

# INSPECTION REPORT

## **HAMBROUGH PRIMARY SCHOOL**

Southall, London

LEA area: Ealing

Unique reference number: 101887

Headteacher: Mrs V Bedi

Lead inspector: Derek Watts

Dates of inspection: 10 to 13 November 2003

Inspection number: 256323

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 to 11
Gender of pupils:	Mixed
Number on roll:	480
School address:	South Road Southall
Postcode:	UB1 1SF
Telephone number:	020 8574 2002
Fax number:	020 8813 9032
Appropriate authority:	The governing body
Name of chair of governors:	Dr Ratna Chatterjee
Date of previous inspection:	30 March to 2 April 1998.

## **CHARACTERISTICS OF THE SCHOOL**

Hambrough Primary is a much larger than average primary school in Southall. At the time of the inspection, there were 480 pupils on roll, including 96 part time children in the Nursery. The pupils come from a variety of ethnic backgrounds. About half of the pupil population is of Indian origin and a quarter from a Pakistani background. Other ethnic groups include Black or Black British African, Bangladeshi and Caribbean.

All pupils in the school have English as an additional language, with Punjabi being the main home language, followed by Urdu and Hindi. About 15 per cent of pupils have asylum or refugee status. Most of these pupils are from Afghanistan, Somalia and the Middle East. The mobility of pupils entering and leaving the school other than at the normal time is much higher than average. Last year 70 pupils joined the school and 50 left.

About 14 per cent of pupils have special educational needs and this is below the national average. The nature of special educational needs is varied and includes specific, moderate and severe learning difficulties, social, emotional and behaviour difficulties and communication difficulties. The percentage of pupils eligible for free school meals is above the national average. Children's attainment on entry to Nursery is generally well below average, with language and communication skills being particularly low.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20092	Derek Watts	Lead inspector	English as an additional language Foundation stage Science Information and communication technology
9465	Elizabeth Cooke	Lay inspector	
31029	Peter Thrussell	Team inspector	Special educational needs Mathematics Art and design Physical education
25386	John Young	Team inspector	Geography History Music
8534	David Price	Team inspector	English Design and technology Religious education

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This is a good school with many very good features.** It provides good value for money. Children enter the Nursery with little or no English and their attainment is well below average. By the end of Year 6 pupils attain above average standards overall. Teaching is good overall, with very good teaching in Years 3 to 6. Most pupils achieve very well from entry to exit regardless of ability, ethnicity or gender. The leadership and management of the school are very good and this contributes significantly to the high standards achieved and to the good teaching. The school has a very positive ethos, expectations are high and the promotion of good relationships and racial harmony is excellent.

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

- Overall, pupils achieve very well as they progress through the school
- By Year 6 standards are well above average in mathematics and science and above average in English, ICT and history.
- The school is very well led and managed and this contributes to the high standards and very good improvements since the last inspection.
- Teaching and learning are good overall, with very good teaching in Years 3 to 6.
- Pupils' attitudes and behaviour are very good. The school is outstanding at promoting relationships and an appreciation of other cultures.
- The provision for art and design and design and technology is satisfactory but not as well developed as in other areas of the curriculum and standards are not as high as they could be in these subjects
- The school has very good links with parents and the community and this enriches pupils' learning.

The school has made very good improvements since its last inspection in 1998. It has responded well to the recommendations for action, which included raising standards in art and design, history, ICT and religious education. However, provision for art and design still requires further work. Clear assessment procedures are now in place. The roles and effectiveness of the senior management team have improved from satisfactory to very good. Teaching has improved from satisfactory to good because expectations are higher and there is a higher proportion of very good teaching. Standards in Year 6 have improved from average levels to above average in English and well above average in mathematics and science. Standards in art and design and religious education have improved from below average to average. Pupils' attitudes and behaviour have improved from good to very good levels.

### 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	A	C	C
mathematics	B	A	A	A
science	A	A	A	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.*

**Overall, pupils are achieving very well.** Children in the Nursery have a good start and achieve well in all areas of learning. National Curriculum test results fluctuate in Year 2 because of variations in the composition of the year group. In 2003, results were below average in reading, well below

average in writing and above average in mathematics. This year group had a higher than usual proportion of pupils with special educational needs and those at an early stage of English language acquisition. In the current Year 2, standards are average in speaking and listening, reading and writing. Standards are average in science and above average in mathematics. In the National Curriculum tests for Year 6 in 2003, results were average in English and well above average in mathematics and science. Test results have improved considerably since 2000, when they were well below average in English and mathematics and below average in science. In the current Year 6, standards are above average in English and well above average in mathematics and science. Standards are above average in history and ICT. Standards could not be judged in music and PE but are average in all other subjects.

**Pupils' personal development is very good and is promoted extremely well by the very good provision for spiritual, moral, social and cultural development.** Pupils are happy at school; they have very positive attitudes to learning and behave very well. Attendance is satisfactory and punctuality is very good.

## **QUALITY OF EDUCATION**

**The school provides a good education for its pupils. Teaching and learning are good overall,** with very good teaching in Years 3 to 6. Lessons are well planned and teachers provide good opportunities throughout the school to develop pupils' language skills. Expectations of learning and behaviour are high, particularly in Years 3 to 6. Pupils with special educational needs and those at an early stage of English language acquisition receive good teaching and effective support from classroom assistants. Work is well matched to pupils' different abilities and needs, so that all are suitably challenged and make good gains in their learning. The school provides a good curriculum, which is enriched by additional clubs for reading, writing, and homework and by visits and visitors. During the last few years, emphasis has been placed on raising standards in English, mathematics and science. As a result, subjects such as art and design and design and technology have not been priorities. These are not as well developed as other subjects. Members of the community contribute well to the curriculum.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are very good overall.** The headteacher and all staff have created a very positive school ethos where all pupils are included and there is a shared commitment to high standards and providing good teaching. Self-evaluation and planning are very good and effective action has been taken to raise standards and to make very good improvements. The governors are effective and provide very good support and appropriate challenge.

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

Parents rightly have very positive views about the school. The partnership between the school and home is very good and this contributes well to pupils' learning. Pupils show pride in the school and enthusiasm for learning.

## **IMPROVEMENTS NEEDED**

The most important thing the school should do to improve is to:

- Increase the range of learning opportunities in art and design and design and technology and raise standards in these subjects for average to above average.

## **PART B: COMMENTARY ON THE INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

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

Pupils achieve very well overall. By Year 6, standards are above average overall.

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

- Overall, pupils achieve very well.
- Standards by Year 6 are well above average in mathematics and science and above average in English, information and communication technology (ICT) and history.
- Standards have risen, particularly in mathematics and science, since the last inspection.
- Standards in art and design and design and technology (DT) could be higher.

