

# INSPECTION REPORT

## **JUBILEE PRIMARY SCHOOL**

Brixton, London

LEA area: Lambeth

Unique reference number: 133662

Headteacher: Ms Jan Horne

Lead inspector: Peter Sudworth

Dates of inspection: 6 – 9 October 2003

Inspection number: 256575

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;	468
School address:	Tulse Hill, London
Postcode:	SW2 2JE
Telephone number:	(020) 8678 6530
Fax number:	(020) 8674 8905
Appropriate authority:	Governing body
Name of chair of governors:	Dr Tony Munton
Date of previous inspection:	No previous inspection

## CHARACTERISTICS OF THE SCHOOL

Jubilee Primary School was formed in September 2002 as a result of the amalgamation of two primary schools and a special school for hearing-impaired pupils. It has 468 pupils on roll, including 54 part-time children in the nursery. It includes a centre for hearing-impaired pupils. Thirty-one pupils are at an early stage of learning English and 410 pupils are supported by a special grant for ethnic minority pupils. Ninety per cent of the pupils are from ethnic minorities, the major groups being Afro-Caribbean (34%) and African (25%). Almost half the pupils speak a language other than English as their first language. The attainment of the pupils on entry is well below average. Fifty-five per cent of the pupils are entitled to free school meals. Approximately one-third of the pupils have learning difficulties and 81 of these have more profound problems. Twenty-nine pupils have statements of special educational need. Pupils mainly come from the Tulse Hill area but pupils in the hearing-impaired centre come from a wide area. The school is in an education action zone. During its first year, a higher than average number of pupils either joined or left the school.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
2700	Peter Sudworth	Lead inspector	Mathematics; Geography; Religious education; English as an additional language; Music; Physical education.
9619	Bob Miller	Lay inspector	
32162	Adrienne Beavis	Team inspector	Foundation stage; Science; Information and communication technology.
2512	Brian Emery	Team inspector	Special educational needs.
32605	Pavinder Saunders	Team inspector	English; Art and design; Design and technology; History.
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## PART A: SUMMARY OF THE REPORT

### Overall evaluation

**This is a satisfactory school.** Jubilee Primary is a new school that opened in September 2002. It was formed by the amalgamation of two primary schools and a school for hearing impaired pupils. Following an unsettled start, the school is developing soundly. In the short time it has been open, the school has established a satisfactory quality of education for its pupils and there is scope for further improvement. The headteacher, senior management team and chair of governors provide good leadership. There is work to do in developing the role of the subject leaders so that they influence the rate of pupils' achievements. There is also work to do in enabling the governors to work more effectively as a team, in shaping the vision of the school and challenging and supporting the senior managers. Most pupils achieve soundly, although standards are currently below average in English and mathematics in Years 2 and 6. Teaching is satisfactory. The school provides satisfactory value for money at this time.

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

- The good leadership of the headteacher, senior management team and chair of governors.
- The very good provision made for hearing-impaired pupils, their successful integration into the main school and the outreach provision for parents and other schools.
- Pupils' moral development and the good progress made in developing a racially harmonious school community.
- The good co-operation of many parents in supporting their children with the work they are given to do at home, although some parents do not ensure their children attend regularly or punctually enough and this affects their progress.
- Standards are not high enough in English and mathematics and some teachers do not use information from assessment well enough to match the work to the pupils' capabilities.
- Subject leaders are not taking enough action to help raise standards, ensuring pupils present their work neatly and take a greater pride in their work.
- Information and communication technology is not used enough across the curriculum.
- The provision for pupils' spiritual development is not yet well developed.
- The governing body is not united enough in its strategic support of the school.

The school has not been inspected previously. This is a new school and so judgements about standards, achievement and progress are based on one year of pupils' previous work and lesson observations.

### Standards achieved

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			Similar schools
	2001	2002	2003	2003
English	Not applicable	Not applicable	A	Not applicable
Mathematics	Not applicable	Not applicable	D	Not applicable
Science	Not applicable	Not applicable	B	Not applicable

*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.*

Pupils' achievements are **satisfactory** in all year groups. Starting from a low base, children make satisfactory progress in the foundation stage. In the current reception year, most are on course to reach the expectations in the creative and physical areas of learning and in their personal, social and emotional development. They are unlikely to reach them in communication, language and literacy, mathematical development and knowledge and understanding of the world. On average, current standards are below those usually found in English and mathematics for pupils aged seven

and 11 but in Year 2, pupils' mathematics skills are coming on well. Most Year 2 pupils reach the expected level for their age in history, science, ICT, music and physical education. There was insufficient evidence to judge attainment in religious education, geography and design and technology. In the 2003 national tests, pupils' performance in reading, writing and mathematics was below the national average at the end of Year 2, whilst most pupils reached the expected level at age 11 in English, mathematics and science. Significant proportions of pupils reached the higher than expected Level 5, helping the school to exceed its target in English. Boys did better than the girls. Current standards in English are below average and well below average in mathematics at age 11. Year 6 pupils meet expectations in science, music and in physical education. In other subjects, standards are below those found nationally. This is due in part to the high number of children with special educational needs in the current Year 6. Pupils with hearing impairment and special educational needs make good progress. Pupils in the early stages of learning English make sound progress. The pupil's personal qualities, attitudes and values are **satisfactory**. Their moral development is good, but their spiritual development is unsatisfactory.

### **Quality of education**

The quality of education provided is **satisfactory**. Whilst just over one-third of the teaching observed was good or better, teaching is **satisfactory** overall. Some teachers do not match the work to the pupils' capabilities and pupils go off task. The curriculum is satisfactory. The current range of extra-curricular activities is unsatisfactory but some is planned. The school takes satisfactory care of the pupils. It has a good partnership with the parents and the community, including outreach work with pupils who have hearing impairment and with their parents.

### **Leadership and management**

The headteacher, senior management team and chair of governors provide **good leadership**. The leadership of other key staff and management are satisfactory. The headteacher has a clear understanding of how the school needs to improve and has high aspirations for the pupils in her care. Subject leaders are not as effective as they should be because they have not had enough opportunities to undertake their roles and influence standards. Governors ensure the school meets its statutory duties and know its strengths and weaknesses. However, they are not yet working closely enough as a team to help shape the vision and direction of the school and their work is unsatisfactory as a result. The leadership of the hearing-impaired centre is good.

### **Parents' and pupils' views of the school**

Parents hold very positive views of the school and state that their children are making good progress. Almost all pupils feel they work hard, though significant numbers do not find work interesting and fun.

### **Improvements needed**

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

- Raise pupils' levels of attainment, especially in English and mathematics and use assessment more effectively in matching work to the pupils' capabilities.
- Define the role of the subject leaders clearly so they can improve standards and ensure that the pupils take a greater pride in their work.
- Increase the use of information and communication technology (ICT) across the curriculum.
- Improve the provision for pupils' spiritual development.
- Take steps to improve the pupils' poor rates of attendance and punctuality.
- Develop the strategic management and corporate role of the governing body.

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

### **STANDARDS ACHIEVED BY PUPILS**

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

Pupils achieve satisfactorily from a low base at entry but standards of work are below average in several aspects of work. Pupils' competence in mathematics is well below average by age 11 and below in English and ICT. Pupils with special educational needs and English as an additional language achieve soundly. Gifted and talented pupils achieve soundly in Years 1 and 2 but could do better in Years 3 to 6.

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

- Pupils' attainment is below average in English, mathematics and ICT at age 11.
- Years 1 and 2 pupils are making good progress in mathematics and science.
- Pupils with hearing impairment make good progress.

