

## INSPECTION REPORT

### **BRUNSWICK PARK PRIMARY SCHOOL**

Barnet

LEA area: Barnet

Unique reference number: 101264

Headteacher: Mrs Marian Hossell

Lead inspector: Mrs T Chakraborti

Dates of inspection: 9 - 11 February 2004

Inspection number:255646

Inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 – 11
Gender of pupils:	Mixed
Number on roll;	215
School address:	Osidge Lane Southgate London
Postcode:	N14 5DU
Telephone number:	020 8368 3468
Fax number:	020 8368 3469
Appropriate authority	The governing body
Name of chair of governors:	Mr Peter White
Date of previous inspection:	8/3/1998

## CHARACTERISTICS OF THE SCHOOL

Brunswick Park Primary is an average-sized primary school in the London Borough of Barnet. It has 185 pupils in Reception to Year 6 and 30 children attending part-time in the Nursery, a total of 215 pupils. The area served by the school is characterised by social housing and high levels of socio-economic deprivation. The proportion of pupils entitled to a free school meal is above the national average. The number of pupils who join and leave the school has increased and is high; 24 pupils joined the school and 15 left in the last school year. Pupils come from almost all minority ethnic communities; the largest group is from the Black or Black British Caribbean community. There are six refugee pupils; all have arrived from Somalia since December 2003. There are two traveller pupils.

Attainment on entry to the school is well below average. A high proportion of pupils speak English as an additional language and many are at the early stages of learning English. There are 23 languages spoken in the school; the main languages, other than English, are Portuguese, Greek and Urdu. The proportion of pupils identified with special educational needs, including statements, is well above average and they have a wide range of special needs.

The school has received Achievement Awards in 2001 and 2002. It also received awards in 2003 for Investors in People and Healthy Schools. It is a training partner of London North Consortium for initial teacher training.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
12603	Tusha Chakraborti	Lead inspector	English Religious education Geography History English as an additional language
40269	Rosalind Hall	Lay inspector	
25455	Anne Osborne	Team inspector	Foundation Stage Science Art and design Music
25787	Chris Taylor	Team inspector	Mathematics Information and communication technology Design and technology Physical education Special educational needs

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**Brunswick Park Primary is a good school** and gives good value for money. Pupils achieve well because of good teaching. The headteacher provides a very clear direction and has high aspirations for the pupils. Governors are involved effectively and the overall management is good. It is an inclusive school which builds its pupils' confidence and independence effectively. As a result, all pupils, including the refugee pupils who join the school at different times of the year, are equally cared for and achieve well.

#### The school's main strengths and weaknesses

- The overall standards in English have improved significantly at the end of Year 2 and pupils are now achieving very well in this subject.
- The results of the 2003 Year 6 national tests were well above those in similar schools. This year, pupils in Year 6 are achieving well in English and science.
- Provision for the Foundation Stage is very good and provides the youngest children with a good start to their education.
- Pupils' mathematical and writing skills are not developed well across the different subjects.
- The very positive learning environment of the school stimulates pupils' drive to learn and promotes very good relationships and behaviour.
- The provision for the pupils with special educational needs is very good.
- Teaching is good. As a result, pupils learn well and standards have risen over the past year.
- The school is well led and managed and this contributes effectively to the good improvements since the last inspection.
- The roles of some foundation subject co-ordinators are not as well-developed as they could be.

The school has made good progress since its previous inspection in 1998. The key issues of the last report have been tackled well. Leadership and management have improved significantly and are now good. The quality of teaching and the planning of the curriculum have been considerably strengthened. There is now a thorough and rigorous system for monitoring the quality of teaching and this has a very positive impact on teaching and learning. The governing body is fully involved in the strategic planning for school improvement and supports, monitors and evaluates the work of the school effectively.

#### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	B	E	D	A
mathematics	B	C	C	A
science	C	C	C	A

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average  
Similar schools are those whose pupils attained similarly at the end of Year 2.*

**The achievement of all pupils is good overall.** Pupils start school with limited learning skills and many join or leave the school at various times in all year groups. Some pupils come from other countries and may not speak English. Others join from different schools and often need special support to make good progress. The school works effectively to support all of its pupils and they make good progress as a result to reach average standards.

By the end of the Reception year, children meet expectations for their age in all areas of learning except their personal, social and emotional development where they exceed the expected standards. At the end of Year 2, national test results were well below average in reading, writing and mathematics, these results should be viewed with caution. A very small number of pupils in

Year 2 took the national tests in 2003. This, coupled with low attainment on entry and a high number of pupils moving in and out of the school, resulted in these below average results. However, the inspection shows that standards in Years 1 and 2 have improved significantly this year. They are now average in all three areas of reading, writing and mathematics because teaching is consistently good.

The results of the national tests in Year 6 in 2003 were average in mathematics and science, and average overall. They were below average in English but are now improving. Measured against schools with similar Year 2 test results, this represents very good progress and shows that the school adds significant value to pupils' learning. Currently, standards in Years 3 to 6 are average in English and science. In mathematics, they are below average at the end of Year 6, although better in Year 5 where they are on track to do well. Standards are lower in Year 6 because there is a very high proportion of pupils with special educational needs. Pupils across the school achieve particularly well in science because investigative work is taught well. Standards in information and communication technology and physical education are average. In religious education, pupils achieve standards in line with the locally agreed syllabus. The rate of improvement for the school, based on the national test results for the last five years, is broadly in line with the national trend.

**Pupils' personal development, including their spiritual, moral, social and cultural development is good.** They show very good attitudes to school and learning and behave well. Attendance is unsatisfactory, even though the school makes every effort to improve it. There were no exclusions this year because of the school's very good procedures for promoting good behaviour.

## **QUALITY OF EDUCATION**

**The quality of education provided by the school is good. Teaching and learning are good** overall, with some very good teaching. Teaching is very good in the Foundation Stage. Strengths include teachers' good planning and subject knowledge and their very good strategies for managing behaviour, which are consistently applied across the school. Teachers and pupils display mutual respect for each other and pupils learn effectively. Teachers know and assess pupils well. Teaching meets the needs of pupils well whatever their gender, special educational needs or social background. Teaching assistants are well trained and they are very well aware of the learning needs of the pupils they support. They support these pupils very effectively.

The curriculum is broad and balanced and ensures that pupils develop well academically, socially and morally so that when they leave the school they are well prepared for secondary education. The school is very successful in ensuring pupils' welfare, health and safety. It has good links with parents, the local community and other schools and colleges.

## **LEADERSHIP AND MANAGEMENT**

**The leadership and management, and the governance, are good.** The headteacher provides a very clear educational direction and is supported very well by the deputy headteacher, the co-ordinator for special educational needs and subject leaders. Staff work together very well as a team and have a good knowledge of what works well and what needs improving, and they are clearly focused on raising standards. The quality of teaching and learning is monitored very effectively. This means that teachers are supported very well in improving their teaching. However, the roles of the co-ordinators for some foundation subjects are not fully developed. Governors are involved very well in planning for the school's improvement and in taking appropriate actions.

## **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

Parents feel that their children like and enjoy school. The majority of them are very happy with the information they receive about their children's progress and believe that the school enables their children to achieve well. They are supportive of the school and assist in their children's learning. The pupils enjoy the school and feel that their ideas for changes are valued and supported.

