partners about their predictions before sharing their ideas with the whole group. Questioning is used at the beginning and end of lessons to assess recall and understanding which means new learning is built on what pupils already know and understand. Teaching would be improved if teachers gave pupils more opportunities for independent and group work in scientific investigations so that they learn more about the importance of careful observation and fair testing of their ideas.

107. Pupils of all ages enjoy science and respond with enthusiasm to the interesting lessons their teachers prepare. This positive attitude is promoted through effective teaching methods that stimulate curiosity and leads to hard work with sustained concentration. Pupils make good progress acquiring new knowledge and understanding during lessons. For example, more able Year 2 children gradually became aware, as the teacher used their ideas, that a solid had changed into a liquid when they heated ice. They work at a good pace in most lessons because teachers make their expectations clear, for instance a teacher marked the classroom clock to show younger pupils when she expected their work to be completed. Science is sometimes used effectively to promote pupils' spiritual, social and moral development, for example, a Year 4 teacher encouraged pupils to reflect on the amazing provision of the water cycle in nature, but this aspect is not systematically planned.

108. The co-ordinator provides satisfactory leadership and support for her colleagues. She has a good understanding of her role and responsibilities and took a leading role in the completion of an action plan reviewing science last year. She has started to monitor planning and pupils' work to gain an overview of standards and has clear ideas for further developments such as improving team planning at lesson level. Lesson observations and demonstration lessons to monitor and raise standards in teaching and learning are just beginning. The co-ordinator is aware that assessment and target-setting in science are at an early stage and a clearer focus for tracking progress and analysing performance of groups and individuals to inform planning is needed. She also needs more opportunities to extend her knowledge through training. Resources for science are sufficient, high quality and well organised to support teachers.

## **ART AND DESIGN**

109. By Year 2, pupils achieve the levels expected nationally for their age. By Year 6, pupils achieve levels below those expected nationally. Only two lessons were observed during the inspection, one in Years 1 and 2 and one in Years 3-6, thus providing insufficient evidence on which to make secure overall judgements on the quality of teaching, learning and attitudes and behaviour. However, evidence provided by these lesson observations was augmented with a survey of the limited amount of work undertaken during the current school year and on display in classrooms and around the school. This suggests that a narrow range of work has been undertaken due to the limited amount of time allocated to the subject as a result of the understandable emphasis on the core subjects of English, mathematics and science. This is exacerbated by the system of whole-term blocking of art and design

with design and technology, which resulted in no art activities being undertaken during the previous autumn term. This does little to ensure progress in the key skills of the subject.

110. There is some limited evidence that pupils have had some opportunities to undertake art activities in two and three dimensions, to print repeated patterns, to make collages, to draw in a variety of materials including chalk and oil pastels and to study the work of a variety of important artists and apply it to their own work. However, few examples were available which demonstrated any depth of study. Although pupils in Years 1 and 2 have made broadly appropriate progress and attainment is in line with expectations by the age of seven, in Years 3-6 standards, in observational drawing in particular, are below expectations for pupils aged eleven and progress is unsatisfactory.

111. In a satisfactory Year 1 lesson, which continued a topic introduced by the class teacher and was being taught by a supply teacher, pupils were tying wool and weaving paper to add to an outline of 'Elmer the Elephant'. They were investigating the qualities of a variety of natural and made materials, developing skills for weaving and were gaining satisfactory sensory experiences of a range of materials and developing an understanding of colour and texture. Pupils in Year 2 have previously produced collages of natural found objects, making sketches, transferring these to paper patterns and adding fabrics, sequins and threads. Pupils in Year 3 have made 'A Drawing of Me in Year 3', some examples of which demonstrate immature development. They have drawn a seaside scene with a foreground and background and made copies of Modigliani portrait studies as part of a project on 'Relationships'. Pupils in Year 4 have made self-portraits in pencil and still-life studies using coloured drawing pencils. Pupils in Year 5 have experimented with pencil strokes and ways of 'shading' and made observational drawings of classroom objects such as a radiator. The majority of pupils in Year 6, in an observed lesson drawing houses from direct observation, were producing pencil drawings of a below average standard. Well over halfway through the school year, there was limited other work available for scrutiny during the inspection. There is very little evidence of the use of ICT.

112. Although it was not possible to make overall judgements on the quality of teaching and learning, pupils' attitudes and behaviour in the two lessons observed ranged from good to satisfactory. Most pupils enjoy their art activities and, in the majority of cases, respond appropriately to practical guidelines. The quality of teaching and learning in both lessons observed was satisfactory; pupils were managed and motivated satisfactorily and made appropriate progress in the key skills of the subject during the lessons.