#### **Commentary**

1 Overall, the children's attainment when they begin school at age three is well below average. Many have very limited skills and, in particular, their communication skills and knowledge of the world are weak. They make satisfactory progress and achieve soundly in the foundation stage. By the start of Year 1, the majority of children have not reached the goals for children of this age in their communication, language and literacy development. This is in part due to the fact that many children speak a language at home other than English. Nevertheless, their speaking skills and general language development are not developed enough in role-play activities. About half the children will not reach the expectations by age five for their mathematical development and in their knowledge of the world. More than half the pupils are expected to reach the expectations for their creative development and the majority in their physical and personal and emotional development.

2 In 2003, the school met its target in the national tests for Year 2 pupils in mathematics but did not meet them in reading and writing. Large percentages of the pupils only just reached the nationally expected levels in reading, writing and mathematics, particularly in writing and to a slightly lesser extent in mathematics and reading. Currently pupils' attainment in reading and writing at age seven is below average but with standards in reading slightly higher than in writing. Reading skills are improving slowly as a result of the school's own project to improve standards. Whilst pupils' attainment in mathematics is below average, they make good progress from a low point on entry. They also make good progress in science and most reach the expected level by age seven. Pupils' attainment by age seven is average in history, ICT, music and physical education. There was insufficient evidence to make judgements in geography, religious education and design and technology. Pupils make satisfactory progress in Years 1 and 2 and they achieve soundly.

3 The school significantly outperformed its target for Year 6 in English in 2003 and marginally so in mathematics and science. Year 6 pupils did well in these particular national tests after teachers' sustained focus to improve standards, but this adversely affected the pupils' progress in other subjects. Most pupils reached the expected level at age 11 in English, mathematics and science and significant proportions of pupils reached the higher level. Pupils' performance at age 11 in the current academic year is not expected to reach the same good levels of attainment because the current Year 6 groups contain a large proportion of pupils with learning difficulties. There is also rightly a better balance to the curriculum and less time is being concentrated on the tested subjects. Currently Year 6 standards in all aspects of English are below average, including handwriting and spelling. Significant numbers of pupils spell too many simple words incorrectly. Handwriting and presentation are often untidy. Speaking and listening skills are below average throughout the school. In other subjects, standards by age 11 are below expectations, except in music, science and games. A group of pupils is making good progress in learning to play steel drums. There was insufficient evidence to judge attainment in religious education and design and

technology. Throughout Years 3 to 6, most pupils are now making satisfactory progress and show sound achievement in all subjects.

4 In the first year of the school's existence, boys did much better than the girls by age 11 in English and science and much more highly in mathematics, although Year 6 Caribbean boys did not perform well in this subject. These comparisons between boys and girls cannot be taken as a general rule of their continuing comparative performance. In the observations made, the balance of boys and girls who composed both able and less able groups differed from class to class. Year 2 boys did better than the girls in reading in the national tests but Caribbean girls outperformed Caribbean boys. They also did better than Caribbean boys in writing and mathematics. In total, Caribbean and African pupils attained in roughly the same proportions in reading and mathematics. In writing, Caribbean pupils showed double the results of black African pupils. Examination of able and less able groups in lessons across the school did not indicate a predominance of any one specific ethnic group.

5 Pupils with English as an additional language make satisfactory progress. Their progress in individual lessons is directly linked to the quality of support they receive. In part this is good, in part unsatisfactory. Pupils with hearing impairment make good progress as result of the good integration arrangements and the skills of the specialist teachers. Pupils with special educational needs make satisfactory progress and often good progress in small group sessions. Pupils who have special gifts and talents achieve satisfactorily in Years 1 and 2 but the limited extra-curricular provision and the lack of match to pupils' capabilities in some lessons restricts the progress of the more able pupils higher up the school.

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

Standards in:	School results	National results
Reading	12.3	15.7
Writing	10.2	14.6
Mathematics	13.4	16.3

*There were 60 pupils in the year group.*

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

Standards in:	School results	National results
English	27.3	26.8
Mathematics	23.6	26.8
Science	27.1	28.6

*There were 55 pupils in the year group.*

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

Attendance is poor and punctuality unsatisfactory. Pupils have satisfactory attitudes to school and most are able to maintain concentration during lessons and assemblies. Their behaviour is satisfactory. Pupils form sound relationships with adults and with one another. Overall, pupils' spiritual, moral, social and cultural development is satisfactory.

**Main strengths and weaknesses**

- The school promotes a racially harmonious community.
- Attendance is poor and punctuality is unsatisfactory for a number of pupils.
- Pupils' moral development is good.
- Pupils' spiritual development is under developed.

## Commentary

6 Most pupils enjoy school and many take a positive approach to their work. Pupils' behaviour in class is satisfactory but some pupils find it difficult to concentrate. The school is effective in promoting a racially harmonious community. Incidents of bullying and racism are very rare and when they occur adults deal with them effectively. Behaviour management strategies are reducing the number of exclusions successfully. Very largely pupils respect the new building and appreciate the facilities it has to offer. Pupils relate well to their peers and usually adopt friendly attitudes to one another and to their teachers.

7 Attendance is poor and well below the national average. Many pupils arrive late, some half an hour after the start of the school day. Some parents and carers are not doing enough to make sure that the pupils attend regularly and punctually.

8 The overall provision for pupils' spiritual, moral, social and cultural development is satisfactory. It is good for pupils' moral development and most know right from wrong. The school has done well in establishing principles of right and wrong among the pupils, mainly through assemblies and personal, social and health education lessons. Pupils relate well to one another and they respect one another's cultures and beliefs. The children in the foundation stage are expected to reach the goals for their personal, social and emotional development by the time they reach Year 1. The provision for pupils' spiritual development is unsatisfactory. There are insufficient opportunities within acts of collective worship, religious education, art and music lessons for pupils to explore depth of meaning, to marvel and to make discoveries. The school is beginning to promote teaching styles, which value pupils' questions and gives them space for their own thoughts, ideas and concerns.

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

Authorised absence		Unauthorised absence	
School data	4.5	School data	4.0
National data	5.4	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 – British	37	6	0
White – Irish	1	0	0
White – any other White background	61	0	1
Mixed – White and Black Caribbean	18	4	1
Black or Black British – Caribbean	317	1	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 satisfactory quality of education. The quality of teaching and the curriculum are also satisfactory. The school provides some opportunities to enrich and enliven children's learning but overall they are unsatisfactory. Its provision for children's care, welfare, health and safety and the partnership with parents are satisfactory. There are strengths in the centre for hearing impaired pupils.

## Teaching and learning

The quality of teaching is satisfactory overall, including the foundation stage. The use of assessment to inform future learning is unsatisfactory. Pupils' learning is satisfactory in the main but many pupils could develop a better work ethic, engage more productively in their learning and take an increased pride in what they do.

### Main strengths and weaknesses

- The teaching in the hearing-impaired centre is good and the inclusion of these pupils into the general life of the school is beneficial to them and to other pupils. Group teaching of pupils with special educational needs is often good.
- Not enough use is made of assessment. Individual education plans for pupils with learning difficulties are not used enough in planning the next steps in learning. Marking does not help pupils enough in the improvement of their work.
- Teachers make effective use of resources in lessons.
- Pupils do not take enough pride in their work.