## **IMPROVEMENTS NEEDED**

The most important things the school should do to improve are:

- Ensure that mathematical and writing skills are developed across the curriculum consistently.
- Ensure that the roles of the co-ordinators for foundation subjects are fully developed.



## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

#### Standards achieved in areas of learning, subjects and courses

Overall, achievement is good across the school and pupils do well to reach broadly average standards by the end of Year 6. Achievement is very good for the children in the Nursery and Reception classes.

#### Main strengths and weaknesses

- Children in the Foundation Stage achieve very well.
- Pupils in Years 1 to 6, including those with special educational needs, achieve well in science.
- Pupils in Years 1 and 2 achieve very well in English.
- Standards in mathematics are below average for the current Year 6, although they are better in Year 5 where they are average.

#### Commentary

1. Pupils across the school are achieving well and standards are rising. The attainment on entry to the school, both in the Nursery and higher up the school, is well below average. Many of these pupils enter the school at different times of the year, often with very little skills in English or with special educational needs. The school works effectively to support all of its pupils and this enables them to make good progress.

2. Children make very good progress during their stay in the Nursery and Reception. As a result, by the time they enter Year 1, most of them are on course to reach the nationally expected goals in language, literacy and communications, mathematical, creative and physical development and knowledge and understanding of the world. They are likely to exceed the expected level in personal, social and emotional development.

<b>Standards in national tests at the end of Year 2 – average point scores in 2003</b>		
Standards in:	School results	National results
reading	13.3 (15.1)	15.7 (15.8)
writing	11.8 (12.8)	14.6 (14.4)
mathematics	14.9 (14.4)	16.3 (16.5)
<i>There were 16 pupils in the year group. Figures in brackets are for the previous year</i>		

3. At the end of Year 2, national test results were well below average in reading, writing and mathematics, due to low attainment on entry and many new pupils joining the school in Years 1 and 2. This was also because, being a very small year group, each child represented about 6 per cent. However, the current inspection shows that standards in Years 1 and 2 have improved significantly over the past year. They are now average in the three areas of reading, writing and mathematics. Standards in science are well above average and pupils achieve very well in this subject.

<b>Standards in national tests at the end of Year 6 – average point scores in 2003</b>		
Standards in:	School results	National results
English	26.2 (25.2)	26.8.(27.0 )
Mathematics	26.8.(27.0)	26.8 (26.7 )
Science	29.2.(28.2)	28.6.(28.3)
<i>There were 30 pupils in the year group. Figures in brackets are for the previous year.</i>		

4. Pupils across the school achieve well. Standards in the national tests in Year 6 in 2003 were below average in English and average in mathematics and science. However, standards in English are improving and are now average at the end of both Year 2 and Year 6. Pupils enter the school with a low level of attainment and make good progress during their time in the school. This means that the value added by the school to pupils' learning is high. Currently, standards in Years 3 to 6 are below average in mathematics at the end of Year 6, although they are average in Years 3 to 5. This is due to the very high proportion of pupils with special educational needs in the current Year 6 group, although they all achieve well. Pupils in Years 3 to 6 achieve particularly well in science because of the good investigative work that the school promotes and attain standards that are above average. Overall, standards in the school are improving at a rate similar to the national trend.

5. Standards in information and communication technology and physical education are average and pupils achieve well. In religious education, pupils achieve standards in line with the locally agreed syllabus.

6. Pupils from different ethnic backgrounds achieve at similar rates. Boys achieve as well as girls. Pupils with special educational needs make good progress and achieve as well as their peers. This is because work in class is at a suitable level and they are very well supported by well-trained teaching assistants. Individual education plans, written by the class teachers with advice from the special needs co-ordinator, are relevant and the targets are clear. Pupils who are learning English as an additional language are achieving well. By the end of Year 6, they attain the standards expected of their age group.

### **Pupils' attitudes, values and other personal qualities**

Pupils' behaviour is good and they enjoy their school day. Their attitudes are very good. The school makes effective provision for their personal development in a wide variety of ways and as a result they are becoming confident individuals with a sense of responsibility.

### **Main strengths and weaknesses**

- The school's approach to managing behaviour is very effective and standards of behaviour are good throughout the school day.
- The provision for personal development is good; pupil's are developing good levels of self-esteem and are proud of their achievements.
- Despite the very good work undertaken to improve attendance, the levels of absence are above the national average.

### **Commentary**

7. Pupils are keen to talk about their school and are proud of it. They are particularly pleased with the traversing (climbing) wall that has been installed recently. This was purchased after discussions had taken place within the school council and the money to pay for it had been raised by pupils and parents.

8. Staff have high expectations for behaviour and a structured policy is implemented consistently and fairly. As a result, pupils move about the school quietly, settle down to tasks quickly and are positive about their work throughout the school day. There are a few pupils in each class whose behaviour is more challenging but they are managed well by both class teachers and support staff. The school has clear strategies to combat bullying and racism; no incidents of this type were seen during the inspection and pupils do not think this is a problem. Parents also feel that the school deals with any such incidents sensitively and effectively. All incidents of poor behaviour are recorded and monitored very carefully.

9. The good provision made for pupil's personal development ensures that they are developing a sense of responsibility. The provision for pupils' spiritual, moral, social and cultural development is good. The clear moral framework within which the school operates means that pupils are very able to distinguish right from wrong. Their personal development is supported well through assemblies, circle time and religious education. A good example was seen in an achievement assembly. Here pupils self esteem and aspirations were raised but the headteacher also took the opportunity to tell them that Nelson Mandela enjoys watching the sun setting from a seat in his garden while listening to a piece of classical music. Many were moved by this. Pupils are developing a sense of community through the school council, the class buddy system, where classes are paired for a reading session each week, and by older pupils helping younger ones in the playground. Each class has an outing to a place of interest each half term and, in addition, many visitors are invited into school. These ensure that pupils' cultural development is good.

## Attendance

<b>Attendance in the latest complete reporting year (%)</b>				
Authorised absence			Unauthorised absence	
School data	8.1		School data	0.0
National data	5.4		National data	0.4
<i>The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.</i>				

10. Attendance levels are low. Since last April the learning mentor has worked hard with senior staff and the Educational Welfare Officer to introduce strategies to combat this. Mascots, Polly Punctuality and Billy Bee at School are presented to the classes with the best weekly figures, certificates are awarded for 100 per cent attendance and targeted pupils' families are telephoned on the first day of absence for an explanation. A breakfast club and before school homework club also support attendance and punctuality. The work of the recently appointed learning mentor has a positive impact on ensuring closer partnership with parents and the better monitoring of individual pupils' attendance records.

## Exclusions

### *Ethnic background of pupils*

### *Exclusions in the last school year*

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	84	13	0
White – Irish	1	0	0
White – any other White background	16	9	0
Mixed – White and Black Caribbean	3	3	0
Mixed – White and Black African	1	0	0
Mixed – any other mixed background	7	1	0
Asian or Asian British – Pakistani	8	2	0
Asian or Asian British – Bangladeshi	5	0	0
Asian or Asian British – any other Asian background	2	0	0
Black or Black British – African	21	3	0
Any other ethnic group	31	5	0
No ethnic group recorded	27	0	0

*The table gives the number of exclusions, which may be different from the number of pupils excluded.*

11 A new system for rewards and sanctions was introduced eighteen months ago and is clear to both pupils and parents. This is having a very positive impact on pupils' behaviour, which has improved significantly. As a result, after an initial rise in temporary exclusions, there have been no exclusions this year.