113. The school adopted the government-recommended scheme of work for the subject at the start of the current school year and this will be reviewed at the end of the year. There are two co-ordinators both of whom are new to the school and have only very recently been given responsibility for the subject. Understandably, they have yet to gain an overall view of standards in the school. No assessment procedures have been identified. Standards could be raised if sufficient, regular opportunities are provided for pupils to undertake activities and co-ordinators' roles are clarified, particularly in the area of monitoring the curriculum, teaching and learning throughout the school. Resources are unsatisfactory for the taught curriculum. There is no central storage area for materials and equipment and both co-ordinators are unaware of what materials are available.

## **DESIGN AND TECHNOLOGY**

114. The attainment of pupils at the ages of both seven and eleven is below national expectations. Only two lessons were observed during the inspection, a Year 3 and a Year 4 lesson. No lessons were seen in Years 1 and 2 and, as a result, no judgements can be made on the quality of teaching and learning or the pupils' attitudes and behaviour in Years 1 and 2. Additional evidence was obtained from a survey of the limited samples of work on display throughout the school, design work in some pupils'

sketchbooks and from discussions with teachers and pupils. Insufficient time is being given to the subject due to the overall emphasis on English, mathematics and science through the school and pupils' progress is unsatisfactory.

115. During the current school year, pupils in Year 1 have designed and made faces using fruits and vegetables and pupils in Year 2 have made 'junk' models of their homes and designed a rolling toy and a puppet. In an observed lesson, pupils in Year 3 were making sandwiches following designs made in a previous lesson. They were evaluating them in terms of taste, texture and appearance and identifying what they would change if they were to make the sandwich again, thus working broadly within Year 2 attainment targets. Pupils in Year 4 were identifying possible improvements to their boxes made in a previous lesson by cutting out, scoring and gluing a provided 'net'. Pupils in Year 5 have designed and made musical instruments and pupils in Year 6 have designed and made hats but standards of both design and model-making are below expectations for their age. ICT is not used to support learning in the subject.

116. Teaching in the two lessons observed ranged from good to satisfactory and was satisfactory overall. Where teaching was judged to be good, the teacher explained health and safety issues clearly, used the appropriate terminology and, for example, provided well for pupils with special educational needs and those who speak English as an additional language. The quality of learning in these lessons was satisfactory overall, as were pupils' attitudes and behaviour.

117. The co-ordinator for the subject has only very recently been given responsibility for the subject and has not yet developed an effective overview of the subject in the school. Resources and assessment are unsatisfactory.

## **GEOGRAPHY AND HISTORY**

118. Standards in history and geography are below national expectations throughout the school. Many pupils' low level of literacy skills means that the pupils do not communicate their knowledge and understanding of history and geography in writing well enough and there is very little use of ICT. Pupils of all abilities and ethnic groups achieve appropriately well in class but the work covered from year to year in both subjects lacks depth. This means that pupils do not progress sufficiently over time to achieve the necessary standards. Constraints on teaching time mean that pupils do not make the progress they are capable of in these subjects by the end of Year 6. The subject knowledge of the teachers varies from good to satisfactory

119. In history, by the end of Year 2, pupils develop their knowledge of people and events in the past. They have a satisfactory sense of chronology derived from their study of the Great Fire of London, and the eventful life of Florence Nightingale two centuries later. One pupil wrote that she 'was kind and helpful and looked after the soldiers who were injured'. After a lesson on the Great Fire of London, one pupil wrote, 'Pudding Lane, flaming, sparking, smoking'. By the end of Year 6, pupils are beginning to place events, people and changes into correct periods of time. They give some reasons for, and results of, the main events and changes. They use their limited research skills and use a variety of sources to find out about World War II. In a Year 6 lesson, the outbreak of war was brought close to the pupils' imagination as one wrote, 'Neville Chamberlain told Hitler to get out of Poland or he will declare war, so on 3<sup>rd</sup> of September at 11.00, WWII started'. Another wrote 'Hitler shot himself and his girlfriend to avoid capture'.