### Commentary

9. The quality of teaching is mainly satisfactory. Just under one-third of lessons were good and getting on for one-tenth of lessons were very good. A small number of lessons were unsatisfactory and one was poor. There is no difference in quality of teaching between different subjects. Teachers of the hearing-impaired provide a good level of challenge for them. The skilled communication techniques, including signing, and the management of pupils who have hearing impairments enables these pupils to take a full part in the curriculum and to be included in classes of their own age-group for part of the day. This has positive benefits for all pupils. Pupils who have other types of learning difficulties are taught well when they work in small group settings. The pace of these sessions is often very brisk and pupils are made to keep thinking. There is a marked difference in quality in the teaching of pupils with English as an additional language. Some is good. Some unsatisfactory and lacks effectiveness. The major factors that provide the contrast in quality are the amount of preparation and shared planning with the class teacher, the provision of appropriate resources, the teacher's role within the lesson and the depth of knowledge about individuals' needs. Some unsatisfactory and very occasionally poor teaching was observed in a few other lessons in Years 3 to 6 and this included teaching across a range of subjects.

10 Most teachers plan their lessons well. Teachers have good relationships with pupils and manage them satisfactorily. The best learning environments are calmly managed and pupils respond well in their attitudes to work. A minority of teachers have a tendency to be rather loud in their approach and this does not make for a settled learning atmosphere.

11 Teachers make effective use of resources in lessons and some teachers make good use of ICT to present lessons, as in a Year 6 mathematics lesson when pupils' were rounding up decimals. The quick visual presentations enlivened the opening to the lesson, assisted the pupils' understanding and helped to keep them focused. In physical education lessons, the ample availability of small equipment enables the pupils to practise their skills individually or in pairs.

12 Records of pupils' progress are developing in core subjects but the system for record keeping in the foundation subjects is at an elementary stage. This lack of detailed information about pupils' understandings makes it difficult for teachers to know the pupils' capabilities. A major weakness in the quality of teaching, particularly in Years 3 to 6, is the lack of precise knowledge about the stages of learning pupils have reached and the use of past performance to plan work that meets accurately their next stage of learning. Too much similar work is given to the whole class in some subjects. In mathematics, there is an assumption that, by setting pupils in Years 4 to 6, all pupils are at the same level of understanding. As a result, in some lessons more capable pupils are not challenged enough and the less capable pupils frequently struggle to understand.

13 Marking is up to date. However, the comments about the pupils' writing in the pupils' books do not alert the pupils enough about what they need to do to improve. There is not a systematic correction policy in mathematics and so pupils do not learn from their mistakes. Teachers' expectations of the quality of the presentation of their work are too low. Pupils are prepared to submit untidy work and this affects their achievement, as they do not work accurately.

14 Teachers are beginning to set targets for individual pupils and for groups and these are proving effective in helping the pupils to know what they can do to improve. These are realistic and reviewed at regular intervals. However, throughout the school, teachers do not focus enough on targets they have set for the pupils and the individual education plans for pupils with special educational needs are not referred to enough in planning lessons.

15 Teachers' medium-term and weekly planning is satisfactory and there is some recognition in this of the need to plan for different capabilities, particularly in mathematics and English. In practice, however, the plans are not always followed through and too often the pupils do the same work. Insufficient allowance is made in preparations for the very able pupils. In one lesson, an able pupil quickly finished her assignment for the group she was working in and then idled the remaining time away. Teachers make good use of homework in helping pupils to improve their English and mathematics work and parents are largely supportive.

16 Teaching assistants are deployed satisfactorily in the school. They are often used well in the main activities in the lesson, though some do not interact with groups effectively enough in the opening and closing parts of lessons by encouraging the pupils to contribute more to the teacher's questions. Some show good skills when they teach small groups.

**Summary of teaching observed during the inspection in 79 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0%	7 (9%)	23 (29%)	42 (53%)	6 (7%)	1 (1%)	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.*

**The curriculum**

The curriculum is satisfactory in its breadth and balance. A very small number of teachers show much devotion in their contribution to enrichment through extra-curricular activities but the overall provision is unsatisfactory. Accommodation and resources are satisfactory.

**Main strengths and weaknesses**

- The inclusion of all children particularly those with hearing impairment;
- Some good opportunities for pupils to take an interest in music;
- Resources for mathematics, physical education and music are good in range and quality;
- The library is poorly organised;
- There is not enough use of ICT in other subjects;
- Opportunities for pupils to take part in extra-curricular activities are limited;
- Design and technology resources are unsatisfactory.

**Commentary**

17 The curriculum covers the range of subjects required by the National Curriculum. It is planned that sufficient attention is now given to each one, although it is evident that in its opening year some subjects did not receive enough attention. The quality of the provision for the children in the foundation stage is satisfactory. There are plans to widen the range of extra-curricular activities but these are currently limited to football. Some useful opportunities have been provided through the education action zone initiative and some pupils have made visits to museums, the Globe

Theatre and a jazz event and these have enriched the pupils' experiences and knowledge. However, the school does not yet make sufficient use of visitors and visits to the community and other educational resources to enrich children's learning and experience. Extra opportunities for pupils to take part in further musical activities during the school day, in addition to class music, such as steel pans, guitar and recorder groups and a gospel choir are proving fruitful and giving an extra spark to the music curriculum. Additionally, the school takes part in the local music festival.

18 Sound arrangements are made to ensure equality of opportunity in access to the curriculum. All pupils are included in curriculum opportunities and hearing-impaired children are particularly well supported in classes. However, in some lessons, pupils with special educational needs are withdrawn from the practical part of the lesson where they could take part with support. Higher attaining pupils are not always sufficiently challenged. The strategies for the teaching of numeracy and literacy are satisfactory and there are satisfactory links to other subjects. The use of ICT in other subjects is not well developed.

19 Arrangements for pupils transferring to secondary school are satisfactory. Some staff from the schools make visits to talk to pupils in Year 6. The arrangements for the induction of children into the foundation stage are good. Home visits make a good link between school and home and consequently children make a positive start to school.

20 Overall, the quality and quantity of the accommodation are satisfactory. It is innovative in design, bright, colourful and clean throughout, with spacious provision. However, some features of the building make it difficult for the school to meet the needs of the curriculum effectively. The location of the hall on the upper floor causes practical difficulties for the youngest pupils who can only reach it by walking outside and up two flights of stairs with handrails fitted at adult height. The hall is not large enough for the whole school to meet together and this places limits on the types of events that can be planned. At busy times of the day, sound reverberates loudly at the administrative end of the building, in particular, and intrudes upon the work of office staff. Drafts frequently blow through and make it difficult to control temperature. Many ground floor windows open outwards onto walkways where people could walk into them. In view of this, they are rarely used and this increases ventilation problems further.

21 Resources for music, mathematics and physical education are good and contribute favourably to pupils' understanding in these subjects. In other subjects they are satisfactory, but the library is poorly organised and the quality of its books often unsatisfactory. This is affecting pupils' opportunities to research in the library. The quality and quantity of resources for design and technology are unsatisfactory and impede progress in this subject.

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

The provision for pupils' care, welfare, health and safety is satisfactory. The support, advice and guidance offered to pupils are sound. Arrangements to seek pupils' views on school improvement, value these and act on the suggestions are satisfactory.

### **Main strengths and weaknesses**

- Pupils enjoy good and trusting relationships with one or more adults in the school.

### **Commentary**

22 Staff know the children well. Pupils have good and trusting relationships with adults in the school. The vast majority of pupils feel comfortable in sharing any concerns with an adult. Seventy per cent of parents state that the staff encourage their children to become mature and independent. Eighty-three per cent of parents state that staff treat their children fairly. The inspection team agrees that the staff treat the children fairly but feel that there is more scope for pupils to work independently.

23 Some informal consultation with pupils, particularly the older ones, is taking place, but it remains under-developed. The school hopes to increase this through the formation of a school council and so help to take pupils' views about aspects of the running of the school more into account.

24 Teachers respond satisfactorily to the different personal and academic needs of the pupils. However, formal assessment and pastoral procedures are patchy and not applied consistently through the school. Pupils do not always receive guidance on how to improve their work. The programme for settling new children into school is adequate and good in the foundation stage. Most teachers provide informed support for pupils as they mature. Information about local secondary schools is clear and visits are arranged.