#### **Commentary**

1. Most children enter the Nursery with little or no English. Their attainment on entry is well below average, with communication and language skills being extremely limited. Many children do not experience the speaking of English in their homes as only the home language is spoken. Children achieve well in all areas of learning because they receive good teaching, and a well planned Foundation Stage curriculum is implemented. The school is particularly effective at promoting the development of language through all activities. By the end of Reception standards are generally below average in communication, language and literacy, and knowledge and understanding of the world, because children begin from a very low starting point in terms of language and experience. Most children are on course to reach the Early Learning Goals in the other areas of learning.
2. In the National Curriculum tests for Year 2 in 2003, the school's results were below average in reading, well below average in writing and above average in mathematics. These results were lower than in the previous three years, particularly in writing, because this year group had a higher than usual proportion of pupils with special educational needs and those at an early stage of English language acquisition. Mathematics results have been above average during the last four years and, in 2002, they were well above average. Reading results were below average in 2000 and 2003 and below average in 2001. Writing results were average in 2000 and 2001 and above average in 2002.

#### **Standards in national tests at the end of Year 2 – average point scores in 2003**

Standards in:	School results	National results
reading	15.0 (15.2)	15.7 (15.8)
writing	12.9 (15.3)	14.6 (14.4)
mathematics	17.3 (17.9)	16.3 (16.5)

*There were 56 pupils in the year group. Figures in brackets are for the previous year*

3. The findings of the inspection are that standards in the current Year 2 are broadly average in speaking and listening, reading, writing and mathematics. All pupils, including higher attainers and those with special educational needs, are achieving well because of the good teaching.
4. Results of the National Curriculum tests for Year 6 in 2003 were well above average in mathematics and science and average in English. Results have improved considerably since 2000, when they were well below the national average in English and mathematics and below average in science. During the last three years science results have been consistently well



above average. Mathematics results were above average in 2001 and well above average in 2002. In English, results were above average in 2001 and well above average in 2002. Girls consistently perform better than the boys in English tests but this is in line with the national picture. In mathematics and science the boys and girls perform equally well. The school has set appropriately challenging targets for English and mathematics and is making good progress towards them.

### **Standards in national tests at the end of Year 6 – average point scores in 2003**

Standards in:	School results	National results
English	27.3 ( 28.7)	26.6 (27 )
mathematics	28.7 ( 29.3)	26.8 (26.7)
science	30.5 ( 30.3)	28.6 (28.3)

*There were 52 pupils in the year group. Figures in brackets are for the previous year*

5. The findings of the inspection are that standards in the current Year 6 are above average in speaking and listening, above average in reading and average in writing. All pupils, including higher attainers, those with special educational needs and those at an early stage of English language acquisition, are achieving well.
6. By the end of Year 6 standards are well above average in mathematics and science and pupils are achieving very well in these subjects owing to very good teaching, particularly in Year 6.
7. Standards in religious education are broadly in line with those set out in the agreed syllabus. Throughout the school, pupils are achieving well. In ICT, standards are average by Year 2 and above average by Year 6. Throughout the school pupils are achieving well because of the good quality teaching they receive in a well-resourced computer suite. Pupils' use of ICT to support their learning in other subjects is satisfactory overall but inconsistent across the school and between subjects.
8. By Year 6, standards in art and design and design and technology are average and pupils' achievement is satisfactory. Standards in these subjects are not as high as they could be because pupils are provided with a limited range of learning opportunities.

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

Pupils' attitudes and behaviour are very good. Their personal development is also very good. Pupils' appreciation of their own and others' cultural traditions is excellent. Attendance is satisfactory overall and punctuality is very good, with very few pupils arriving late each day.

### **Main strengths and weaknesses**

- The school is a very harmonious place; promotion of good relationships and racial harmony is excellent.
- Pupils show very good attitudes and behaviour both in and out of lessons.
- All adults in school provide very good role models for pupils, successfully encouraging them to show respect and take responsibility.
- The school's high expectations of pupils, both personally and academically, are underpinned by very effective policies and practice.

## Commentary

9. Pupils' attitudes, values and personal development are very good. Standards have improved since the last inspection, when attitudes were reported to be good and personal development was underdeveloped. Pupils are very well behaved, polite and courteous, and respond well to the tolerant and inclusive atmosphere in the school. Staff are consistently positive in their relationships with pupils and provide very good role models. Children joining the Nursery are generally very immature but develop quickly, supported by consistent routines, to show good attitudes and social skills when they join Year 1. Pupils in the rest of the school enjoy attending school; parents and children alike report great enthusiasm for learning in pre-inspection consultations. Pupils are interested and involved in the wide range of activities that the school provides, both in lessons and out of school hours. Parents are very supportive of the school and are very happy with the values the school promotes. Pupils' behaviour both in and out of lessons is very good overall and improves as they progress through the school. No incidents of bullying were seen during the inspection and no pupils have been excluded from the school in recent years.
10. Pupils' independence and concentration skills develop well as they move through the school; they work hard, co-operate effectively and respect and value each other's contributions. Teachers are consistently good at encouraging and engaging pupils and have high expectations. Pupils show respect and appreciation for their school and its resources.
11. Pupils' relationships with adults and each other are very good overall and these have a positive impact on their learning. They are supportive of each other and are happy and secure. Pupils respond well to the help they are given and are effectively engaged by their teachers' positive approaches. The school takes care to reward effort as well as success and, as a result, pupils are highly motivated. Pupils get on well together at play and lunch-times; a strength of the school is the harmonious atmosphere throughout the school community. Moral development is very good and pupils have a very good understanding of right and wrong, which is consistently promoted from a very early age. They benefit from the very good adult role models in the school.
12. Parents are very supportive of the school's ethos that promotes excellence, and the devout, multi-faith community from which pupils are drawn rightly values the school's high expectations. All pupils understand class and school rules and this helps the school to be a very orderly community. Suitable values are promoted through the school's programme of personal, health and social development, and citizenship is promoted through the recently reinstated School Council, which is highly valued by the pupils. Pupils are keen to take responsibility and run errands, help manage assemblies and manage themselves. Older pupils act as effective 'buddies' for younger pupils or those new to the school. Residential visits for older pupils and many trips and visits provide good opportunities for pupils to develop maturity.
13. Cultural development is very good and pupils are provided with a curriculum that promotes a very good understanding of a diverse community. This is promoted through history, assemblies, religious education, personal and social education and a good range of extra-curricular activities. Displays around the school, books and artefacts promote awareness of cultural diversity well.
14. Attendance is in line with the national average and levels of unauthorised absence are below the national average. Pupils arrive punctually for the start of school each day. Registers are kept meticulously. The great majority of parents ensure that their children attend regularly and contact the school to explain any absence. The deputy headteacher monitors absences carefully and the headteacher firmly enforces the guidance on term-time holidays. This satisfactory attendance by most pupils ensures that they miss few sessions and learning is enhanced.