120. In geography, pupils have a satisfactory understanding of the human and physical features of places, including localities beyond their own. Pupils in Year 2 are aware of other countries in the world as a result of the travels of Barnaby Bear. They can describe the weather in countries such as

Mexico by studying travel brochures and discussing them with their teacher. A pupil learning English makes the observation, 'not much rain, a hot place'. Pupils in Years 4 and 5 compare Slough to conditions in India or Egypt. Pupils in Year 4 can discuss the similarities and differences between the farming, medical and educational features of Chembakolli in India and those of Slough. However, their writing is not good enough due in part to the low level of many pupils' writing skills but also by unchallenging worksheets provided by the teacher. Analysis of pupils' work in Year 5 shows that the pupils know about the main physical features of Egypt and are making satisfactory progress in writing about and presenting their work. The use of maps, of increasing complexity as pupils progress through the school, is satisfactory. Pupils in Year 6 have a sound understanding of coastlines and the life of a river. They can name the physical features of rivers such as gorge, meander, source and tributary. They locate major world rivers using an atlas. A good example of the use of mathematics in geography was observed in a Year 3 class when a pupil confidently interpreted a graph on the average hours of sunshine during a lesson on different weather conditions.

121. The quality of teaching and learning in geography is satisfactory and there is some good teaching. Teachers' subject knowledge is variable but is at least satisfactory. There is a satisfactory emphasis on the teaching of geographical skills. These lessons are characterised by a better pace, more effective use of questioning and more challenging writing tasks. Pupils in all the classes observed were interested and well motivated, shooting their hands up immediately to answer questions. Work is planned and organised to help pupils of all abilities in some classes but this is not consistent throughout all. The teaching of those who speak English is an additional language means they do as well as other pupils. In some lessons, the level of challenge in the written tasks provided is not high enough.

122. One history lesson in Year 1 was observed and this was good. The teacher planned the lesson well. She inspired the pupils by her enthusiasm and the pupils made good progress in their learning about the lives of monks, particularly that of St David. A scrutiny of pupils' work also shows that interesting and motivating lessons are planned for the pupils such as the life of Florence Nightingale and the causes and events of World War II. No lessons were observed in Years 3-6.

123. History and geography are promoted adequately in the quality of the displays around the school. Both subjects are enhanced by local fieldwork in and around Slough and by the residential visit to an outdoor centre for older pupils. History is enhanced by museum visits such as the British Museum, and other important sites like Hampton Court. The subjects make a satisfactory contribution to pupils' spiritual, social, moral and cultural development.

124. Both co-ordinators have positive attitudes to, and keen interest in, the subjects. However, the monitoring and evaluation of the subjects' performance and the depth of curriculum planning are unsatisfactory, as is assessment. Without adequate monitoring of planning across year groups, gaps develop in pupils' work. There is no monitoring of pupils' work that would raise teachers' awareness of the different levels in the National Curriculum. Resources for both subjects have been scattered in the reorganisation and need to be rebuilt.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

125. Standards are below expectations by the end of Year 2 and are well below expectations by the end of Year 6. In the past, pupils have made insufficient progress in the subject as they moved through the school. These low standards are due to a variety of historical reasons. These include insufficient time being given to the subject in the past, the lack of a comprehensive scheme of work, the lack of appropriate training and the weak subject knowledge of some teachers, the poor range of resources and the inconsistent coverage of the attainment targets for the subject.

126. Pupils are now making good and at times very good progress in the subject. This is due to the new computer suites, the purchase and installation of a very good range of resources, recent and ongoing teacher training, the adoption of a government-recommended scheme of work and the appointment of a very well-qualified subject co-ordinator. At the time of the inspection, the school's ICT suites had been functioning for less than a week. For both teachers and pupils observed in the suite during the inspection, the visit was their first in the new environment with brand new software and hardware. As a result, most lessons observed were taken by the ICT co-ordinator who was working with teachers in a training capacity, demonstrating the features of the new suite as well as providing a very high quality demonstration lesson.

127. During the past term and a half, pupils in Year 1 have used the computers in their classrooms to type up sentences. In a Year 2 lesson, pupils learning to use the computers to produce labels for the classroom needed step-by-step instructions and their mouse and keyboard skills were below expectations for their age. Pupils in a Year 3 lesson were learning to alter font size, style and colour for effect and learning about computer terminology such as folders and cursor - which is well below expectations for their age - and only four pupils offered to answer the question: 'What is ICT?' In a Year 4 lesson, pupils were being introduced to the concept of branching databases and were learning how a database could be used to classify a set of objects. One indication of the low level of attainment and lack of previous experience is that some pupils needed help with double-clicking the mouse to open a file. Pupils in Year 5 have made notes on how to use a database and how to use formulae in a spreadsheet program but these notes were hand-written and there was no evidence of hands-on computer experience.