25 Child protection arrangements are secure and procedures understood by adults working in the school. Governors understand their own particular responsibilities in this regard but the recent resignation of the responsible governor because of ill health means that new arrangements need to be made.

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

The school's links with parents are satisfactory. Parents are very satisfied with what the school provides. There are satisfactory links with the wider community and neighbouring schools. The centre for the hearing-impaired provides an effective service and supports well those pupils who attend it and their parents.

### **Main strengths and weaknesses**

- The formation of parent support groups both in the main school and in the centre for hearing-impaired pupils is a positive move to encourage more parental involvement in school improvement.
- The contribution many parents make to their children's learning at home is having a good effect on the progress pupils make.
- The links in the local community are not yet well developed, particularly with business.
- Parents are not supportive enough in ensuring their children attend regularly and punctually.

### **Commentary**

26 The recently formed parents' groups have attracted a number of people who are willing to raise funds for school resources and help with school improvement plans. This makes a positive contribution in further improving communication with parents and consultation and ensures their views are listened to and taken into account.

27 The vast majority of parents are keen and eager to help with their children's learning at home. Most support their children effectively and the school has recently issued an information booklet on how parents can help with homework. The school also seeks ways to help parents who do not speak English as a first language. Many parents, however, are not ensuring their pupils attend regularly enough and the pupils' absence is affecting their progress. Some parents send their children to school late and aggravate this situation further. Their children miss important parts of their lessons.

28 Links with the local community, whilst satisfactory, are under-developed. Visits take place to museums and theatres and there are occasional visitors to the school. These activities enrich the curriculum. Members of the community support the school but rarely use its facilities. The school is not yet outward looking enough in securing more productive links with the community.

29 The school has not yet fully developed procedures to support parents who might potentially become voluntary helpers in class and has still to seek out the skills parents have, which they might be willing to use, both in lessons and in extra-curricular activities. A good link has been established

with a group of eight parents who are working with leadership on the formation of a home-school agreement.

## **LEADERSHIP AND MANAGEMENT**

Both the overall quality of leadership and management in the school are satisfactory. The leadership of the headteacher is good. The fulfillment of the roles of subject leaders has been unsatisfactory. Management systems are satisfactory. The governance of the school is unsatisfactory.

### **Main strengths and weaknesses**

- The good leadership of the headteacher and senior management team;
- The good leadership of the chair of the governing body;
- Subject leaders are not yet contributing enough to improving standards of work.
- Some governors are not committed enough nor supporting a shared vision.

### **Commentary**

30 The leadership of the school is good. The school has had a difficult first year in trying to overcome local hostilities about the closure of the two primary schools and the hearing-impaired school in the formation of the new Jubilee School. Despite this, the headteacher has shown particular determination in seeking to overcome these difficulties, dealing with initial building problems, promoting a culture of learning and with a clear focus on raising standards of work. She has worked effectively with the strong senior management team, which has done much to ensure the pupils accept one another irrespective of race, ethnic background or circumstance. They are united in a very clear view of what needs to be done to improve standards of work. They have already taken incisive steps forward. Their own combined monitoring activities of teaching and learning are of a very good quality. Their written reports in response to these clearly indicate what needs to be done to improve teaching techniques and increase the rate of pupils' progress. Their own teaching provides a very good model for other staff. The school management plan, discussed with staff and with the involvement of some governors, maps out very clearly what needs to be done to move the school forward. The priorities within it are very appropriate given the school's early stage of development. In its first year, most priorities have been completed on schedule. However, there has not been as much development in the roles of subject leaders as was intended due in part to some staffing difficulties. They are not influencing standards in their subjects effectively.

31 The governing body is led very effectively. Some governors are aware of the strengths and weaknesses of the school. One governor does good work in organising football coaching. There is a good structure of committees and a good sequence of committee and governing body meetings. The governing body fulfils its statutory duties, although the sex education and relationships policy is only in draft form. There is an effective core of governors. However, the differences that came about during the amalgamation have not been resolved. This means that governors are not yet working as team in enabling the school to move forward on a united front. Their skills in strategic management and understanding of the corporate nature of governing body are not developed sufficiently. Some governors have made informative visits but the spread of visits amongst all governors has been too irregular to give the whole governing body an incisive and shared view of the school's work. These factors lead to the work of the governing body being unsatisfactory.

32 The management of the school is satisfactory. The school runs smoothly on a day-to-day basis. Performance management and staff appraisal systems are working well and are on schedule with a further development planned for teaching assistants and non-teaching staff. The English as an additional language co-ordinator has undertaken a good analysis of the performance of different ethnic groups during the first year and there is a very clear understanding of the groups of pupils whose progress has not been as good as others. The school is now developing strategies and systems to deal with the slower rate of achievement of certain groups of pupils through focused attention and extra teaching support.

33 The school has very good financial and administrative support. Finances are managed effectively and the priorities established in consultation with all staff and with the approval of the governing body. Good procedures are in place to ensure the school receives good value for money when it makes purchases of resources.

34 The leadership of the headteacher, senior management team, the support of an increasingly committed staff and the work of some governors have been positive features of the school's development during its first year. It also enjoys the support of a large numbers of parents, many of whom work well in partnership with the school. Members of the Local Education Authority's advisory staff have been particularly helpful to the school through monitoring and evaluating teaching and learning and in working with specific members of staff. Counterbalanced against these positive features is the very limited attainment of the pupils on entry and the pupils' well below average attendance rate and lateness. Nevertheless management shows a determined commitment to overcome these difficulties and ensure that the pupils achieve more highly.

35 There are sufficient, suitably qualified teaching staff available. The school makes good use of training provided by the Local Education Authority to enable teachers to extend their knowledge and expertise and has been proactive in reviewing the deployment of teachers in order to distribute knowledge and expertise around the school. The range of skills of the support staff varies widely with specialist support staff well matched to the needs of pupils and the curriculum in most cases. The school has plans to identify the training needs of teaching assistants through its performance management systems in the coming year.

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

Income and expenditure (£)	
Total income	1,394,565
Total expenditure	1, 244, 586
Expenditure per pupil	2,741

Balances (£)	
Balance from previous year	Not applicable
Balance carried forward to the next	149,969

**OTHER SPECIFIED FEATURES**

**Hearing-impaired Centre**

Provision for pupils with hearing impairment is **very good** both in lessons in the centre and in the main school. The provision is a strength of the school.

**Strengths and weaknesses**

- Pupils' achievements and progress are good;
- The quality of teaching is good;
- The contribution that teaching assistants make to pupils learning is very good;
- Inclusion is excellent;
- The centre is very well led by the teacher-in-charge;
- Pupils' attitudes and behaviour in some lessons in the centre are unsatisfactory;
- The centre is inappropriately located within the school.

**Commentary**

36. Pupils' attainments are below average because the pupils' hearing impairments affect their learning. However, their achievements and the progress they make are good. For example, many pupils enter the centre with very limited communication skills, but by the time they reach Year 6, and sometimes sooner, they can communicate effectively using a range of integrated methods, including speech and signing. Pupils' reading is usually slightly below average, most commonly as a result of

their difficulty with sounds and the key part this plays in learning to read. As a result of the efforts they make and the skilled teaching, pupils have an extensive range of skills, including a wide sight vocabulary, which means that they can read both for pleasure and for information at a level not far below their hearing peers. Pupils' work within the National Literacy Strategy indicates that they are developing and understanding a range of contexts and their confidence is such that they are willing and able to communicate with adults who are not known to them, for example visitors to the school.