### ***Attendance in the latest complete reporting year (%)***

Authorised absence	
School data	5.7
National data	5.4

Unauthorised absence	
School data	0.0
National data	0.4

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

### **Ethnic background of pupils**

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

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – any other White background	4	0	0
Mixed – White and Asian	1	0	0
Asian or Asian British – Indian	215	0	0
Asian or Asian British – Pakistani	96	0	0
Asian or Asian British – Bangladeshi	7	0	0
Asian or Asian British – any other Asian background	1	0	0
Black or Black British – Caribbean	1	0	0
Black or Black British – African	37	0	0
Black or Black British – any other Black background	2	0	0
Any other ethnic group	18	0	0

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

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

The school provides a good quality of education for all its pupils.

### **Teaching and learning**

The quality of teaching and learning is good overall. Teaching and learning are good in the Foundation Stage, good in Years 1 and 2 and very good in Years 3 to 6. The good teaching contributes to the above average standards attained by Year 6 and the pupils' very good achievement.

### **Main strengths and weaknesses**

- Teaching and learning are good overall.
- Teaching and learning are very good in Years 3 to 6.
- Assessment and the use of assessment to guide future teaching are good.
- There are some variations in expectations and in pupils' work in classes where there are temporary teachers.
- Pupils with special educational needs and those at an early stage of English language acquisition receive good teaching and support.

## Commentary

### Summary of teaching observed during the inspection in 50 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	17 (34 %)	26 (52%)	6 (12%)	1 (2%)	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.*

15. Teaching has improved since the last inspection from satisfactory to good. There is now a much higher proportion of very good teaching and less unsatisfactory. Teachers' expectations are higher and this has had a positive effect on standards and pupils' personal development. The school's very effective systems for monitoring and developing teaching have contributed to these improvements.
16. In Nursery and Reception, teaching is consistently good and occasionally very good in the Nursery. Teachers demonstrate a good knowledge and understanding of the Foundation Stage curriculum and how children of this age learn. A wide range of interesting and stimulating learning activities is provided. These motivate and inspire the children and they show considerable enthusiasm for learning. Teachers, Nursery nurses, classroom assistants and visitors place high emphasis on the development of language skills. Good opportunities are provided in all areas of learning for children to listen, speak and acquire new vocabulary. Support staff and visitors are effectively deployed and make a considerable contribution to children's effective learning.
17. In Years 1 and 2, teaching and learning are good overall. Most lessons seen were good and some were satisfactory. Only occasionally was teaching very good in these years. Teaching in Years 3 to 6 is very good. Over half of the lessons seen were very good and this has a very positive effect on pupils' learning. About a third of teaching was good. Teaching in these years does, however, occasionally fall to satisfactory and unsatisfactory levels.
18. Teachers have a good command of the subjects they teach, with teachers in Years 3 to 6 showing very good knowledge and understanding, particularly in mathematics and science. This contributes to the well above average standards in these subjects by Year 6. In the very good lessons, the teachers are lively and enthusiastic and this enthusiasm is transmitted to the pupils. Lessons are well planned and clear learning objectives are identified and effectively shared with the class so that pupils know what they are to learn. Expectations and levels of challenge by teachers are high, particularly in Years 3 to 6. Pupils respond well, are fully engaged in their work and are highly productive. The quality, care and pride that pupils show in their written work are generally good.
19. Where there are temporary teachers in the school, expectations and the pace of lessons are not always as high as those of permanent teachers. This can lead to some variations in pupils' productivity and the quality of their work.
20. Teachers use a range of effective teaching methods to promote learning. Instructions and explanations are clear and informative. Pupils listen well and make good and often very good gains in knowledge and understanding. Teachers use questioning effectively to check pupils' understanding. Where teaching is very good, questioning is highly skilled in challenging the pupils and all are encouraged to participate. Throughout the school the staff place considerable emphasis on the development of language. Pupils have good opportunities for discussion and to apply and develop speaking and listening skills throughout the curriculum. This consistent approach contributes to pupils' making good gains in language development and this has a positive impact on their learning in all subjects. Pupils have good opportunities to acquire and

apply investigative skills in mathematics and science. Pupils' skills in working

collaboratively are well developed and this was observed in lessons such as English, science and ICT. The teaching of ICT skills in the computer suite is good and recent training has increased teachers' confidence and expertise. The use of ICT to support learning in other subjects is less consistent.

21. Lessons get off to a prompt start and most progress at a good pace. In Years 3 and 6 most lessons proceed at very brisk pace. Senior staff are vigilant in ensuring that lessons begin on time so that learning is maximised.
22. Classroom assistants and other support staff are effectively deployed and contribute significantly to pupils' learning and development. Support for pupils with special educational needs and those at an early stage of English acquisition is consistently good and pupils make good gains in their learning. Language and tasks are well matched to pupils' attainment and need. The ends of lesson are used effectively to review learning and to reinforce the key teaching and learning points.
23. The school has good systems to assess and record pupils' attainment. Assessment data are used well to guide future planning and teaching, particularly in English and mathematics. As a result, activities and tasks are well matched to pupils' different levels of attainment so that all pupils are appropriately challenged, including higher attainers and those with special educational needs. The marking of pupils' work is good overall but there are some inconsistencies. In the best practice, pupils' work is marked on a regular basis and comments of encouragement and praise are given for good work. Pupils are also given guidance to help them improve.
24. Where teaching is satisfactory rather than good, introductions to lessons are over long and this has an adverse effect on the rate of learning. Activities and tasks are less well matched. On the rare occasion that teaching is unsatisfactory, pupils make unsatisfactory gains in their learning because work is not well matched to their attainment and needs.

## **The curriculum**

The school ensures that all pupils from Nursery to Year 6 have a good quality and range of learning opportunities. It provides them with good opportunities to widen their experiences through extra-curricular activities, visits and visitors to the school. The school is well resourced and its accommodation satisfactory.

## **Strengths and weaknesses**

- The children in Nursery and Reception make a good start and progress well because of the curricular activities organised for them.
- Pupils are very well prepared for secondary education.
- The provision for pupils' creative development is not sufficiently developed.
- Support for learning outside the school day is very good.
- The provision and support for pupils with English as an additional language or special educational needs are good.

## **Commentary**

25. The school's curriculum is effectively monitored and reviewed. Statutory requirements are now met in all National Curriculum subjects and in religious education. Much prominence has been given to raising standards and improving the provision in English, mathematics and science. Planning and provision in these subjects is good. Planning for other subjects is soundly based on national guidelines, but the provision for physical and creative skills through art and design

and design and technology (DT) is not sufficiently broad. In discussions, pupils stated that they would like more opportunities in these subjects and these are priorities for the school's future development.