### **QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The overall quality of education is good. The broad and balanced curriculum and the good quality of teaching ensure that all pupils benefit well from the education that the school provides. The curriculum is enhanced by a good range of extra-curricular activities. The care, guidance and support of pupils are very good. The partnership with parents is good. Good links with the community widen the learning opportunities available to pupils.

#### **Teaching and learning**

Teaching is good overall. It is very good in the Nursery and Reception classes. There are good arrangements for gathering information on what pupils know and can do in English, mathematics and science, and teachers use this information well to plan for the needs of pupils.

#### **Main strengths and weaknesses**

- Most of the teaching in the Nursery and Reception classes is very good.
- There is mainly good teaching in the rest of the school.
- Skilled classroom assistants support pupils very well so that all are fully included in lessons.
- Teachers have very good relationships with their pupils and manage behaviour well.
- Marking does not always help pupils to improve their work.

## Commentary

### Summary of teaching observed during the inspection in 44 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (2%)	10 (23%)	23 (52%)	10 (23%)	0	0	0

*The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.*

12 The quality of teaching has improved significantly since the last inspection and has resulted in the rising standards. It is good overall, with some very good lessons. Teaching is very good in the Nursery and Reception classes. This means that children achieve very well in all areas of learning and reach the expected standards by the time they enter Year 1. The activities provided for the children are very appropriate, offering them challenges and ensuring that they are interested and involved in their learning for a considerable time. This was seen in many lessons where children rose to the teachers' challenge, developing good speaking and listening skills. The start to the most successful lessons is brisk, and teachers continue to teach and challenge all pupils as they work on group or individual tasks.

13. The quality of teaching and learning is consistently good in English, mathematics and science. The recommended structures of the national strategies for English and mathematics are well used to ensure a good pace to pupils' learning. Teachers have good knowledge and lessons are well planned with clear targets and tasks adjusted appropriately for groups of differing ability. Basic skills of reading and writing are well taught but the contribution that other subjects can make to pupils' writing has not yet been fully explored. Support assistants are very effective in ensuring that pupils with special educational needs are fully included in the mental mathematics sessions and during group tasks. Teachers give pupils good opportunities to apply their mathematical skills in other subjects such as information and communication technology and design and technology.

14. The very good teamwork between teachers and learning support assistants enhances the learning of pupils with special educational needs and those who are at the early stages of learning English as an additional language. Pupils with special educational needs are effectively taught in line with the particular needs identified in their individual education plans. These are well drawn up by class teachers with advice from the co-ordinator. The activities set for these pupils are well chosen and the caring style of teaching builds their confidence and self-esteem.

15. A strength of the teaching is the way teachers manage their pupils. In the vast majority of lessons the teachers create a calm and purposeful working atmosphere in which pupils are able to concentrate and learn without interruption. Pupils understand the routines that teachers have established and they respond by working hard and remaining focused on their work.

16. Relationships between staff and pupils are very good and the respect shown for each other has a good impact on pupils' attitudes to learning and pupils' behaviour. The quality and use of ongoing assessment in the classrooms is good and teachers frequently use praise and encouragement to good effect. Teachers use assessment information well to check pupils' progress in lessons. Their understanding of how pupils learn is consistently good. Marking of pupils' work is satisfactory but it is not always used effectively to suggest how pupils can improve. All class teachers know the levels their pupils achieved in the previous year and set targets for their future learning, indicating what they need to do to achieve them. Pupils are aware of their targets and can discuss them sensibly.

17. Teachers are most careful to include the needs of all pupils when planning lessons. Work is graded to match the needs of various groups of pupils and to ensure that they are working at a suitable level. Teachers regard each pupil as a valuable individual and are determined that all pupils in their care will achieve well.

## The curriculum

The curriculum of the school is good overall. It caters well for the needs and interests of all pupils. The curriculum provides a secure basis for learning with enrichment beyond the school day. The school is very inclusive.

### Main strengths and weaknesses

- Provision for English, mathematics and science is good.
- Pupils with special educational needs are catered for very well.
- The curriculum is extended and enriched with a range of activities, including trips, sports and cultural activities.
- Support staff make an effective impact on the work of the school.
- All pupils are included in the school's range of activities.
- Information and communication technology is used well to support other subjects.
- The accommodation is cramped and this makes it difficult for staff to work effectively with small groups.

### Commentary

18. All the subjects of the National Curriculum and religious education are taught and statutory requirements are met. The national strategies for numeracy and literacy help to develop pupils' knowledge and skills effectively. They are also taught well through other subjects. Skills in information and communication technology are taught effectively and it is used to help teach other subjects. Religious education complies with the requirements of the locally agreed syllabus. Assemblies comply with statutory requirements and provide a worthwhile extension to pupils' learning. The school has a successful and effective programme for personal, social and health education which is linked to assemblies and other lessons. This programme includes drugs education and sex and relationships education. Provision for pupils' personal development is good. The school uses nationally agreed plans for the other subjects.

19. The school is totally committed to including all pupils and very successfully provides equality of opportunity. Pupils with special educational needs are very well provided for, both in classes and beyond. They are fully included in all activities. Pupils with English as an additional language receive appropriate support and, as a result, achieve well. Lessons are planned to ensure the needs of all pupils are met. The support staff make a significant contribution to pupils' learning by supporting them very effectively. Gifted and talented pupils are identified and suitable provision is made for them through an initiative known as "Excellence in Clusters": this includes a group of primary schools and the secondary schools to which many of these pupils transfer. The school makes good provision for those transferring to the next stage of education by arranging visits for pupils, providing advice and helping parents in making decisions.

20. The school enriches the curriculum effectively. There are a range of activities that go on beyond the school day to enable access to the curriculum or to extend the curriculum. Pupils have opportunities to take part in sports activities and competitions. They visit local theatres and enjoy theatre groups coming into the school. Pupils sing in a range of festivals. Trips outside the school are a very important part of the curriculum, with each class having a trip every half term. Pupils in Years 5 and 6 have the opportunity to attend residential outings to study a rural area and undertake outdoor pursuits. Teachers have been involved in curriculum innovations including the use of the new interactive whiteboards and also in providing for different learning styles. All these support pupils' learning and personal development well.

21. The quality and quantity of accommodation and resources is satisfactory overall. The accommodation is well maintained but there is a lack of space, particularly for teaching pupils in small groups. The playground is adequate and well used. There is a small field which is uneven and unsuitable for sports because it has a sewage main passing through it. However, the school has negotiated use of playing fields next door. Resources are sufficient to deliver the curriculum

across the school. The school is well staffed and there is a good range of skills and expertise amongst both teaching and support staff. Effective curriculum planning ensures that when inexperienced teachers are employed, they are quickly able to adopt the teaching programmes and fit in well.

### **Care, guidance and support**

Care and welfare arrangements for pupils and, the support and guidance given to them, are very good. The school is good at involving pupils in its work and listening to their views.