37 Pupils' numeracy skills are below average but less so than in literacy. In work within the National Numeracy Strategy, pupils are making good progress within many areas of mathematics which, due to their hearing impairment, they find difficult, for example the introduction of words they have never encountered before. Pupils use ICT effectively in lessons, both in the centre and in the school. In a numeracy session in the centre, a Year 4 pupil used good skills and language to describe counting on and back in twos, fives and tens. In a science lesson with Year 5 pupils, they used good communication skills to describe the ingredients of a balanced meal understanding words, such as carbohydrate and protein.

38 The quality of teaching within the centre is often good. Teachers use total communication methods including speech, signing, expression and gesture. Pupils respond well and relationships they have with staff are very strong. Lessons are challenging, often carried out at a good pace with little concessions made to pupils' hearing impairment, other than at a technical level. Pupils usually respond positively to this challenging approach because they feel secure and have confidence in themselves and the adults. This high level of expectation and the challenge characterise teaching and support within the unit and benefit pupils' achievements. Teachers and teaching assistants set good examples by clarity of expression, good signing and the manner in which they use language, both formally and informally. The focus on communication by teachers, very ably assisted by high quality teaching assistants, is a major factor in pupils' progress.

39 Pupils' attitudes and behaviour within the centre are usually good. They concentrate on their work and apply themselves well. However, despite the high quality of teaching and support, pupils' behaviour and attitudes are sometimes unsatisfactory. This is sometimes associated with frustration caused by their disability but also because of other complex needs that they have, including emotional difficulties. Their conduct is handled well both by teachers and teaching assistants.

40 The hearing-impaired provision is very well managed by the teacher-in-charge, who is experienced and well organised. The management of statements and transition is very effective and the arrangements for inclusion, including reverse integration, when hearing pupils join hearing-impaired pupils in the centre for some lessons is excellent. The high level of awareness of hearing-impairment across the whole school is highly impressive. The deaf awareness sessions are outstanding and help hearing pupils to understand the difficulties of the hearing-impaired. Their acquisition of signing is helping their communication skills with the hearing-impaired. Resources in the centre and in the main school are very good. Teachers and teaching assistants are well qualified and the accommodation is of good quality, although inappropriately located on the end of the school with poor access.

41 The level of pupils' achievements and the progress they make, the quality of teaching and support, the whole school ethos generated by the inclusion and the acceptance of the hearing-impaired pupils means that the provision for hearing impairment is a major strength of the school.

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

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

The provision for children in the Foundation Stage is **satisfactory**. Children aged three and four years attend the nursery for five part-time sessions each week. Children transfer to one of two reception classes in the September or January following their fourth birthday. Attainment on entry is well below average, especially in speaking and communication. Good communication with parents ensures that children make a positive start to school in the nursery and reception classes.

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

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

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

- Children enjoy coming to school and participate with enthusiasm, including those with hearing impairment who are well integrated into the nursery and reception classes.
- Opportunities are sometimes missed to develop children's social skills and capacity for independence.

#### **Commentary**

42 Children's skills in this aspect of their learning are well below average on entry to the nursery and reception classes. The standard of teaching is satisfactory. There is some very good interaction with hearing-impaired children when signing is used to support teaching. The majority of children are expected to reach the recommended goals for this area of learning at the end of the foundation stage. Adults present good role models and ensure that the contributions of all members of the diverse ethnic school community are valued.

43 Nursery and reception children learn to play cooperatively and to take turns. They participate well in group activities and listen carefully. They show good independence putting on coats and painting aprons without adult assistance. Well arranged resources and classroom areas encourage their independence further. However, opportunities for children to help with activities to develop social skills, such as in snack time, are sometimes missed. The range of activities and routines for reception children support children's development satisfactorily. Children who find this more difficult are managed well and supported by teaching assistants. This sensitive and positive behaviour management means that other children's learning is not disrupted. All children move about the school sensibly and with confidence. The children achieve satisfactorily.

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

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

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

- Most children start school with skills in speaking and listening well below that expected for children of similar age.
- Activities are well planned to give opportunities for reading and writing.
- Some opportunities are missed to help children develop skills in talking and listening.

#### **Commentary**

44 Teachers use a range of strategies to develop speaking and listening skills. The standard of this teaching is satisfactory. Throughout the foundation stage, teachers sometimes miss

opportunities to question the children about their activities to develop communication skills. Consequently, children do not learn new vocabulary quickly and become confident in its use and when talking to others. The children are beginning to develop skills in reading and writing simple words and to increase the range of their vocabulary. Foundation stage children make satisfactory progress but the majority of children are not expected to reach the expected goals at the end of the reception year. Many children speak a different language to English as their first language and this affects their initial rate of progress. Hearing-impaired children are taught very well to use their listening skills carefully, respond to sound and use their voices. All children achieve soundly.

45 Teachers encourage an appreciation of books from the beginning. The children benefit from these opportunities, and take them home to share with others. Reception children learn simple words for reading and writing such as 'I can' but at a below average level for their age. Many listen carefully to story and can remember key features of familiar stories.

46 Nursery children have regular opportunities to develop 'writing' skills and their hand control is developing satisfactorily. Most nursery children simply make marks on paper. A very few write their first name. Some reception children write their first name and attempt to write other words on their own. However, teachers' planning does not take account of the needs of different groups so that the more able children are challenged sufficiently.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **satisfactory**.

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

- A variety of activities is used to develop children's mathematical skills.
- Children's poor language skills inhibit progress in mathematics.
- Very good relationships between children and adults help children learn.

### **Commentary**

47 Teaching is satisfactory and the children make satisfactory progress. By the end of the reception year, about half the children are expected to reach the goals in mathematics for children aged five. Throughout the foundation stage, adults do not always use activities well to develop children's mathematical language and understanding. Staff do not draw enough out of the children through questioning them so they can answer. In the nursery, good use is made of practical counting, sorting activities and rhymes. In one activity observed children were deciding their favourite cereal and placing a conker in a corresponding bowl but opportunities were missed to develop their mathematical language, count the number in each bowl and say which had most.

48 The children achieve soundly. Reception children complete a mixture of practical and written tasks. Most attain below the level expected for children of a similar age but they are learning to count and recognise numbers one to five. More capable children count and recognise numbers one to ten and beyond and say what is one more than a given number. Teachers' planning does not take account of the needs of specific groups and individuals to ensure that all are challenged sufficiently. Good use is made of classroom routines, activities, stories, rhymes and games to reinforce mathematical vocabulary, such as ordering days of the week and using terms such as bigger, smaller, lighter and heavier.

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

Provision in knowledge and understanding of the world is **satisfactory**

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

- An interesting range of activities supports learning.

- Children are confident in using ICT.
- The outdoor area is not well developed for work in this area.
- Some opportunities are missed to help children develop skills and knowledge through questioning and discussion.

## Commentary

49 Children's knowledge and understanding of the world around them is below that expected for children of a similar age throughout the foundation stage. Teaching is satisfactory and there is some imaginative use of resources, for example 'feely boxes' to promote learning. Opportunities are sometimes missed to develop children's language through questioning and discussion. The outside area and school grounds provide limited opportunities for children to find out about their world and observe natural life and objects. By the end of reception, about two-thirds of the children are expected to achieve the goals for this area of learning. The children achieve satisfactorily.

50 Nursery children have satisfactory opportunities to explore materials and objects through sand and water. They make good use of jugs, wheels and droppers to pour and fill and develop a sense of volume. They build models confidently from construction materials. Children are self-assured when using the computer and move the mouse with satisfactory skill to point, click and control. Children learn names of familiar objects satisfactorily, such as toothbrush, cone, shell and kiwi fruit and the vocabulary of touch and texture. They find talking difficult and discussion is limited. They are beginning to be aware of the wider environment. Reception children are confident in their use of the computer and use the mouse with good skill to select colours, brushes, tools and patterns to make pictures. They find their way about the classroom and playground confidently. Children are beginning to develop a sense of community and to think about their place in the world through assemblies and the use of displays and labels in different languages.

## PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

### Main strengths and weaknesses:

- Children's developing skills in using their hands and bodies.
- The outside area is restricted and the range of equipment is limited and activities lack challenge.
- Teachers' planning for outside activities does not always show what the children are expected to learn.

## Commentary

51 Teaching in physical development is satisfactory and the children achieve satisfactorily. Children start school with physical skills in line with those expected. Most will reach the goals in this area of learning by the end of the reception Year. Nursery children use paint brushes and equipment confidently to make pictures at easels. They use pencils with increasing control and some make good attempts at drawing objects from the natural world. They use scissors with growing confidence but teachers sometimes miss opportunities to develop the children's cutting skills because they do too much for the children in advance. Outside, children move with confidence and control. The range of equipment is limited and there are few opportunities to develop children's climbing and jumping skills or to use small apparatus to develop throwing and catching skills. Space is restricted and the safety surface covering the outside area limits the teaching opportunities in the safe use of equipment.

52 Children in the reception classes are self-controlled and assured as they move about the classroom and school. They manage the stairs well, although the handrail is a little high for some. In physical education lessons, most show very good body control, run and stop quickly, touch the floor and apparatus with different body parts and follow instructions with enjoyment and confidence. Teaching assistants are used well to support children who find control in a big space more difficult.

Children handle pencils with growing confidence and all have sufficient control to copy over a model. Some have good hand control and firm pencil grip. They have access to the outside play area but activities are not well planned and there is insufficient challenge. Opportunities are missed to link play in this area to other areas of learning in mathematical and language development.

## **CREATIVE DEVELOPMENT**

Provision in creative development is **satisfactory**.

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

- Standards in music and singing are good.
- Children's work is valued and celebrated in colourful displays.
- Opportunities for children to develop creative and imaginative skills are not always included in planning.

### **Commentary**

53 Teaching is satisfactory with some good teaching in music. More than half children are likely to reach the early learning goals at the end of the reception year and achieve satisfactorily. Nursery children use brushes and paint, pencils and crayons with satisfactory skills and have made some good self-portraits, although some are just marks on the page. Daily access to a variety of materials allows them to explore, design and make their own pictures and models to a satisfactory quality. The standard of singing is good. Children join in enthusiastically with familiar songs and rhymes. Opportunities for imaginative role-play are well presented, as in the three bears' house when they make a birthday cake for a bear. However, in some activities the scope for developing imagination is limited by the range of materials offered as when they are prepared in advance by an adult and when adults do not support children through questioning and discussion.

54 Reception children continue to develop satisfactory levels of confidence as they try out new ideas exploring colour texture, shape and sound through the use of different tools and materials. Their use of paint and other materials in their self-portraits allowed them to choose skin and hair colour with care. Teaching of music is good. Most children sing simple songs from memory, sit and listen with enjoyment to songs and other music and can sing and clap a rhythm in time.

## SUBJECTS IN KEY STAGES 1 and 2

### ENGLISH

Provision in English is **satisfactory**, however standards are below national expectations in writing, reading and speaking and listening.

#### Main strengths and weaknesses:

- The reading project is helping to raise standards in reading.
- Pupils with hearing difficulties are integrated well.
- There are very few opportunities for speaking and listening.
- Teachers' marking is inconsistent and teachers do not encourage pupils to take enough pride in their work.
- The role of the subject leader is underdeveloped.

#### Commentary

55 Pupils are making steady progress from a low base at the foundation stage. Currently pupils' attainment across the school is below that expected for their age. Attainment in reading is better than writing, however speaking and listening skills are very poorly developed.

56 Teaching is satisfactory. It is satisfactory in the infants and, whilst satisfactory in the juniors, ranges from unsatisfactory to good. In the best lessons the teachers have good subject knowledge and match the work to pupils' needs. Pupils are interested and sustain concentration. The pace is good. Teachers involve all pupils in the discussions. Links are made with other curricular areas and modern technology, such as an interactive board, is used effectively. Pupils with hearing difficulties make good progress with the support of a specialist teacher and pupils with English as a second language, sound progress as a result of the differences in quality within the specialist teaching. Pupils with special needs and the less able are guided satisfactorily by teaching assistants who are able to ask questions to aid the pupils' understanding. Sometimes teachers extend the more capable pupils by providing them with focussed support to extend their knowledge. In the unsatisfactory lessons, the work was not matched well enough to meet the needs of all the pupils. The pupils found the work difficult and support staff were not able to guide them effectively. There were few opportunities for speaking and listening. The teaching was dull and relied on worksheets. The pupils were off task most of the time and little progress was made.

57 Pupils' reading skills are improving, albeit slowly. The reading project introduced in Year 2 is helping to improve standards for targeted pupils. These pupils are developing good reading strategies. One child used letter sounds, picture clues and looked for words within words, though less capable pupils struggle with such skills. Sometimes, however, pupils struggle with reading because the books are too hard for them, as with several pupils in Year 1. By age 11, pupils have made a little progress but they still have limited reading strategies. They predict, recall events and use expression in their reading with satisfactory skill but do not use the context to work out the meaning of words. More capable readers underachieve, as they are not aware of skimming and scanning strategies. Teachers do not check enough on pupils' reading habits and some pupils do not get the professional support they need. Parents are very supportive and many hear their children read regularly.

58 By age seven, many pupils still experience difficulty in writing, form letters poorly and standards are below average. By age 11, there has been an improvement but standards in the current group of Year 6 pupils are still below average. By Year 2, pupils are beginning to understand how to sequence events but their knowledge of basic sentence structure develops only slowly. Simple words are often spelt incorrectly. Pupils do not have enough opportunities to practise writing more fully. In Years 3 to 6, pupils write for a range of purposes, such as letters, stories and poetry. They begin to think more carefully about the use of language. A Year 6 pupil wrote 'We arrived ourselves with gloves and coats as the snow occupied the streets'. By Year 6,

however, pupils make errors in simple spellings, handwriting is poor with a significant amount still being printed. The school has put in a spelling and handwriting programme but the pupils do not yet transfer these skills to their general writing.

59 There are very few opportunities for pupils to develop their speaking and listening skills. They begin discussion sessions by listening and respond well to prompts and encouragement, but some quickly become restless and find it difficult to concentrate. By age seven, many do not offer opinions or express preferences in an articulate way. Pupils often use only limited vocabulary and are unable to communicate more than simple meanings clearly. By age 11, pupils' confidence has increased and they begin to use their own experiences to develop their answers to questions. However, they are unable to develop their speaking skills, as there is little shared, focused discussion in groups and pairs.

60 Marking is inconsistent across the classes. Teachers' comments are unhelpful and the marking style is insufficiently encouraging of pupils' efforts. Pupils show little pride in their workbooks and frequently their work is untidy.

61 The subject leaders are enthusiastic. Their management of the subject has been satisfactory but their leadership unsatisfactory. The comprehensive scheme of work results in detailed planning. Classroom reading books offer good choice. However, many non-fiction library books are out of date, such as atlases, and many others look tired. The library is under-used and so study skills are poorly developed. Subject leaders have had little effect on standards, as they have not yet monitored and evaluated teaching and learning sufficiently.

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

62 The use of language and literacy across the curriculum is unsatisfactory. Some good use is made of word-processing in ICT but in other subjects pupils are given too many worksheets in some subjects, which do not demand enough of the pupils' own thinking and are not helping the pupils to organise their own writing.