26. The curriculum for children in the Nursery and Reception is varied and interesting, incorporating all the areas of learning successfully. It is well planned and carefully monitored, and makes a significant contribution to the children's good achievement and their good start to school.
27. Pupils leave the school with very positive attitudes to learning and very good numeracy and literacy skills that stand them in good stead for their secondary education. These are developed particularly through the very high quality of teaching and learning in Year 6, and the support given for learning outside the school day.
28. This very good support is provided for all pupils through homework clubs, extension clubs for English and mathematics, fun spelling, reading and writing clubs, and general revision programmes. Good enrichment is also provided for other curriculum areas, including the arts and sports, through clubs, activities and visits and visitors.
29. The provision for pupils at an early stage of English language acquisition and those with special educational needs is good, and ensures full access to the curriculum. Classroom assistants support these pupils well, and contribute greatly to their learning, particularly language development. Some pupils in Years 3 to 6 are withdrawn for special needs support which is effective.

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

Care, guidance and support offered to pupils at the school are good overall with some very good features. The school is a safe, suitable learning environment. Pupils are supported by adults who know them very well and respect their individuality. Induction procedures for children joining the school midway into term, are especially effective.

### **Main strengths and weaknesses**

- Induction procedures for pupils joining the school midway into term are very effective.
- The school has a good range of policies to provide support and guidance to pupils.
- Parents are content that their children are safe and well cared for in school.
- Health and safety, overseen by governors, are sound but the fabric of the building is deteriorating, (gutters, ceilings, flooring).
- School has ongoing problems with security out of school hours.

### **Commentary**

30. The school's procedures for ensuring the safety and well-being of pupils are satisfactory. The school has sufficient first-aiders and supervision of pupils at lunch and playtimes is calm and friendly. Equipment is regularly checked and the school undertakes risk assessments routinely. The building is generally clean and safe. However, there are some parts of the building that are deteriorating. There are continuing problems with boys' toilets that are proving difficult to resolve; gutters are rotten and leaking, some flooring is damaged and ceilings show water damage: all these areas need attention. The school is troubled by trespassers and vandalism out of school hours. The caretaker lives on site and checks the site each day before pupils arrive. Governors have provided new fencing to try to prevent intruders entering.
31. There is a comprehensive range of policies in place to underpin the teachers' consistently good practice in guiding and supporting children. All adults in school know the pupils well. Child protection arrangements meet requirements; a senior teacher is the named person

responsible for this area. There has been no whole staff training recently but suitable training for new staff is included in the staff induction programme.

32. Procedures to promote and monitor good attendance and punctuality are carefully followed and records are meticulously kept using a computerised system. School starts promptly each day and time is not lost to latecomers.
33. Induction arrangements for children joining the Nursery are good and for those joining further up the school they are very good. Pupils joining classes midway into term are assessed individually by the headteacher in consultation with their families. The class teacher uses assessment data to ensure that all pupils' needs are met. The school provides special support for refugees and pupils at an early stage of English language acquisition, with language boosting, counselling and extended personal support where necessary. This ensures that pupils settle quickly and learn about their new environment and community as rapidly as possible.
34. Parents are satisfied that their children are safe and well cared for. Most children report that they are happy and secure in school and that they have a safe adult to confide in. However, around 15 per cent of pupils returning questionnaires said that they do not have such an adult in school. Pupils contribute to the school's organisation through the School Council. They value this consultation highly, though they report it has recently been re-established after lapsing for three years. The good care and guidance offered to all pupils have a positive impact on behaviour and attitudes to school.

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

Parents have very positive views of the school and the education that it provides. The partnership between school, home and community is very strong and plays a positive role in supporting pupils' learning at school and home. The school has worked hard to forge close links between the diverse groups in the local community. The harmonious atmosphere at the school, combined with extensive community use of the site, demonstrates the success of this work.

### **Main strengths and weaknesses**

- The close community links forged by the school make a very positive contribution to learning.
- Parents are pleased with the information received from the school.
- Parents are very supportive of their children's learning at home.
- Information provided to parents is generally of good quality and available in community languages.
- Reports to parents about their children's progress meet requirements but are inconsistent in content.

### **Commentary**

35. The very positive views of parents reflect an overall high level of satisfaction with the school's provision. A few parents express some concerns about how approachable the school is, particularly if they wish to express a concern or complaint. Inspectors support the positive views of parents and conclude that there is a high degree of co-operation between the school and carers, who all share a common goal. Provision has improved from the last report when it was reported as broadly satisfactory.
36. Newsletters and general information provided to parents are very good overall and the school pays careful attention to ensure that information is accessible to all members of the school community. Letters, leaflets and other information are translated routinely for common community languages and on request for others. Annual reports to parents on children's progress are satisfactory but are inconsistent in content and do not always have targets to help pupils improve. However, class teachers do send appropriate targets home so that parents know and understand what their children need to do to. The school involves parents of children with special educational needs well in reviewing their progress.

37. Parents are very interested in their children's progress and are keen to help them to succeed. Many parents and grandparents help in the Nursery and Reception classes, working on a regular rota basis. There is less help for the main school, though many help on outings and at school events. School events are very well supported and meetings are often linked with these to boost parental involvement. This makes a positive contribution to attitudes to school and learning. Parents' views are sought and valued by the school. The school has established very good partnerships with community leaders and this has enhanced the curriculum and pupils' learning opportunities. For example, pupils have good opportunities to visit local places of worship covering the major world faiths.
38. The very good community links and a wide range of visits and visitors provide good enrichment of the curriculum and support pupils' personal and social development. In addition, this widens pupils' experience of the diverse community we live in and gives them good opportunities to learn about others' needs and lifestyle. Links with other schools are effective and co-operation in curriculum planning with local secondary schools fed by Hambrough ensures a smooth transfer for Year 6 pupils when they leave the school.

## **LEADERSHIP AND MANAGEMENT**

The leadership of the school is very good. The management of the school is very good. This has contributed to the high standards, very good pupil achievement and the school's very good improvements since the last inspection. The school is very well led by the headteacher with very good support from the two deputy headteachers and other senior teachers. The governance of the school is good.

### **Main strengths and weaknesses**

- The headteacher provides very good leadership and direction.
- The headteacher is very well supported by senior teachers.
- Teamwork among the staff is good and there is a very positive ethos for pupils to learn.
- Leadership fosters a strong commitment to raising achievement, inclusion and the promotion of good relationships and racial harmony is excellent.
- Self-evaluation is very effective and informs planning and action for improvement.
- The governing body is effective . Governors support the school very well and challenge the school appropriately.
- Performance management for teachers is good but there is not yet a system for support staff.
- The lack of co-ordinators in art and design and in design and technology has adversely affected the development of these subjects.

### **Commentary**

39. The governance of the school is good. The school has a balance of experienced and newly appointed governors. In the main, governors are committed and very supportive. They have a good knowledge and understanding of the school's strengths and weaknesses and this enables them to contribute to the school's vision and direction. Governors are also challenging by continually questioning standards and the quality of teaching. Statutory duties are fulfilled.
40. The leadership of the school is very good. The headteacher provides very good leadership and direction. Her shared vision and aspirations for the school are firmly based on all pupils' reaching the highest standards they are capable of and providing high quality teaching. Strategic planning is clearly focused on accomplishing the school's vision and aims. There is strong emphasis on high achievement and the inclusion of all groups in this rich and diverse school community. The school successfully includes all groups and the promotion of positive relationships and racial harmony is excellent. Teamwork among the staff in the school is



strong and much improved since the last inspection. The headteacher with her staff has created a very positive ethos for all pupils to learn.