128. Pupils in a Year 6 lesson were beginning to learn skills to create multi-media pages. Apart from being able to open files by double-clicking, pupils needed to be directed at every step and attainment was well below expectations for pupils at the age of eleven. However, given the rate of progress during this and other lessons observed, attainment is due to improve significantly over the next few months as the suite is used fully and the new scheme of work, which ensures coverage of all the attainment targets, is followed. The school now has a valuable resource in the very well-equipped suite and the significant advantage of the provision of this area will be the ability to provide each class with the opportunity of a weekly, timetabled, hands-on lesson. Pupils' attitudes and behaviour in the lessons seen ranged from very good to satisfactory and were good overall. Most pupils greatly enjoy the opportunity to work at the computers and work together with their partners appropriately, taking turns and sharing resources.

129. The quality of teaching by the co-ordinator is very good. He demonstrates very good subject knowledge, gives very clear instructions and guidance to pupils, has very high expectations for behaviour, uses appropriate subject vocabulary consistently and ensures pupils do the same. He uses questioning very well to probe pupils' learning and understanding and provides very good support for pupils with special needs and those who speak English as an additional language. The quality of pupils' learning in lessons seen was good overall and frequently very good. Most pupils respond very well to the opportunities for direct hands-on experience provided by the suite of computers. The co-ordinator is providing valuable in-service training to other members of staff, all of whom have undergone recent training. The school has a lot to do to ensure that ICT is used to support learning in other curriculum areas but has identified this in planning.

## **MUSIC**

130. By the time they reach the ages of seven and eleven, pupils are not achieving the levels of attainment expected nationally. This judgement is based on lesson observations and discussion with

teachers. Pupils enjoy the musical experiences provided by the school but lack the depth of subject knowledge required by the National Curriculum programme of study. Pupils of all abilities, including those with English as an additional language and special educational needs, are making satisfactory progress, with examples of good and very good progress in lessons. The school is aware of the need to improve its provision for the subject and to give it sufficient time in order to provide a full range of experiences for its pupils by the time they reach the age of eleven.

131. Pupils in Year 2 are beginning to recognise different levels of pitch in music. They demonstrate an ability to sing keeping in time with a melody. In a lesson that provided a good link to drama, pupils in Year 3 were able to interpret animal movements in a musical form. During this activity, they followed a simple musical score that provided them with the opportunity to demonstrate their developing skills in playing percussion instruments with the correct pitch, intonation and volume. In Year 5, pupils have been successfully following a simple musical score and maintain their own part whilst performing with others. Pupils in Year 6 have made satisfactory progress in analysing the structure of popular songs to identify where elements are repeated, for example, instruments, choruses and verses. Pupils can sing in tune and with expression, with or without music.

132. Teaching and learning in the subject are satisfactory. Although teaching and learning in one lesson were judged to be unsatisfactory, in all the other lessons observed they were at least satisfactory with examples of good and very good practice. Where teaching is good expectations are high and pupils are given the opportunity to discuss the activities. For example, a good level of dialogue was encouraged by the teacher in a Year 6 lesson on musical structure in which the pupils developed their speaking and listening skills. Teachers use assessment during lessons well in the form of questioning and observation to probe for pupil understanding. Where this is found to be uncertain they try a different approach or even repeat lessons. Teachers demonstrate an enthusiasm for the subject and pupils respond well to this. For example, in nearly all of the lessons observed during the inspection the learning of pupils was enhanced by their willingness to work hard and their obvious enjoyment of the activities provided for them. Teachers are careful to ensure that all the pupils in their classes are fully involved in their lessons. Although the use of ICT is not used extensively in the subject, it was used very well and successfully in a Year 2 lesson to help the pupils in their understanding of the difference between high and low notes. In a good link to the subject, pupils in Year 5 have made musical instruments as part of their work in design and technology.

133. Over the past two years, the school has provided a number of opportunities for pupils to demonstrate their musical skills both in school and in more public performances, for example, at the Slough Festival of Asian Music in which pupils from Years 1 and 6 took part. Year 6 went on to perform their dance at the Royal Albert Hall. The pupils perform at Christmas, singing carols at the service for parents, and performing in a production of the Christmas story that incorporated sections of 'The Creation' and 'Noah and the Flood'. The performing arts club run by the school provides a good opportunity for pupils to develop their skills in dance and the interpretation of music. The school has also provided a good range of opportunities for its pupils to watch performances by visiting artists. These have included a number of different cultural traditions such as Indian musicians and dancers, a local steel band, a folk singer, a percussionist and concerts by string, brass and woodwind instrumentalists.