## **MATHEMATICS**

Provision in mathematics is **unsatisfactory**.

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

- The match of work to pupils' levels of understanding is not accurate enough in Years 3 to 6.
- Pupils' presentation of their work often lacks pride and pupils in Years 3 to 6 are currently not progressing well enough.
- Pupils do not have enough opportunities to investigate in mathematics and to apply their knowledge.
- Current good progress in Years 1 and 2.
- Resources for the subject are good, well organised and used effectively in lessons.

### **Commentary**

63 In the brief history of the school, pupils have achieved satisfactorily in mathematics given the well below average attainment on entry. Pupils' progress is better in Years 1 and 2 than in Years 3 to 6. The capabilities of pupils in different year groups clearly contribute to this difference. However, there are other factors. There is a better structure of work and match to the pupils' needs in Years 1 and 2 and there are higher expectations of presentation, which help the pupils with accuracy. Pupils make good progress in Years 1 and 2. In the main, pupils in Years 3 to 6 are not progressing well enough. Many of the juniors lack sufficient pride in their work and their presentation of work is often of a low standard. The setting out of their work frequently leads to errors.

64 The current Year 2 pupils achieved well in the last twelve months and continue to make good progress, although their attainment is below average for their age. Pupils' attainment in the present Year 6 is well below average. Many show limited understanding of their assigned tasks, particularly in the lower ability class. The structure of work is not geared well enough to pupils' understanding in Years 3 to 6. This is partly due to the lack of precise records of what the pupils have understood previously. The lack of match causes pupils to become disinterested in lessons, particularly when they begin their individual assignments because they do not fully understand. The ethnic composition of able and less able groups varies across the school and there is no evidence that any one ethnic group is doing better or worse than another. Similarly the proportion of boys and girls in the these two ability groups varies from class to class.

65 The teaching in mathematics is satisfactory throughout the school but good and occasionally very good, as in lessons observed in Years 1, 3 and 4. Pupils with English as an additional language are fully included. Good relationships with pupils and class management ensure the pupils concentrate and the lessons are brisk and purposeful. Tasks in these classes are better matched to what pupils can understand and they apply themselves better to the activities as a result. In some other classes, good features were seen in parts of the lessons, as in the occasional imaginative mental starter to lessons. There was a very good opening to a Year 5 lesson, when half the pupils chanted the products in the six times table to the swing of a pendulum whilst the other half did so for the eight times as the pendulum swung back. Pupils enjoyed this challenge and found the learning fun. However, there is some inconsistency in the quality of the mental starter activities across the school and some lack spark and interest. In general, teachers do not often ask pupils to explain their thinking to others to help pupils develop their own mental strategy.

66 Some very effective use was made of information and communication technology in presenting the opening to a lesson in Year 6 and this focused pupils' attention well on the learning matter. A major weakness in the teaching of mathematics, however, is that teachers in general do not get enough feel for the pupils' understanding and then use this to plan further learning in carefully structured steps. Marking, whilst usually up-to-date, does not help the pupils to improve enough. There is no correction policy and the pupils largely ignore incorrect answers. They do not, therefore, learn from their mistakes.

67 The curriculum is satisfactory but not enough use is made of information and communication technology in mathematics lessons, nor of opportunities to investigate. Pupils are not using their mathematical knowledge sufficiently in practical or real life situations, such as interpreting real train time-tables. Pupils' skills in presenting data are mainly confined to simple block graphs. A big weakness currently in the mathematics work is the lack of pride that pupils show for their work, the poor setting out and lack of use of rulers to present, for example, shape accurately and in marking off one day's work from the next. In some classes, pupils do not accomplish enough work in the lesson. This is sometimes due to the fact that the pupils do not understand. At other times it is because pupils' attitudes to work are not good enough.

68 The leadership of the subject is satisfactory. Temporary arrangements were in place during the inspection. The two staff sharing the role show a keen commitment to develop the subject further and have a clear view of what needs to be done next. Resources for the subject are good, well organised and often used purposefully in lessons.

### **Mathematics across the curriculum**

69 The use of mathematics across the curriculum is unsatisfactory. There is some, but very limited, use of mathematics in other subjects. Pupils occasionally represent their findings in science in graphical form and in tables and measure their own quantities. There are missed opportunities to use information and communication technology for mathematical investigations and to fine tune pupils' number skills.

## SCIENCE

Provision in science is **satisfactory**.

### Main strengths and weaknesses:

- Pupils make good progress in science in Years 1 and 2.
- Pupils take insufficient care and pride in presenting their work.
- The role of the co-ordinator in monitoring standards in teaching and learning is not yet developed.
- Opportunities for pupils to experiment and investigate are sometimes limited and more able pupils are not always sufficiently challenged.
- Assessment is not used effectively to set targets and show pupils how they can improve.

### Commentary

70 The majority of pupils are on target to reach the levels expected at the end of Years 2 and 6, though few the higher levels. Pupils in Years 1 and 2 make good progress and they make satisfactory progress in the juniors. Pupils achieve well by age seven and satisfactorily by age 11. Pupils with English as an additional language are fully included. Children with hearing impairments and learning difficulties are well integrated and supported in science lessons. Pupils grasp the essential learning relevant to their age groups. Year 2 pupils know that forces are pushes and pulls, for example, and Year 6 know about liquids, solids and gases and describe how things dissolve and evaporate. However, written work is often untidy and badly presented. Labels are not accurate and teachers' use of worksheets means that tasks are not always challenging.

71 Teaching is mostly satisfactory with some good teaching, particularly in Years 5 and 6. In the good teaching there are high expectations, pupils behave and respond well and they are keen to learn. They play an active role in lessons and contribute well to discussions. Teachers are well prepared and have good subject knowledge. Activities capture pupils' imaginations. In a Year 6 lesson, there was great interest as pupils investigated electrical resistance in the use of light bulbs in a circuit. In less effective lessons, the noise level sometimes detracts from learning and pupils do not always keep to task. Teachers do not let children demonstrate their knowledge and learning through questioning and discussion. Lessons are too dependent on demonstration and there are insufficient opportunities for pupils to experiment and investigate. Whilst pupils' progress is assessed at the end of each unit of work, the assessments and teachers' marking are not used enough to help pupils know how they are doing and what they need to do to improve.

72 Leadership and management have been unsatisfactory because the co-ordinator's role in monitoring standards in teaching and learning and supporting colleagues is not yet developed. The newly appointed co-ordinators have introduced a scheme of work that fulfils the requirements of the National Curriculum and supports teachers with suggested activities for teaching, learning and assessment. The co-ordinators are enthusiastic about taking the subject forward and plan to increase their own expertise and subject knowledge.

## INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **unsatisfactory**.

### Main strengths and weaknesses:

- The subject co-ordinator is enthusiastic and has good knowledge, understanding and expertise.
- Below average standards by the time pupils leave Year 6.
- There is insufficient use of ICT in other subjects.
- The use of assessment to set next step targets is not developed.
- The role of the subject leader is not sufficiently developed.

## Commentary

73 Standards in ICT are average in Year 2 and below average at the end of Year 6. This is because Year 6 pupils have not developed sufficient competence in the full range of National Curriculum requirement and not yet plugged all the gaps in their skills apparent when they began the school. However, all pupils make satisfactory progress, including those with special educational needs and those learning English as a second language. Pupils' achievements are satisfactory. Pupils with hearing impairment are well integrated. Years 1 and 2 pupils work competently with a range of software, including word-processing and graphics programs and demonstrate increasing skills in selecting and using tools to create pictures and change text. Clear progress is evident further up the school. Years 3 to 6 pupils mostly use computers confidently as they retrieve information from the Internet and find and use specific programs but there is a wide range of competence. Some pupils have little experience of spreadsheets, databases and presentation packages, and have not used digital cameras and control equipment. They are not clear about the uses of ICT in the world outside school.