41. The headteacher is very well supported by two deputy headteachers, and the coordinators of English, mathematics and science are very good. The leadership by all teachers is good overall. School leaders, particularly the headteacher, have a very secure knowledge and understanding of the needs of pupils with English as an additional language. There is high emphasis on language development in the Nursery and this approach pervades the whole school. The school has appropriately focused its attention on raising standards in English, mathematics and science since some disappointing Year 6 National Curriculum test results in 2000. Effective action has been taken and standards have risen to above average standards in English and well above average in mathematics and science. Art and design and DT have not been priorities and the absence of co-ordinators has adversely affected the development of these subjects. Standards and achievement in art and design and in DT could be higher. The school has recognised this and future priorities include these along with physical education.
42. The management of the school is very good and there are very effective systems to help ensure that the day-to-day running of the school is smooth. Roles and responsibilities of staff are clearly defined and this is an improvement since the last inspection. The administrative support staff are very effective and efficient. Self-evaluation procedures are very good and are fully embedded in the school's work. Teaching is monitored and evaluated on a regular basis by the headteacher and senior teachers. Constructive feedback is given and appropriate support and development are provided where needed. Effective monitoring and development of teaching contribute significantly to the good teaching in the school.
43. The analysis of performance data is very good. National Curriculum test results and other assessments are analysed very well in terms of gender, ethnicity and pupil mobility. Strengths and weaknesses in pupils' learning are clearly identified, as are patterns and trends in performance. These data are used very well to guide future planning and teaching and effective action has been taken to raise pupils' achievement. Effective assessment and analysis of assessment data have contributed to the improved and high standards attained by Year 6.
44. Performance management systems are fully in place for teaching staff and targets are appropriately linked to the priorities in the school improvement plan. Teachers are set challenging targets that are firmly related to raising achievement. However, performance management is not yet established for support staff.
45. The school has been effective in recruiting good teachers. Effective induction procedures and the school's supportive culture help to ensure that new staff quickly become effective members of the organisation.
46. Financial planning and management are good and funding is used well to support and achieve educational priorities. The principles of best value are applied well in the purchase, management and use of resources. The school has a higher than usual surplus but this has been set aside to improve accommodation and learning resources. Expenditure per pupil is higher than average but given the school's above average standards by Year 6, good teaching the very good ethos and the very good leadership and management, good value for money is provided.

**Financial information for the year April 2002 to March 2003**

Income and expenditure (£)		Balances (£)	
Total income	1160623	Balance from previous year	143102
Total expenditure	1198618	Balance carried forward to the next	105107

Expenditure per pupil	2730
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## **PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS**

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

Provision for the Foundation Stage children in Nursery and Reception classes is good. The school's admission arrangements are flexible and children can enter the Nursery at any time after their third birthday. Children's attainment on entry to Nursery is well below average and most children have little or no English because it is not spoken in the family home. As a result of good teaching, children make good gains in all areas of learning. All children are achieving well in all areas of learning regardless of their prior attainment, ethnicity or gender. This is because of good teaching and a well-planned curriculum with an interesting and stimulating range of activities. Nursery nurses and classroom assistants are effectively deployed and make a significant contribution to children's learning. The Nursery has a very good partnership with parents and a number of parents and visitors effectively enhance and support the learning. The accommodation and learning resources are sound but climbing equipment for outdoor play is limited. Since the last inspection, the school has improved its provision from satisfactory to good.

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

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

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

- Teaching and learning are good and children achieve well.
- Teachers and class assistants are very good role models for children.
- Good opportunities are provided for children to develop personal and social skills.

#### **Commentary**

47. Children achieve well in this area and are on course to reach the Early Learning Goals by the end of Reception.
48. Teachers and support staff provide a positive climate for children to learn. Displays are bright and attractive and stimulate children's interest. In both the Nursery and Reception, adults are very good role models for the children and they set high expectations of behaviour. Good relationships among children and between adults and children are clearly evident. Children are happy, secure and keen to learn. Most children settle into routines, and show interest and enthusiasm for the activities provided. In the Nursery not all children have yet learned to share and take turns, particularly a few boys. Overall, behaviour in the Nursery and Reception classes is good.

### **COMMUNICATION, LANGUAGE AND LITERACY**

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

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

- The development of language skills effectively pervades all learning activities.
- Teaching and learning are good.
- Children achieve well but standards are still below average by the end of Reception because children start from such a low level of English language acquisition.

## Commentary

49. Teachers, Nursery nurses and other support staff take every opportunity to develop children's language skills. The development of language informs all activities in all areas of learning. As a result, children make good gains in the acquisition and use of English. New words are repeated several times and questioning is used well to check pupils' understanding. Children listen well and are given good opportunities to talk about their work and experiences. Songs, Nursery rhymes and story telling are used well to promote language.
50. In Reception, children explore the good range of books on display. During the inspection, much of the work in Reception was based on the popular book *Handa's Surprise*. Children listened and followed the story with interest. Higher attaining children predicted what might happen next. Children hear, recognise and say the initial sounds of words. Interesting songs are sung to develop letter sounds.
51. While much of the emphasis in the Nursery is on developing speaking and listening, children have sound opportunities to develop early writing skills by using chalk, paint and large wax crayons. In the Reception areas, writing tables are available and children have satisfactory opportunities to form letters and write their names. The range of writing implements and resources to promote letter formation and writing is limited.

## MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

### Main strengths and weaknesses

- Children achieve well and are on course to meet the nationally expected standards by the end of Reception.
- Teaching and learning are good.

## Commentary

52. Children are well taught and they show considerable interest in mathematical development. They achieve well and are on course to reach the Early Learning Goals by the end of Reception. Four-year-olds in the Nursery recognise common two-dimensional shapes and use these when creating patterns with paint. They practise counting different plastic animals in the sand tray. Songs such as 'Once I caught a fish alive' are sung enthusiastically and help children's understanding of number. In Reception, children pick two-dimensional shapes from a magic box. They say how many sides the shape has and identify circles, triangles and squares. Higher-attaining children count corners on the shape and say whether the sides are long or short. Teachers and support staff provide good opportunities for children to acquire and use mathematical vocabulary.

## KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

### Main strengths and weaknesses

- Children are provided with an interesting and varied range of activities in order to find out about the world around them.
- Teaching and learning are good and children achieve well.