### **Main strengths and weaknesses**

- Very effective procedures are in place for ensuring the welfare, health and safety of pupils, including child protection, so that pupils work and learn in a safe environment.
- All staff have very positive relationships with pupils, care for them and guide their personal development very well.
- Induction procedures for pupils, including for those joining the school midway into the year, are very effective.

### **Commentary**

22. The school's procedures for ensuring the safety and well-being of pupils are very good. Pupils are very well looked after during the school day. Child protection procedures are comprehensive and all members of staff are fully aware of their responsibilities in this area. Routines for dealing with first aid, medicines and accidents are well established with five staff fully trained in emergency first aid. There is a health and safety policy and risk assessments are carried out every term by the site manager and a governor. This ensures that pupils' ongoing welfare continues to be a top priority.

23. Teachers and all other staff in school know the pupils, their families, and their sometimes difficult home circumstances, very well and are very good at guiding and supporting them. During discussions, pupils of all ages said that they really like their teachers and are confident they would feel able to ask them for help or advice, should the need arise. Through the use of circle time, assemblies and discussion, staff are able to contribute to pupils' personal development. As well as spending much of the school day together in the classroom, extra-curricular clubs provide regular opportunities for adults and pupils to get to know each other in less formal surroundings. Procedures to promote and monitor good attendance and punctuality are carefully followed and recorded.

24. Induction arrangements for children joining the Nursery and for those joining further up the school are very good. Pupils joining classes midway into term are assessed individually and this assessment data is used to ensure that their academic and personal needs are met. The school provides special support for refugee pupils with counselling and extended personal support where necessary. This ensures that pupils settle quickly and learn well.

25. Pupils at an early stage of English language acquisition receive good support and guidance in their academic and personal development. Pupils with special educational needs also receive good support. Their learning, social and emotional needs are clearly identified, and their day-to-day care is well managed. They have full access to all outside support agencies. Parents and carers are consulted at all stages to ensure that all aspects of the care are used to help these pupils gain maximum benefit from all they do at school.

### **Partnership with parents, other schools and the community**

The school's relationship with parents is good and enables parents to understand and support their child's learning well. The many effective links with the community, and with other schools, support pupils' personal development and broaden the school's curriculum.

## **Main strengths and weaknesses**

- Staff are accessible to parents and the school gives high quality information particularly about pupils' progress.
- The involvement with the local community and with networks of other schools enhances pupils' experiences well.

## **Commentary**

26. Parents receive very good information about the life of the school and the curriculum taught through newsletters and the detailed prospectus. Each class teacher sends out a letter to parents at the start of each term about the subjects they will be covering and holds a meeting. Pupils and their parents attend parents' meetings where targets in literacy, numeracy and personal development are set. The school's practice of sending out half termly targets review cards and reports at the end of the spring term is effective in supporting pupils' progress.

27. Parents support the work of the school by ensuring homework is completed, helping in schools and on trips. There is an active Parent Teacher Association which raises funds for the school. Parents enjoy watching their children perform, for example, a literacy evening was successful where the parents came to see their pupils demonstrating lessons. The school regularly seeks parents' views; a recent questionnaire about visits was instrumental in determining the programme of half termly outings.

28. The relationship with parents has become closer since the last inspection. One of the reasons for this is the increased number of opportunities for parents to meet with staff, for example at the teachers' weekly 'surgeries' or with the headteacher in the playground. Parents take advantage of these times to raise issues or concerns, or to seek reassurance. Staff at the school place a high priority on the quality of this relationship and as a result pupils are supported well by this partnership.

29. Links with the community are strong. The school curriculum has been enriched by links with the neighbouring building development as contractors from there have discussed health and safety with pupils and supported work in design and technology. Links with the local Further Education college support the school's work with parents in providing literacy, numeracy and information and communication technology classes. The community police visit the school, often informally, on a regular basis. They run sessions that support pupils on issues they might encounter as they transfer to secondary school, for example, a longer journey to school. Links with other schools and training facilities through the 'Excellence in Clusters' support the curriculum and staff development. Pupils also benefit from science lessons at a local secondary school.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are good. The headteacher's caring and motivational leadership gives very clear direction to the work of the school. The school is effectively managed. The governing body supports the work of the school well and governance is good.

## **Main strengths and weaknesses**

- The headteacher has a very clear sense of purpose and a commitment to improvement which is shared by all staff.
- A strong sense of teamwork is evident throughout the school.
- All staff are committed to an inclusive school where every child is made to feel special and helped to achieve.
- Systems for monitoring pupil performance are having a positive impact on raising standards.
- Financial planning is linked to the aims and values of the school and to the commitment to raise standards.
- The monitoring roles of the co-ordinators for some foundation subjects are not fully developed.



## Commentary

30. The headteacher has a very clear vision for the future direction of the school and her determination to continually make things better for the pupils in her care is shared by all staff. The senior managers and other staff have established a community where pupils feel safe and secure, are known well as individuals and develop as confident learners. The headteacher's caring and motivational leadership is central to the school's ethos and staff follow her lead and are good role models for pupils. All are committed to an inclusive school where every pupil is special. The headteacher is well supported by an able and energetic deputy headteacher and a strong sense of teamwork is apparent throughout the school.

31. All staff are involved in determining the priorities for school improvement and the process of development planning is good. Performance data is now being used more systematically to examine standards, identify weaknesses and track individual pupil progress. Systems for monitoring, evaluating and improving pupils' learning have improved since the previous inspection and are beginning to have an impact on raising standards. Subject co-ordinators monitor pupils' progress and standards through analysing pupils' work and scrutinising teachers' planning. As yet some co-ordinators do not have regular opportunities to monitor and support teaching and learning, and this area of their work needs further development.

32. The school's systems for self-evaluation are good and reflect the determination to raise standards. Staff are committed to ongoing professional development and performance management is linked to the school's priorities for improvement. Involvement in initial teacher training contributes to the continuing professional development of staff, brings new ideas into the school and can help with staff recruitment. The clear commitment to staff induction and development is recognised by the school's Investors in People status. The school is making good progress in implementing workforce reforms and support staff work effectively with teachers to promote pupil achievement and raise standards. Overall, the management of the school has improved significantly since the previous inspection.

33. The governing body has a good understanding of the school's strengths and weaknesses, the standards that pupils achieve and the value that the school adds to pupils' progress. Governors are kept well informed about the school's development priorities and regularly review the progress of the school development plan. Their monitoring of standards and curriculum provision has improved since the previous inspection. The chair of the governing body gives valuable support to the headteacher and a number of governors help the school in very practical ways. The governing body is conscientious in overseeing the work of the school and ensures that policies and procedures meet statutory requirements.

## Financial information

<b>Financial information for the year April 2002 to March 2003</b>			
<i>Income and expenditure</i>	£	<i>Balances</i>	£
Total income	788748	Balance from previous year	85630
Total expenditure	769072	Balance carried forward to next year	18,676
Expenditure per pupil	3560		

34. Careful financial planning supports the school's aims and priorities, and spending is carefully monitored. The school's commitment to supporting the differing needs of all pupils is reflected in the high spending on staffing. The careful deployment and use of this staffing makes a significant contribution to supporting pupil progress and improving standards. At present the school only has one administrator and this situation is under review. The governing body considers the effects of spending decisions carefully and the school provides good value for money.