134. The subject co-ordinator is relatively new to the post and is a non-subject specialist. She has undertaken some training and is working hard to improve the overall provision for the subject and thus enhance the general standards of attainment of the pupils. The co-ordinator is working towards the introduction of a new scheme of work and subject policy that will include an all-school system for the assessment and recording of pupils' progress. There is also an awareness of the generally unsatisfactory level and condition of the resources available to teachers in the subject.



## PHYSICAL EDUCATION

135. Standards of attainment by the end of Year 2 and by the end of Year 6 are below what you would expect for pupils of this age. Standards are not high enough and pupils' progress is unsatisfactory. As this is a new school there is no comparison with a previous inspection. During the inspection, lessons were observed in games and dance. No swimming or gymnastics was observed.

136. By the end of Year 2, pupils are developing their skills of throwing and catching. The majority of pupils can throw and catch a ball five times and can send the ball to a partner and receive it. The pupils are still at the early stages of skill acquisition for throwing and catching and this skill is not as well developed as you would expect for pupils in Year 2. Pupils stand near to their partner and do not transfer their body weight as they throw the ball. They know and can identify whether they are running slow or fast but awareness of space is not well developed and many pupils are still bumping into each other as they travel around the room. Pupils can jump and change direction when travelling around the room but resilience is not well developed. A few more able pupils can talk about the effect of exercise on the body but the majority are unable to do this. Opportunities to practise and develop skills are often inhibited because pupils are placed in large teams. The large numbers mean pupils only have time for one turn and spend a lot of time waiting in a queue. Opportunities to evaluate their own and others' performance are not well developed nor is the opportunity to explore basic skills or to apply them.

137. Unsatisfactory progress is made in Year 3 and pupils are not confident in throwing and catching a ball. During these lessons too many pupils sit out and are not fully involved in the learning aspects of the lesson. Pupils in Year 4 make satisfactory progress in developing their throwing and catching skills. They are currently being taught by coaches from the Education Action Zone support service. During these sessions, pupils are given clear guidance on the technique of throwing and catching but a lot of time is spent standing still listening to instructions. Pupils apply their skills in small-sided competitive games.

138. By the age of eleven, pupils make satisfactory progress in developing their games skills. In Year 6, pupils are learning to hold the stick correctly in hockey and more able pupils can travel with a ball and pass it to a partner. Average and lower attaining pupils are still developing the skill of sending and receiving a ball and are still developing the ability to apply basic skills. They are learning to use a push pass to send the ball to their partner. More able pupils can explain the basic principles of attack and defence in a team game and can explain how to retain and regain possession of a ball. The majority of pupils are unable to do this or to explain the effect of exercise on the body. Pupils in Year 5 make unsatisfactory progress in developing dance skills. Knowledge and understanding of dance skills are well below average. More able pupils move spontaneously to music but they do not know what they have done and they do not choreograph, remember and repeat learnt phrases. Pupils with special educational needs and those who speak English as an additional language are not supported in physical education. Pupils swim during the summer term of Year 4, but no judgement can be made about standards as there are no records of achievement.

139. Teaching is unsatisfactory but there are instances of satisfactory teaching. In the better lessons teachers use counting skills and language effectively. Teachers observe the pupils well and teach from observation giving helpful feedback to help improve skills. In the unsatisfactory lessons, class organisation is inappropriate and sometimes slows down the pace of activity when pupils are placed into teams that are too large for the pupils' age and stage of development. Teachers spend a long time giving instructions and pupils are inactive for too long and this affects pupils' attitudes to the subject. Knowledge of safe exercises needs to be up-dated. Teachers are less secure in teaching

physical education than other subjects and consequently do not communicate enthusiasm to the pupils. Teachers do not always plan for a smooth progression in the performance of skills and pupils are often asked to move into small groups before they have worked with the ball individually and then with a partner.

140. Pupils in Years 5 and 6 benefit from a residential visit to Wales where they experience outdoor activities including rock climbing, hill walking, canoeing, sailing and problem-solving activities. The number and range of extra-curricular clubs to enhance learning in physical education are unsatisfactory. There is a football club and athletics in the summer term; this is unsatisfactory for the size of the school.