## Commentary

53. Children are well taught and achieve well in this area of learning. However, a significant number are unlikely to reach the Early Learning Goals by the end of Reception. This is because of limited language and experience of the outside world on entry to the Nursery. In the Nursery children explore light and shadows by observing candles and using different torches. Language is promoted well and children say which light is the brightest. Children build model trains with assistance from support staff using reclaimed materials. Four-year-olds use commercial construction kits to build simple structures. Other Nursery children develop language, measuring and manipulative skills through making a cake.
54. Children in Reception make a fruit salad using the fruits featured in *Handa's Surprise*. Observation skills are promoted well in this activity as children explore, taste and smell the fruits of orange, pineapple, mango and guava. Children acquire knowledge of the animals that feature in the story such as ostriches, antelopes and elephants. Children show knowledge of the main parts of the human body.

## PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

### Main strengths and weaknesses

- Teaching and learning are good and all children achieve well.
- Large climbing equipment is limited in the Nursery outdoor play area.

## Commentary

55. Most children make good gains in physical development and achieve well. This is because they are taught well. Children are on course to reach the expected standards of the Early Learning Goals by the end of Reception. The outdoor play area for Nursery children is satisfactory but large climbing equipment is limited. Children climb up low steps and balance well as they travel across a low plank. Four year olds manoeuvre soundly in small vehicles. Children in Reception have good opportunities to develop physical skills in the indoor hall. Most move with co-ordination and control and demonstrate sound catching and throwing skills. Higher attaining children catch and throw with increased accuracy.

## CREATIVE DEVELOPMENT

Provision in creative development is **good**.

### Main strengths and weaknesses

- Teaching and learning are good.
- Creative development is well linked with other areas of learning.

## Commentary

56. Children are well taught and achieve well in this area of learning. They are on course to attain the expected standards by the end of Reception. Children in Reception explore with different powder paints. They mix colours and produce attractive pictures of different fruits from *Handa's Surprise*. Using animal masks, children 'act out' the characters in the book. In Reception, children have good opportunities to explore with sounds using a range of traditional and ethnic musical instruments, including drums, triangle and tambourine. Teachers provide different scenes for role-play such as a hair salon.

## SUBJECTS IN KEY STAGES 1 AND 2

### ENGLISH

Provision in English is **good**.

#### Main strengths and weaknesses

- Standards are above average by Year 6.
- The quality of teaching and learning is good overall and pupils achieve well.
- The use of drama to develop creativity and speaking and listening skills is underdeveloped.
- Pupils' attitudes and behaviour are very good.
- There is disparity in pupils' written work in some parallel classes.
- Assessment and recording of pupils' attainment are good.
- Speaking and listening are being well-developed across the curriculum.
- The leadership and management of the subject are very effective.

#### Commentary

57. Since the last inspection, standards in writing have risen in Years 1 and 2, whereas standards in reading have remained fairly static. In Years 3 to 6, standards in English, overall, have risen quite sharply between 1998 and 2002. These results are due to the school's focus on improvement in this subject. This represents very good progress from entry. There have been some variations in National Curriculum test results particularly in Year 2 over the last few years due to variations in the composition of the year groups and to staff changes.
58. The inspection found that all pupils achieve well throughout the school. Pupils with special educational needs and those at an early stage of English language acquisition are particularly well supported and every effort is made to raise attainment through extra reading lessons and booster classes. Work is carefully planned to cater for pupils of all abilities.
59. Overall standards in speaking and listening are average in Years 1 and 2 and above average by Year 6. Most pupils speak clearly and confidently and make themselves understood. A significant number of younger pupils are still acquiring and developing basic skills of English language and they get very good support from teachers and classroom assistants. The adults in the classrooms help pupils to extend their vocabulary and pronunciation by repeating and explaining unfamiliar words and encouraging pupils to talk to one another. There are few opportunities for pupils to make presentations to other members of the class and the use of drama activities to communicate confidently needs developing.
60. Pupils' reading is average in Years 1 and 2 and above average in Years 3 to 6. All pupils, including those with special educational needs and those at an early stage of English language acquisition, are achieving well. There is a structured reading programme, with pupils working through a published scheme. There are good opportunities, during the school day and outside of school hours, for pupils to engage in class, group and individual reading. Pupils are encouraged to take books home and read with members of the family, and this helps them to move forward well. Pupils understand the strategies that they need to use to work out how to read words and sentences and this enables the majority to read confidently. Book areas in classrooms are generally well organised but with little display to attract the attention of free readers. The library is rather cramped, and so there is not room for good displays. Quite a number of books are rather worn.
61. The school has made the development of writing a priority area and standards are average by the end of Year 2 and Year 6. Pupils achieve well because of good and very good teaching. The school continues to target writing for improvement. More time is devoted to extended writing outside of English lessons. There are good opportunities for pupils to write across a

range of genres and for their work to be celebrated in displays. To enhance the impact of their writing, pupils make good use of their computer skills to produce colourful sheets and use a variety of fonts. In some parallel classes there is a disparity in the written work produced by pupils. The quality and quantity of some of the work in classes of similarly aged pupils are markedly different. This is due to staff changes, where one class has had different teachers for various periods of time and the other class has benefited from the stability of having one teacher.

62. In the lessons seen, teaching was either good or very good. It is clear that teaching is of a high quality, with particular emphasis on helping pupils to develop their literacy skills through purposeful and enjoyable activities, and this enables pupils to achieve well. In Year 6, for example, pupils are good at marshalling their arguments for or against capital punishment as they study a relevant text. Pupils concentrate very well in lessons, they are keen to answer questions and settle quickly to completing written work that is set. The relationships between teachers and pupils are very good and this is evident in the pleasant and calm working atmosphere present in classrooms.
63. The subject co-ordinator has a very clear view of the strengths and weaknesses of the teaching of English throughout the school. She is aware of the progress of pupils through a comprehensive process of assessments and tracking. When pupils arrive in the school at various times in the year there is a particularly good system of testing which enables those pupils to be quickly and successfully integrated into their classes. The co-ordinator is constantly seeking ways of raising standards in all aspects of the subject.

## **LANGUAGE AND LITERACY ACROSS THE CURRICULUM**

Pupils use their language and literacy skills well in other subjects. For example, in a science lesson, they explain scientific ideas well, using the correct vocabulary. In history some very good descriptive writing is produced, as pupils consider myths and legends. Computers are used well to draft and edit imaginative and interesting stories.

## **MATHEMATICS**

Provision in mathematics is **very good**.

### **Main strengths and weaknesses**

- Standards are well above average by Year 6 and have improved since the last inspection.
- All pupils achieve very well because of good teaching and learning.
- The school places great emphasis on developing pupils' numeracy skills.
- The monitoring of teaching and learning is very good.
- Pupils have very good attitudes to learning.
- The National Curriculum levels that pupils are working towards are effectively shared with them and their parents.

### **Commentary**

64. In Year 2 standards in mathematics are now above average, and in Year 6 well above average. These high standards have been consistent in recent years. From well below attainment on entry to the school, all pupils, including those with special educational needs and those at an early stage of English language acquisition, achieve well throughout the school. Achievement in Year 6 is accelerated owing to the very good quality of teaching and learning, and streamed classes that more readily challenge all abilities. Booster support, revision, extension and homework clubs contribute to the high standards. Standards have improved considerably since the last inspection when they were reported to be average by the end of Year 2 and Year 6.