## **PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS**

### **AREAS OF LEARNING IN THE FOUNDATION STAGE**

35. Provision for children in the Foundation Stage is **very good** and has improved significantly since the last inspection. This area is now a strength of the school. Children achieve very well in all areas of learning.

36. The Nursery is an attractive and vibrant environment where children feel safe and secure and where learning is fun. Children work with increasing confidence at enjoyable and stimulating activities developing their skills of concentration and perseverance well. The joint planning between the Nursery and Reception staff, with shared activities and exchange of staff, results in an easy transition for children moving from Nursery to Reception. All Foundation Stage staff have a detailed knowledge of individual children and their needs, and continual observation and assessment of each child's progress is used to plan the next stage of their learning. Links with parents and carers are very good.

37. Teaching is very good. There is a balance between adult-directed and child-initiated activities with appropriate adult intervention to develop and extend children's understanding. All staff work together as equal partners, sharing responsibility for planning, teaching and assessing children's progress. The curriculum is well planned to meet each child's needs and, consequently, children achieve very well. Pupils for whom English is an additional language and pupils with special learning needs are very well supported and make very good progress. The provision in the Foundation Stage is managed very well by an efficient and knowledgeable co-ordinator, who works in conjunction with a highly skilled Reception teacher, Nursery nurses and teaching assistants.

38. Outdoor provision has improved since the last inspection and the outside classroom is now well planned and resourced to support the areas of learning and to extend indoor activities. The school plans to develop the garden and create a vegetable area in order to improve the use of the outdoor provision even further.

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

Provision in personal, social and emotional development is **very good**.

#### **Main strengths and weaknesses**

- Children settle securely into school life and become confident learners.
- Supportive relationships ensure that children feel happy and confident and able to succeed.
- Children understand and respond well to the daily routines and classrooms are calm, well-ordered working environments.
- Children's individual personal needs are met and their achievements recognised.

#### **Commentary**

39. Home visits by staff before children start in the Nursery and in Reception help to ensure a smooth transition between home and school. A high priority is placed on children's personal, social and emotional development throughout the Foundation Stage. As a result, children learn to work together, organise their activities responsibly and work with increasing independence and confidence. For example, in the role-play area children worked well together to cook lunch for a visitor, laying the table and taking it in turns to prepare the food. Children settle quickly to tasks and learn to concentrate on completing an activity before moving on to another. Both the Nursery and Reception provide calm, well-planned environments where children understand and respond well to the daily routines. Trusting relationships ensure that children feel secure and give them the confidence to try things for themselves. Their achievements are always recognised and rewarded. Children are on course to exceed the expected level in this area.

## COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **very good**.

### Main strengths and weaknesses

- Staff take every opportunity to develop pupils' language skills.
- Teaching is very good and a structured programme of language activities is supporting children's achievement well.

### Commentary

40. Some children have limited communication skills on entry to the Nursery and a number are at an early stage of learning English. Staff plan activities to develop children's speaking and listening skills giving them first-hand experiences that they can talk about. For example, children were able to talk about and draw what they remembered from a recent theatre visit. They developed an understanding of writing for a purpose because the teacher used children's own words to annotate their pictures. The purposeful talk with adults throughout the day, and opportunities to play and work together, ensure that children make good progress in developing speaking and listening skills. They know that staff are genuinely interested in what they have to say which gives them the confidence to talk.

41. A programme of early reading activities results in children enjoying books and wanting to read. They listen to well-read stories, have made their own story books of "Goldilocks and the Three Bears", and take books home regularly.

42. In Reception, children follow the Jolly Phonics programme and, during a phonics lesson, they knew the sounds made by "c" and "k" and volunteered words beginning with the sound. Some were also able to identify words ending with the same sound in a Nursery rhyme. Sound and word of the week help to develop reading and writing skills. Children practise writing patterns regularly and begin to form letters accurately. They understand that writing conveys meaning, can talk about their stories and most can write single words and form some letters accurately. The more able children are writing simple sentences. Most children are on track to reach the early learning goals by the end of Foundation Stage and this represents good achievement.

## MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **very good**.

### Main strengths and weaknesses

- Teaching is very good and a range of interesting activities support pupils' mathematical development well.
- Activities in other areas of learning support pupils' mathematical learning.

### Commentary

43. Teaching and learning are good, and interesting and enjoyable activities are planned well to promote children's mathematical development. The "Incy Wincy Spider" game helped the children in the Nursery to recognise and order single numbers, learn to take turns and play well together. The extension of this activity in the outdoor classroom reinforced children's number recognition well as they fished for magnetic numbers with their own spiders. Later, as they made cakes, they could choose two marshmallow eyes and cut eight legs and arrange them correctly to make a spider shape. In the role-play area children could lay a table with the correct number of place settings and match crockery according to colour and size.

44. In Reception, children counted from one to 20 and matched objects to numbers within one to 10. Their understanding of number was reinforced as they modelled and counted playdough cats. Children regularly join in number rhymes and counting games which reinforce their mathematical learning. The majority are on track to reach the early learning goals for mathematical development.

## **KNOWLEDGE AND UNDERSTANDING OF THE WORLD**

Provision in knowledge and understanding of the world is **very good**.

### **Main strengths and weaknesses**

- Varied and interesting activities stimulate children's curiosity.
- Children use simple computer programs with increasing confidence.

### **Commentary**

45. Varied and interesting activities are planned to stimulate children's curiosity and deepen their understanding of the world. They have learnt how bread is made through a theatre visit and playing in the 'baker's shop.' They have made pretend cakes using a variety of ingredients and the very attractive Incy Wincy Spider biscuits with colourful legs and marshmallow eyes. In their water play they observe which objects float and sink and see how water can change substances like custard powder. They make up their own games by building ramps and tunnels and can make the game harder by increasing the height of the ramp and length of a tunnel. They work with increasing confidence on the computer, selecting and moving pictures on screen and using "Colour Magic" programme to create and colour a picture. They learn to use magnifying glasses for activities such as 'spider hunt' in the school grounds. The majority are on track to reach the early learning goals for this area.

## **CREATIVE DEVELOPMENT**

Provision in creative development is **very good**.

### **Main strengths and weaknesses**

- Frequent art activities are well planned to support children's creative development.
- Resourcing for imaginative play is very good.
- The links made between the areas of learning support children's understanding and progress very effectively.

### **Commentary**

46. Children's creative development is promoted particularly well through art and imaginative play. Structured role-play and constructional activities develop their creativity and imagination as well as their social skills.

47. In the Nursery, children were able to work independently to make a three-dimensional spider with paper plates and pipe cleaners. They explored how colours can be changed through mixing and one child painted a happy face on her spider. In an art activity linked to mathematics, Reception children painted colourful fish, selecting their own colours and using printing equipment effectively. They were carefully encouraged by an adult and given time to produce work of quality. One child used colour and line particularly skilfully to produce a detailed and carefully coloured fish.

48. The 'Art Gallery' displays vivid and cheerful self-portraits, and painting is available in the Foundation Stage as a daily activity. Songs and rhymes are regularly used to support children's language and mathematical development, and class areas are well resourced to support "small

world” imaginative play as well as dramatic role-play. Children are on track to reach the early learning goals for creative development.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **very good**.