141. The two co-ordinators make a satisfactory contribution to the development of the subject and both co-ordinators are keen to develop the subject. They have identified short-term goals for the development of physical education. There has been limited professional development for staff and this is reflected in a lack of confidence. There has been no consistent monitoring of teaching and learning and the co-ordinators are not aware of standards in each year group. Good links have been made with the local secondary school. Resources are unsatisfactory: there are no resources for dance and there is no music system in either hall. Resources for games are unsatisfactory; many balls are old, flat and need replacing. The use of literacy and numeracy skills to enhance learning in physical education is not well developed and there is no evidence that ICT contributes to the subject

## **RELIGIOUS EDUCATION**

142. Standards at the end of Year 6 are in line with expectations in the local agreed syllabus. There was insufficient evidence available during the inspection to make a judgement about standards of attainment in Years 1 and 2. It was only possible to see one lesson and pupils in this age group do not record their work in books because it is soundly based on discussion, observation and role play. Pupils of all abilities and ethnic groups, including refugees and asylum seekers, make good progress as they move through from Year 1 to Year 6. In a Year 6 lesson, some pupils were achieving above the expectations for their age because the teacher expected them to extend their thinking and elaborate their answers. Pupils with special educational needs make good progress because teachers adjust their questions and the tasks they set to match their abilities. Pupils with English as an additional language make good progress because teachers make good use of their ideas and experiences. Teaching is very good because teachers make full use of the diversity of faiths amongst pupils and staff to bring the subject alive and promote respect within the school community.

143. Pupils in Year 6 know about key figures and holy books in the world faiths they study. They realise that there are elements common to several faiths, for example they make appropriate comparisons between places of pilgrimage in different religions. Pupils in Year 4 clearly record their own special things and relate them to religious symbols in the Sikh, Christian and Jewish faiths. Work covered in religious education mainly covers the first attainment target in the locally agreed syllabus 'Learning about Religion' but less emphasis is given to the second attainment target 'Learning from Religion'. However, some lessons and assemblies are used to extend and consolidate religious education in both attainment targets, as in the Years 3 to 6 assembly on the meaning of giving up luxuries for Lent in the Christian faith.

144. The quality of teaching and learning in religious education is very good. Teachers use all available resources and base their teaching on good subject knowledge and understanding. For

example, a Muslim girl in Year 6 volunteered to show her classmates how she uses her prayer mat and a Sikh teacher in Year 5 introduced the pupils to Sikh symbols explaining them in the context of her own family. This promotes pupils' knowledge and understanding of a range of faiths and builds their respect for each other. Teachers also use very good teaching methods such as the role play in Year 6 that helped pupils to understand the difference between a sightseer and a pilgrim and to empathise with the feelings a pilgrim might experience when crowded by sightseers. Assessment is used at the beginning and end of lessons to check recall and understanding and objectives for learning are shared with pupils. They are helped to become aware of their own learning during plenary sessions at the ends of lessons, as when pupils in Year 5 explained that they had not known about the five symbols of Sikhism before the lesson.

145. Pupils behave well and listen attentively in lessons; their enthusiasm and interest are high because the teaching resources and methods are very good. Pupils in Year 6 were enthralled as they listened to their classmate's Muslim prayers and asked penetrating questions with great respect. This was good development of pupils' spiritual, moral, social and cultural awareness as well as effective religious education. Pupils in Year 2 watched with anticipation as one pupil pulled an unwound turban from a bag which led to stimulating speculation about who wears it and why. Teachers provide a good range of ways for pupils to respond to their learning, including drama. There are effective links with literacy as when pupils in Year 2 take it in turns to read about the life of Guru Nanak from a big book and pupils in Year 6 design and write leaflets to bring together their research about Mecca. Speaking and listening skills are well enhanced in all lessons.

146. Co-ordination of religious education is satisfactory but a number of aspects need development to support and enhance the impact of the very good teaching and learning in the subject. The scheme of work is satisfactorily based on the locally agreed syllabus and provides a clear framework for continuity and progression. The objectives for each year's work are clearly set out to support teachers' planning. The emphasis on attainment target 1 should be reviewed to ensure a balance across both attainment targets. Monitoring of standards of attainment and teaching and learning are not yet in place and there is no assessment system to track progress. There is a good range of high quality resources but these are not yet stored and organised in a way that supports teachers. Links have been established with some local places of worship, such as the local Baptist church which pupils visit to watch a baptism, but the co-ordinator recognises the need to extend these.