65. In the majority of lessons seen teaching and learning were good. In Years 5 and 6 three very good lessons were seen. Strengths include:
- good subject knowledge that is used to plan challenging lessons with clear learning objectives, which have a positive impact on pupils' learning and standards;
  - good emphasis on the introduction, understanding and use of subject vocabulary;
  - very good management based on strong relationships, which results in very good behaviour and very positive attitudes to learning;
  - the very good application of pupils to the work in hand, and the neat and accurate work produced as a result of teachers' high expectations;
  - classroom assistants who are generally well-briefed and work effectively with pupils who have special educational needs or need language support.
66. On the one occasion that teaching was unsatisfactory, work was not sufficiently well matched to pupils' ability and therefore there were unsatisfactory gains in learning. However, a new temporary teacher taught this lesson. In some lessons for pupils in Years 1 and 2, tasks are not sufficiently practically orientated to help develop pupils' knowledge and understanding. Some use is made of ICT to support learning, and the school recognises this as an area for development. Although pupils listen well and are mostly keen to respond to questions and give reasons for their answers, further opportunities could still be provided within mathematics for pupils to develop a greater confidence in speaking when addressing the whole class. Assessment procedures are good and pupils have a clear knowledge of their levels of attainment. Teachers set them clear targets to help them progress to upper levels.
67. Many pupils are encouraged to attend out-of-school clubs in order to improve their performance in mathematics and this has contributed to the school's well above average standards by Year 6. Booster classes are provided for some Year 2 and Year 6 pupils. Targets are also shared with parents, who support their children and the school well in maintaining and raising standards and achievement.
68. The leadership and management of the subject are very good and this has influenced the good teaching and high standards. The mathematics co-ordinator and headteacher work effectively together to develop and maintain standards and provision. Pupils' progress is carefully monitored. When insufficient progress is made, classroom teaching and learning are further scrutinized, as well as additional support being given to pupils. Where teaching needs to improve, points for development are identified and support and further training given. This process has been of particular importance with the induction of new and temporary teachers to the school.

### **Mathematics across the curriculum**

69. Pupils often use mathematics as part of their work in other subjects and, as a result, develop an appreciation of the practical application of these skills. For example, in science they measure, record and compare the results of investigations; in geography they record and compare data on rainfall. Further opportunities could be provided, for instance in DT, where careful measurement is often required in design and construction.

## **SCIENCE**

Provision in science is **good**.

### **Main strengths and weaknesses**

- Standards are well above average by Year 6.
- Pupils achieve well in Years 1 and 2 and very well in Years 3 to 6.
- Teaching and learning are good overall. Teaching and learning are very good in Year 6.



- Opportunities for pupils to apply and develop numeracy and ICT skills are not consistent throughout the school.

### **Commentary**

70. By Year 2, standards are average and most pupils, including those with special educational needs and those at an early stage of English language acquisition, are achieving well because of good teaching and a well-planned curriculum. By Year 6, standards are well above average and pupils are achieving very well from their prior attainment in Year 2. This is because they receive good teaching and consistently very good teaching in Year 6. During the last three years, Year 6 National Curriculum test results have been well above average. Standards have improved since the last inspection when they were reported to be average by Year 2 and Year 6.
71. The teaching in Years 1 and 2 is good. Lessons are well planned and pupils have good opportunities to acquire and develop investigative skills. They handle equipment well, make observations and record results in a variety of ways. Pupils have good opportunities to explain and talk about their work. They acquire and use scientific vocabulary well. Large books are used well to enhance the learning of topics such as electricity. Pupils have good opportunities to write about their work but opportunities for them to apply and develop numeracy skills in science are insufficient. Teaching and learning continue to be good in Years 3 to 5 and pupils make good gains in knowledge, skills and understanding. Teaching and learning in the two Year 6 classes are consistently very good. In these classes, the teachers' expectations of learning and the levels of challenge are high. Pupils are motivated and engaged and respond very well. Explanations of difficult ideas such as frequency, amplitude and pitch are clear and informative. High quality questioning extends pupils' thinking and tests their understanding. Pupils demonstrate high levels of knowledge and understanding.
72. The assessment and recording of pupils' attainment is good. The marking of pupils' work is regular and constructive. The use of ICT to support teaching and learning in science is not sufficiently well developed across the school.
73. The leadership and management of science are currently being overseen by the headteacher. She has an extremely secure knowledge and understanding of the subject. Teaching is effectively monitored and new teachers receive good support. National Curriculum tests and other assessments are carefully analysed and the findings are used well to inform future planning and teaching. Learning resources are good.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- By Year 6, standards are above average.
- Standards and provision have improved since the last inspection.
- Teaching and learning are good and pupils achieve well.
- The use of ICT to support teaching and learning in other subjects is not consistent throughout the school.

### **Commentary**

74. Standards are average by Year 2 and above average by Year 6. Throughout the school, most pupils are achieving well because they receive good teaching. Standards and achievement have improved considerably since the last inspection when they were average in Year 2 but below average in Year 6.

75. The quality of teaching seen in the computer suite was good overall, with very good teaching in Year 6. Good lesson planning took account of the different abilities within the class. Teachers' instruction and demonstrations were clear and informative; pupils followed these well and were given good opportunities to practise and apply skills. Pupils in Years 1 and 2 use different programs to create stories. They add illustrations to these. Most pupils work well in pairs. Pupils in a Year 3 class used a program to explore different sounds. They used icons to organise and reorganise the sounds into a sequence. In a very good Year 6 lesson, the teachers' expectations were high and the pupils responded well to this. Pupils created multi-media presentation stories for younger pupils. They used text-editing facilities competently and imported illustrations and sound effects to their work. At the end of the lesson, pupils had very good opportunities to review other pupils' work and make suggestions for improvement. Teachers and classroom assistants move efficiently between pairs and individuals providing feedback and support.
76. The subject is effectively led and managed. The co-ordinator has a good knowledge of the school's performance through effective monitoring and evaluation procedures. The planning of the curriculum is appropriately based on national guidance. There is an effective system for assessing and recording pupils' attainment. Using national funding, the school has recently completed in-service training. This was of good quality and has increased teachers' confidence and expertise. The ICT programme is enhanced by a computer club and computer activities at an annual residential visit.

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

77. Overall, the school uses ICT satisfactorily to support teaching and learning in a range of subjects. There are good examples where ICT is used to develop drafting and editing skills. Pupils in Year 4 in history use the Internet to find out about rationing in World War II. Opportunities to support teaching and learning in mathematics and science are inconsistent.

### **HUMANITIES**

In humanities, history and religious education were inspected in full and are reported on below. Geography was sampled as only one lesson was seen.