### **Main strengths and weaknesses**

- Outdoor provision and well-planned activities support children’s physical and social development very well.

### **Commentary**

49. Through well-planned indoor and outdoor activities children develop a very good awareness of space and direction, and use equipment and tools safely and with increasing control. The outdoor classroom is well planned and offers a range of daily opportunities for free play and adult-initiated activities. Children develop good co-ordination and spatial awareness through using the large wheeled vehicles on the marked track and show considerable care when they drive “off road”. They learn to help each other and take turns as necessary.

50. On the large apparatus children climb and balance confidently, walk up ramps carefully and use the small trampoline well. They are given time to explore and work at activities and, consequently, make good progress in their learning. In the indoor classroom activities are planned to help children develop their ability to use tools safely and accurately and to build and play with small construction equipment. Children are on track to reach the early learning goals for physical development.

## SUBJECTS IN KEY STAGES 1 and 2

### ENGLISH

Provision in English is **good**.

#### Main strengths and weaknesses

- The quality of teaching and learning is good and pupils achieve well in lessons.
- Teaching assistants provide very effective support for pupils with special educational needs and they achieve well.
- Pupils do not have sufficient opportunities to develop their writing skills through other subjects of the curriculum.
- The subject is well led and managed.
- Pupils enjoy reading and writing.
- Marking is not consistent and does not always suggest strategies for improvement.

#### Commentary

51. Standards in English are average and pupils achieve well. Standards in current Year 2 have risen significantly and are now average. Overall standards are average by the end of Year 6, although in writing they are just below the expected level. However, this represents good improvement over the last year's national test results. The 2003 national test results were well below the national average in reading and writing at the end of Year 2 and below average at the end of Year 6. When compared to similar schools standards at the end of Year 6 were well above average. Standards in English have been rising over the past two years because of the school's focus on improving pupils' achievement through very good monitoring of the subject and good training for members of staff. This means that pupils across the school are achieving well in this subject. Pupils with learning difficulties and those who are at the early stages of learning English as an additional language are well supported by teachers and learning assistants to achieve as well as the other pupils in lessons. There is no significant difference between the achievement of boys and girls.

52. Pupils achieve well in speaking and listening skills. They enter with well below average skills in English and make good progress as they move through the school. This is because they are well motivated and are offered opportunities to speak to adults and each other in a range of situations, including drama, debate and role-play. Pupils are often challenged to explain and justify their opinions and comments. Pupils pay careful attention to the teacher and remain well focused during discussions. When working in pairs or small groups, they listen carefully to the points of view of others before making a contribution. In a very good lesson in Year 6, for example, while reading 'George's Marvellous Medicine' by Roald Dahl, pupils were able to explain how the main character changed from the start of the story.

53. Pupils achieve well in reading and teachers encourage an enjoyment of books and stories from an early age. Reading of a wide range of texts and poetry is used effectively in developing an awareness of different genre and writing for different audiences and purposes. In Year 2, most pupils reach expected levels while working through carefully graded books which ensure that all make good progress. As a result of good teaching of basic skills, pupils use a good range of strategies to work out words they do not recognise. By the end of Years 5 and 6, pupils read regularly and widely, many at levels expected nationally. Teachers throughout the school lead perceptive discussions about books read in groups and pupils confidently voice their thoughts and opinions. There is a good range of interesting and challenging fiction books. The high level of interest in reading is reflected in the number who read regularly at home and the many who have become members of their local library.

54. Across the school, pupils make good progress in learning to write and standards are average in Year 2. They are below average in Year 6 because nearly half the class has special

educational needs. However, in Year 5, standards in writing are average for their age group. Teachers provide pupils with opportunities to write for a range of purposes in English lessons and expect them to present work of which they are capable. However, a more consistent approach to writing in other subjects is yet to develop. Standards in handwriting, spelling and punctuation are improving through regular practice.

55. Teaching is good overall. Teachers develop pupils' literacy skills through interesting tasks. This, together with teachers' high expectations and the very good relationships they establish with their pupils, results in pupils' working with interest and concentration. Lessons are well organised. Each part is used well so that pupils are well prepared for the main tasks at the beginning, and learn from each other's work at the end. Teachers assess pupils' progress well and use this information effectively to plan future lessons. Marking does not always suggest to pupils how they can improve their work.

56. The subject was managed very effectively, until recently by the deputy headteacher. She oversees the work of the new co-ordinator who has been in post since January. The curriculum is effectively enriched by book days, book fairs, visiting authors, storytellers and school productions. Resources for the literacy hour are good. Information and communication technology is used well to support pupils' learning in English.

### **Language and literacy across the curriculum**

57. Teachers provide a good range of opportunities for pupils to use their speaking and listening and reading skills within other subjects and these support pupils' learning in all subjects. Pupils apply their skills well. Some good examples of pupils' writing for a range of purposes across the curriculum were seen, including the use of information and communication technology. However, this opportunity to develop writing skills further is not always taken in all subjects. As a result, pupils' writing skills are not as developed as they should be.

## **MATHEMATICS**

Provision in mathematics is **good**.

### **Main strengths and weaknesses**

- Teaching is good overall.
- Pupils achieve well in mathematics.
- There are insufficient opportunities for using and applying mathematics towards the top of the school.
- The very high proportion of pupils with special educational needs depresses standards at the top of the school.

58. The 2003 national test results at the end of Year 2 were well below the national average and below the results of similar schools. Standards reached by Year 6 pupils in 2003 tests were in line with the national average but well above those in similar schools. Inspection evidence shows that standards have improved significantly in Year 2 because of good teaching. They are now close to national average and pupils are achieving well. Attainment in mathematics is below national average in the current Year 6, although it is average for the pupils in Year 5. This is because of a very high proportion of pupils with special educational needs in Year 6. Across the school pupils achieve well. Standards have remain similar since the last inspection.

59. In Year 1 pupils could count and order numbers up to 30, and tell the difference between odd and even numbers. By Year 2, they can count up to 100 forwards and backwards. They can add up three numbers with a total above 10 mentally and add up numbers up to 30. They also know about measuring distances in centimetres, how to weigh objects and know the names of common two-dimensional shapes.

60. Pupils in Year 5 and 6 are split into different groups for their mathematics lessons to ensure that pupils of all abilities achieve well. The highest attaining pupils undertake challenging problems involving a number of operations. They recognise prime and square numbers and carry out long division and multiplication. The lowest group can multiply and divide numbers by 10. They can relate this to fractions and calculate one tenth of a whole number. In the best lessons, the pace is good and the pupil's interest is maintained. In a minority of lessons, the pace is slower; more time is spent on maintaining discipline and pupils' interest levels drop. Pupils with English as an additional language make as good progress as the other pupils in their classes because of the good quality support they receive. Pupils with special educational needs also are well supported and, as a result, make good progress.

61. The teaching of mathematics is good overall and ranges from satisfactory to very good across the school. As a result, pupils learn well. The teachers have good subject knowledge and the National Numeracy Strategy is well integrated into their teaching. They know their pupils well and plan effectively to provide them with appropriate and interesting activities. They assess pupils' work well, set targets and track pupil performance.