In geography, it is evident from displays and analysis of pupils' work that there is satisfactory coverage of the National Curriculum and standards by the end of Years 2 and 6 are average. Pupils achieve well and, in Year 2, they demonstrate their geographical skills by drawing simple road maps

to outline their journey to school. By the time they reach Year 6, pupils have a firm understanding of the different stages of a river. They know that rivers cause erosion and that rock, sand and soil deposits can result in meanders.

#### **History**

Provision in the subject is **good**.

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

- Standards are above average by Year 6.
- The quality of teaching is good overall with some very good teaching in Years 4 and 6.
- All pupils achieve well and standards have risen since the last inspection.
- Pupils make good use of their literacy skills in history.

## Commentary

78. Standards in history are average by Year 2. Pupils work very hard and achieve well in Years 3 to 6. This good progress enables pupils to attain above average standards by the time they leave for their secondary school. In the five lessons seen, the quality of teaching was at least good with some very good teaching in Years 4 and 6. Very good teaching was characterised by:
- very good questioning by teachers to assess pupils' knowledge and develop their understanding of the subject;
  - effective use of artefacts such as an old rocking horse and a pull-along wooden train. which are stimulating and memorable to the younger pupils;
  - very high expectations of pupils' attitudes and behaviour in lessons.
79. Pupils in Year 1 have developed a sound understanding of the characteristics of old and new toys. They know that modern toys are often powered by batteries and are usually made of brightly coloured plastic whereas old toys were often made of wood. Discussions with pupils in Year 6 show that they have good knowledge of Greek gods. They use good research skills, including the Internet, to discover interesting facts about Greek mythology such as the gods' names and symbols. There are good links between history and literacy. Pupils employ good research skills when examining secondary sources including books, brochures and Internet web sites. They write very expressively, using complex sentences, when describing their own invented Greek gods.
80. The subject is well led and managed by the co-ordinator, who has been in post for just one year. History was criticised at the last inspection for a lack of coverage of the curriculum in Year 6. The current co-ordinator has been effective in monitoring teachers' planning so that there is now good coverage of history in all year groups.

## Religious education

Provision in the subject is **satisfactory**.

### Main strengths and weaknesses

- Pupils respect the faiths of others who come from rich and diverse religious backgrounds.
- Coverage of the subject in Year 6 is now good.
- Religious education lessons for Years 1 and 2 are too long.
- Evidence of religious education teaching is limited in some classes.

## Commentary

81. Standards seen during the inspection are average across the school. This is an improvement since the last inspection when standards were reported to be below average in Years 3 to 6. Much of the work covered in religious education lessons is through discussion, so there is a limited amount of written work to examine. Analysis of work seen and the lessons observed indicate that pupils' achievement is good throughout the school. One hour per week is devoted to religious education teaching and for pupils in Year 1 and 2 classes this is too long.
82. Teaching is good overall but varies from satisfactory to very good. Overall pupils are gaining a sound understanding of Hinduism and Islam and of Sikhism in particular. Discussions between teacher and pupils show how pupils respect one another's faith. In one class, Sikh pupils explained to the class something of their beliefs as they celebrate Guru Nanak's birthday. The pupils listened well and appreciated the sharing of the faith of others. Very good use is made of visits to local places of worship such as the local church.

83. The planning of the curriculum is appropriately based on the locally agreed syllabus and national guidelines. The school has thoughtfully adapted its planning and provision to take account of the various faiths of the pupils. The co-ordinator has only recently taken on this role, but has already made a positive impact in updating the policy and involving the teachers in the school, who represent all faiths.

## **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

Art and design was inspected in full and is reported on below. Design and technology, music and personal, social and health education were sampled. Physical education was not inspected.

### **ART AND DESIGN**

Provision in art and design is **satisfactory**.

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

- The range of artwork is limited and this subject area is not as well developed as other areas of the curriculum.
- Standards in the narrow range of work seen are now broadly average, but should be higher.
- Until very recently there has not been a permanent co-ordinator for the subject.

#### **Commentary**

84. Judging from photographs and examples of pupils' work, standards by Years 2 and 6 are now broadly average and pupils are achieving satisfactorily. Satisfactory improvements have been made since the last inspection, when standards were below average in Year 2 and Year 6. However the range of materials used and techniques developed is limited. For example, there is very little evidence of three-dimensional work.
85. Teaching is satisfactory overall, with examples of good teaching. Although a scheme of work based on national guidelines has been introduced, insufficient attention has been given to the consistent and progressive teaching of skills to enhance standards and achievement. This was evident in the one lesson seen in Year 6. Despite its being a good, well-prepared lesson, pupils did not have the expected skills to mix and use paints with sufficient confidence and effectiveness.
86. The absence of a permanent co-ordinator has had an adverse effect on the development of the subject. With the school's recent and necessary emphasis on English, mathematics and science, art and design has not been as well developed. Given the pupils' very positive attitudes to learning, standards are not high enough. Pupils have indicated that they would like better opportunities for art and design; the school has recognised the need to develop these.
87. In design and technology, standards are broadly average by Year 2 and Year 6. Pupils are achieving satisfactorily in the development of designing, making and evaluating skills. However, given the pupils' very positive attitudes to learning, and their attainment in mathematics and science, standards in this subject are not high enough. The absence of a permanent co-ordinator has an adverse effect on the profile and development of design and technology within the school. The range of learning opportunities is limited at present in terms of materials, tools and techniques. The main focus during the last three years has been on raising standards in the core subjects. Now that this has been successfully addressed the school plans to further develop DT.

88. One music lesson, taught to Year 5 pupils, by a temporary teacher who had a high level of expertise in the subject, as a result of the teacher's very good knowledge and understanding of music, pupils were able to acquire and demonstrate good rhythmic skills. One group of pupils clapped a steady beat as four other groups used percussion instruments, clapping and vocal sounds to perform complex, syncopated, rhythmic patterns. This provided a very effective accompaniment to the teachers' and pupils' singing of African songs. Pupils in this class were attaining above average standards and achieving very well.

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

89. No lessons were seen in this area of the school's work and so no judgements are made about overall provision. The school sees pupils' personal development as an important element of its work, preparing them well for the next stage of their education. The programme for personal, social and health education is good and includes work on diet, health, sex, drugs and personal safety. Good use is made of visiting speakers, for example the police, the school nurse and a dietician. Opportunities are provided for girls to learn self-defence. Strong links with a school in Bournemouth and residential visits for Years 5 and 6 provide further opportunities for social and personal development. The school recognises the need to identify more clearly where opportunities occur in other subjects, and to establish a full developmental scheme of work.

## 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	2
Value for money provided by the school	3
<b>Overall standards achieved</b>	<b>3</b>
Pupils' achievement	2
<b>Pupils' attitudes, values and other personal qualities</b>	<b>2</b>
Attendance	4
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
<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	3
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	3
<b>The leadership and management of the school</b>	<b>2</b>
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	2

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