62. The use of small groups for the teaching of mathematics enables all pupils to achieve their potential. Teachers have good relationships with the pupils and use appropriate strategies to help them learn. Where teaching is good or very good, pupils have the chance to explain and demonstrate their mathematical strategies to the rest of the class. Pupils' work is assessed regularly and effectively. Where classroom assistants or other helpers are used, they are well briefed to support the groups they are working with. Teachers use information and communication technology, such as interactive white boards, effectively as a teaching tool. This involves pupils very well in developing their understanding of mathematical problems. However, pupils have limited opportunities to apply mathematics to real life situations and to carry out investigations. Pupils' attitudes to mathematics are good overall across the school. They enjoy lessons and sustain concentration well.

63. The subject is effectively managed. The co-ordinator has taken up the post only recently. She has good subject knowledge and has the vision to take the subject forward. She has not yet had the opportunity to monitor lessons or work undertaken in the subject. Resources are good.

### **Mathematics across the curriculum**

64. There is some use of mathematics within other curriculum areas, but this is not extensively developed. Pupils undertake some mathematics within information and communication technology lessons, particularly with regard to data handling. They collect data; draw graphs and answer questions about the graphs. They also learn to use simple mathematical formulae within computer spreadsheets, by drawing up models of how to cater for specific events such as parties. Within design and technology, they learn to measure and cut accurately, and use nets of shapes such as cuboids to create models. In other subjects, the use of mathematics is more limited and as a result pupils do not get enough opportunities to develop their skills.

## **SCIENCE**

Provision in science is **good**.

### **Main strengths and weaknesses**

- Pupils achieve well as a result of good teaching.
- Investigative and experimental work is central to the school's science curriculum.
- Lessons are well planned and resourced, interesting and fun.
- Some pupils have difficulty in recording their findings accurately.



## Commentary

65. Standards reached by Year 2 pupils in 2003 teacher assessment were average and above the standards reached by similar schools. Standards reached by Year 6 pupils in 2003 tests were broadly in line with the national average but well above the standards reached by pupils in similar schools. The number of Year 6 pupils reaching the higher level 5 exceeded the national average. In the current Year 6 the majority of pupils are on track to achieve the national standard with some expected to reach the higher level 5. Good teaching and a clear focus on investigative work has improved standards in science across the school. Lesson observations show that many pupils in the current Year 5 pupils are already working at Level 4 and reaching standards that are above average for their age.

66. Across the school pupils achieve well because their investigative skills are developed consistently throughout the school and, through practical experiments, pupils learn what it is like to be a scientist. Lessons are long enough to give pupils sufficient time to plan and conduct investigations and to draw conclusions from their findings.

67. In Year 2 pupils are developing their understanding of how to carry out a fair test. In an experiment to discover which surfaces might best stop a car they were able to select the elements that should stay constant and those that could change. They were constantly encouraged to hypothesise and explain their reasons to others. By the end of a lesson about how to care for their teeth, Year 3 pupils knew how to prevent tooth decay and could identify harmful and less harmful foods. In Year 5 pupils learnt, through investigation, that sounds can be made by air vibrating and that the amount of air affects the pitch of the sound. Good connections were made with music as the teacher demonstrated how the pitch of wind instruments can be changed. In a Year 6 lesson pupils enjoyed working together to investigate a teacher's constant problem of how to make sugar dissolve faster in their break-time drinks. Some pupils have difficulty recording their findings accurately and need further help in this area.

68. Teaching is good overall. It ranged from good to excellent in the lessons seen. Teachers have secure subject knowledge. They are well supported by a published scheme which ensures curriculum progression. Lessons are well planned and resourced and pupils work with enthusiasm and perseverance at interesting activities. Teachers are good at adopting their planning in the light of what pupils are achieving. For example, some Year 5 pupils found part of an experiment difficult to carry out successfully so the teacher sensibly demonstrated what was supposed to happen, enabling them to draw conclusions and record their results. Consequently, their understanding was assured. The interactive white boards are used well to support teacher explanation. In all lessons pupils are constantly encouraged to think about the results of their experiments and consider reasons for why things happen. Pupils are given time to reflect on their findings and discuss them with others. Activities are well matched to pupils' abilities and staff are deployed well to provide additional support where necessary. Pupils work well together planning and conducting investigations responsibly. Pupil progress is assessed well at the end of each science module.

69. The newly appointed science subject leader monitors teachers' planning but has not yet had the opportunity to support and develop teaching and learning in classes. There are plans to establish a link with a local secondary science department to offer additional challenge for the higher-attaining pupils.

70. Since the last inspection standards at the end of Key Stage 2 have risen and pupils' investigative skills have improved across the school. Pupils now make good rather than satisfactory progress in both key stages, and all the lessons seen were at least good. Planning now clearly identifies learning objectives and good resources supported pupils' learning in all lessons observed.

## INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **good**.

## **Main strengths and weaknesses**

- There has been a good improvement in resources and staff expertise.
- Teachers use the technology well for teaching.
- Procedures for assessing progress in the subject have been established.
- Information and communication technology is used well in other subjects.

## **Commentary**

71. Standards in information and communication technology have improved since the last inspection and are now average at the end of Years 2 and 6. There is an appropriate programme of study which has a positive impact on pupils' learning. New projection facilities and whiteboards have been installed in most classrooms and these are used effectively by teachers. This equipment is used well across the curriculum to support most subjects.

72. By the end of Year 6, most pupils can manipulate a control program to set up systems where equipment can be controlled remotely. They can navigate a word processing programme independently, modifying and editing text as they wish and adding pictures. They know how to access information from the Internet. They can enter data into a database and search for information. They can use a spreadsheet to draw graphs and to calculate lists of numbers. By the end of Year 2, pupils can confidently log into the computers, load software and use programs. They can use simple paint or word processing programs and create simple graphs. There are computers in all classrooms as well as in the computer suite. These enable pupils to practise skills between lessons and also to use them to learn other subjects. Pupils use the interactive whiteboards effectively to demonstrate their work in literacy and numeracy lessons, for example, reading poems and working out sums.

73. Teaching is good and ensures that pupils make good progress. Teachers have good relationships with their pupils, know the programmes they are teach well and use good teaching strategies. Where teaching is less good, the pace of the lessons is slower and the pupils are not so well engaged in their activities. All pupils are included well in lessons. Pupils with special educational needs and those with English as an additional language also achieve well because they are well supported.

74. The co-ordinator has recently been appointed and has a vision for the subject and the drive to succeed. However, the co-ordinator had only been in place for a short while at the time of the inspection and has had very little chance to formally monitor lessons. There is an appropriate scheme of work and subject policy to support teachers' planning. An effective assessment system has been established and implemented successfully. Staff have been trained and this has helped to raise confidence levels and skills. The school is well resourced in this area and has a good range of software to deliver the curriculum.

## **Information and communication technology across the curriculum**

75. Teachers use information and communication technology across the curriculum well to present lessons. The pupils also have good opportunities to use the technology in lessons such as literacy or numeracy. Teachers keep rotas in their classrooms, and pupils take turns to use programs to help with their subject studies.

## **HUMANITIES**

### **History and geography**

76. Work was sampled in history and geography and no lessons were seen. It is not, therefore, possible to form an overall judgement about provision or standards of attainment in these subjects.

77. Scrutiny of pupils' work and teachers' planning, as well as discussion with the co-ordinator, indicate that all units of history and geography are taught as required. In history, pupils in Years 1 and 2 are gaining a satisfactory awareness of chronology through studying familiar objects from the present and past and their own families. They record simple drawings with some labelling to note similarities and differences. They learn about famous people, such as Mary Seacole and Florence Nightingale. In Years 3 to 6, pupils compare different peoples who have invaded and settled the British Isles, including Romans, Anglo-Saxons and Vikings. They study the cause and effects of Second World War and recount the events from their own points of view, such as writing an empathy letter as a soldier. In geography, pupils in Year 1 and 2 study the map of British Isles, identifying England, Scotland, Wales and Northern Ireland.

78. The subjects have policies and schemes of work. The assessment procedures are developing appropriately. The co-ordinator took over the post a term ago and is at an early stage of developing the role. The co-ordinator has updated the resources for history, which are now satisfactory. Resources in geography are unsatisfactory and the co-ordinator plans to improve them.

## Religious Education

Provision in religious education is **satisfactory**.

### Main strengths and weaknesses

- Achievement is satisfactory and pupils have an increasing awareness of different religions.
- Monitoring of pupils' work is not fully developed.

## Commentary

79. Standards of attainment by Year 2 and Year 6 are in line with the expectations of the local agreed syllabus, as they were at the time of the last inspection. Only one lesson was observed and samples of written work were examined. Not enough lessons were observed to make a judgement on teaching and learning. The lesson observed and the written work indicate that teachers' knowledge and understanding are sound and effective in ensuring pupils learn about the religions studied. In Years 1 and 2, pupils learn about key themes of the major religions which they study more in depth in later years. Over the years, pupils develop sound knowledge of different religious practices, symbols and festivals. In Year 6, pupils have the opportunity to relate religious practices to moral issues, such as the human and environmental aspects of wars.

80. Leadership and management of the subject are satisfactory. The co-ordinator leads the subject enthusiastically and has yet to develop a system to monitor the subject. There are plans to evaluate the impact of the curriculum through the monitoring of pupils' work or observing teaching. Improvement since the last inspection has been satisfactory.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

81. Only two lessons were observed in art and design and one lesson was seen in music. Two lessons were seen in design and technology. School documentation, displays and teachers' plans were examined and some discussions were held with the subject leaders and pupils.

82. Insufficient lessons were observed in **art and design** to make a firm judgement about provision. However, it is evident, from teachers' planning and displays, that pupils have opportunities to develop their knowledge, skills and understanding of art.

83. Year 2 pupils have used colour boldly in paintings illustrating aspects of friendship. They use computers well to create pictures in the style of the famous artists, Seurat and Mondrian. Investigating pattern in aboriginal art has further developed Year 3 pupils' understanding of colour and line, and this was extended in a lesson where pupils used the "Colour Magic" computer

programme to create their own patterns. Year 4 pupils showed a growing understanding of perspective and angle in their sketches. In Year 5 pupils have studied the work of Matisse and created their own collages in the style of "The Snail". They have also produced atmospheric chalk drawings to illustrate "Tom's Midnight Garden", the story they are studying in English.

84. In Year 6 the work of the artist Keith Haring had been chosen by the teacher to develop pupils' understanding of form, movement and colour. Pupils created bold, colourful pictures in Haring's style and then selected a detail of their picture to make 3 dimensional models using clay. Some particularly effective models were made that conveyed movement and form well and demonstrated a good understanding of Haring's work.

85. Throughout the school art is used to support learning across the curriculum. For example, the collage of African animals in their habitats has effectively supported Year 4 pupils' geographical knowledge. Teachers plan lessons using the school's scheme of work for art. The newly appointed subject leader, who is an art specialist, has already supplemented this with valuable new resources. She is enthusiastic about her subject and is planning an art week with a resident artist in the summer term. An art club extends classroom provision for pupils.

86. Only two lessons were seen in **design and technology** and it is not possible to make a judgement about provision. By the end of Year 2, pupils' work is in line with national expectations. Pupils have made models with a range of materials including paper, card, textiles and wood. They have made puppets, undertaken weaving and constructed simple model cars with working wheels. In the one lesson seen, they were constructing working models using cams. Further down the school they have constructed simple photo frames.

87. In the lessons seen, teaching was satisfactory overall. Pupils were learning from the activities they were undertaking but had few opportunities to construct models to their own designs. They enjoyed the lessons and behaved well. Information and communication technology was used to produce some work linked to design technology. There is a subject policy and a scheme of work based on national guidelines.

88. Insufficient lessons were observed in **music** to make a firm judgement about provision. Music is taught regularly throughout the school although only one lesson was observed during the inspection. The youngest children enjoy singing and songs support their language and mathematical development. Older pupils can identify instruments in an orchestra and use a range of tuned instruments to compose and perform simple tunes. Some staff have musical talents and there is an after-school recorder club and a lunchtime singing group. Pupils have sung in choirs at St Alban's Abbey and, at times, perform in assemblies. A number of pupils have individual instrumental lessons from specialist teachers. Performing in school productions and local music festivals also contributes to pupils' musical experiences.

## **Physical education**

Provision in physical education is **satisfactory**.

### **Main strengths and weaknesses**

- Teaching is good in the subjects.
- Pupils have opportunities to participate in sports beyond the school day.

### **Commentary**

89. Standards are in line with national expectations across the school in both gymnastics and games. Pupils also have the opportunity to undertake athletics in the summer, to swim in Years 4 and 5 and experience outdoor activities in Year 6. In Year 2, pupils create and recall simple gymnastics sequences and work co-operatively with a partner. By Year 6 they control a ball with a hockey stick effectively and play games well conforming to the rules.

90. Teaching is good in the subject; teachers plan suitable activities and manage their classes well. Because of this, pupils enjoy the subject and learn well. Teachers ensure their pupils are suitably dressed and give them opportunities to warm up beforehand. Where necessary, they model activities or use pupils to do so. All pupils are effectively included in lessons, even when physically disabled.

91. There is a subject policy and a scheme of work based on national guidelines. The subject is appropriately resourced with good use being made of the hall, playground, a local sports field and swimming pool. Pupils have opportunities to play sports in after-school clubs, including football, tag rugby and rounders. Standards remain similar since the last inspection.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

92. Three lessons were seen in this area. Evidence from these lessons, discussions with pupils and the scheme of work show that the school promotes pupils' personal, social and health education well through a range of activities and all pupils achieve well in this area. During circle time and assemblies pupils consider responsible choices and right and wrong decisions. This is further enhanced by the provision for the school council and as a result pupils grow in self-confidence and become more independent. The school places a strong emphasis on encouraging pupils to lead a healthy life-style by raising their awareness of eating healthy food and taking regular exercise.

93. Health and sex education is also taught through the science curriculum. The programme includes raising awareness of the benefits and misuse of drugs, sex and relationships education. Pupils' understanding of alcohol, tobacco and drug misuse is also extended through lessons in science. This helps pupils to understand the importance of their contribution to society and how to stay safe in and out of school.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>3</b>
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
<b>Overall standards achieved</b>	<b>4</b>
Pupils' achievement	3
<b>Pupils' attitudes, values and other personal qualities</b>	<b>3</b>
Attendance	5
Attitudes	2
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
<b>The quality of education provided by the school</b>	<b>3</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils' needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	3

*Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).*