74 Teaching is satisfactory with some good features. In all lessons seen, teachers make very good use of the projector and interactive whiteboard to introduce the lesson to the whole class. Introductions usually grip the pupils' attention in this part of the lesson. Pupils' behaviour is usually good and they pay attention to the instructions given to complete the task. However, when they move to the work stations and sit in pairs the noise level rises. The behaviour of some pupils deteriorates and teaching is less effective because some teachers try to talk above the noise. Pupils in all lessons mostly complete the set tasks but the pace is sometimes slow. Time is not always used productively by the second pupil in the pair who is observing. Some pupils are distracted by the swivel chairs. The acoustics and size of the room make teaching difficult. Pupils enjoy ICT lessons and are excited by some activities. There was a buzz as Year 1 pupils located clip art and saw the range of pictures for the first time.

75 The well qualified and informed subject leader manages the subject soundly but the leadership has been unsatisfactory because monitoring teaching and standards has not sufficiently developed. She has good plans for future developments in software and hardware purchase and to work developmentally alongside colleagues to improve their skills. She sets a good example by her own practice. Assessment procedures for use in planning future teaching and learning in ICT are not established satisfactorily.

### ICT across the curriculum.

76. The use of ICT across the curriculum is not well developed. There are some but not many examples of its use in other subjects. In Year 6 pupils have used ICT to present 'Personification' poems using a variety of fonts and clip art. In Year 3 pupils have made a power point presentation of an 'Iceberg' story book. This type of work is not regularly or consistently used across the school.

## HUMANITIES

### History, geography and religious education

Provision in history, geography and religious education is developing after a shaky start. Provision is now **satisfactory**.

#### Main strengths and weaknesses

- The weak provision last year has affected pupils' current knowledge in history, geography and religious education throughout the school.
- Leadership of history, geography and religious education has been unsatisfactory;

## Commentary

77 Only two lessons could be observed during the inspection in religious education. **Geography** was not being taught during the inspection week as priority was given to history. Pupils' levels of attainment in **history** meet expectations by the end of Year 2 but are below by age 11. This is partly due to the capabilities of the current group of Year 6 pupils but also due to the unsatisfactory provision made for them last year. This is now improving.

78 Teaching is satisfactory with a range from very good to satisfactory in Years 1 and 2 and from good to unsatisfactory in Years 3 to 6. In the best lessons, teachers had good subject knowledge and used discussion effectively to share ideas. They used challenging questions that helped to probe the pupils' thinking and helped pupils' understanding of the reasons for people's actions. The pace of these lessons was good and the presentation imaginative. Such good quality enabled Year 4 pupils to develop a good understanding of the reasons for the succession in the wives of Henry VIII. The pupils became highly motivated in these lessons, relationships were good and they made good progress. Year 1 pupils gained a very good idea of Victorian life and the use of household items through role-play. The teacher and teaching assistant played the role of parlour maid and the lady of the house respectively and pupils were asked to explain and compare items used in Victorian times to present day life. Able pupils were challenged to put items in chronological order. When lessons were ineffective, there was insufficient challenge to meet the needs of all the pupils. Special needs pupils lost concentration and the able found the task too easy and without a clear purpose. Pupils with English as an additional language made limited progress and teaching assistants were ineffective. Teaching was dull; pupils were given mundane activities to complete and so they made little progress in their learning. They began to misbehave and boys in particular became disruptive. In a Year 6 class, a passage about the Second World War was read out and all pupils irrespective of ability were asked to copy the true sentences into their books. They read out their answers in the conclusion to the lesson with limited discussion.

79 Subject leadership has been unsatisfactory. The scheme provides satisfactory guidance but teachers' planning does not always reflect the needs of all the pupils. The subject leader does not yet have an overview of standards across the school and pupils' progress and attainment across the school are erratic as a result. Pupils have achieved soundly in Years 1 and 2 but they have been unsatisfactory in Years 3 to 6.

80 Provision in **religious education** last year was unsatisfactory. However, there is now a clear scheme of work that builds up pupils' knowledge and skills sequentially. There was insufficient evidence to judge teaching standards. In one religious education lesson observed in Year 4, pupils made good progress in understanding the term 'alms' in reference to the Islamic faith. The lesson was well prepared and had a clear theme. Resources were prepared adequately and enabled the pupils to think of the purpose of charities and voluntary giving. Some explanations for the activity were not clear and this resulted in the pupils losing concentration for some of the time but they later discussed well in pairs their own poster for advertising a charity. The teaching in the lesson was satisfactory. Very good teaching was seen in the other lesson. The teacher's good subject knowledge of Buddhism held the pupils' interest very effectively and she obtained good responses from the pupils as a result. Pupils were keen to volunteer answers and make sensible and informed contributions to the lesson. The hearing-impaired pupils from the centre were supported well in their learning and took part with the help of signing.

81 The leadership of the subject has been unsatisfactory but there is now a determined mood to ensure the locally agreed syllabus is followed. The subject leader has purchased a satisfactory range of resources to teach about different faiths and established links with a resource centre to loan materials and so widen the choice available. The scheme of work based on the Local Education Authority agreed syllabus gives clear guidance about the time to be devoted to particular themes and the content to be covered. The scheme includes school-chosen themes and these have been selected carefully, such as pilgrimages in Year 5 and local Christian places of worship in Year 6 to help bind the rest of the work together. Resources for both subjects are satisfactory.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

### Art and design, design and technology, music and physical education

The provision for art is **satisfactory**. It is **unsatisfactory** for physical education and design and technology.

#### Main Strengths and weaknesses:

- Pupils cannot have enough physical education lessons indoors because the different uses of the hall restricts opportunities.
- Pupils do not make enough progress in design and technology.
- Unsatisfactory subject leadership in design and technology and art and design.
- Standards of attainment in art and design are below national expectations.
- Good resources in music and physical education enable pupils to participate actively in lessons.

#### Commentary

82 Standards in **art and design** are below average at the end of Years 2 and 6 but pupils make satisfactory progress. Teaching is satisfactory. Much is sound yet insufficiently inspirational, although good use is sometimes made of interactive white boards in the subject. Teachers provide good individual support for individuals. Relationships between staff and pupils are secure with appropriate management of behaviour

83 In the lessons observed, Year 1 pupils satisfactorily explored colour, shape, pattern and texture of leaves and fruit through a variety of materials. Teachers' individual guidance helped to sharpen observation skills for some pupils but others working independently made less progress. A Year 2 teacher made satisfactory links between artwork and geography as the pupils made pictures in the style of aboriginal art. Pupils made satisfactory progress in this. Special needs pupils were well supported by teaching assistants, though the progress was limited as the quality of the teaching assistants' questioning was limited. Those with English as an additional language progressed satisfactorily. Boys and girls did equally well but in general the work did not challenge the more capable pupils. Sampling of lessons in Years 3 to 6 indicates that pupils' observation skills are poorly developed. Year 4 pupils were not able to recreate a Tudor pattern accurately from photographs and Year 6 pupils, in particular the boys, struggled with proportions when drawing a body and so some resorted to tracing.

84 The subject leader has improved resources to a satisfactory level and given guidance on displaying work. However leadership is unsatisfactory because there is not enough monitoring of the progression in skills to ensure that pupils build these up sequentially.

85 The curriculum in **physical education** is affected adversely by insufficient opportunities for pupils to use the hall, caused by the large number of classes using the one hall, which is also required for dining and assembly use. This affects the quality of work adversely. Pupils only have one hall lesson weekly in which to develop dance and gymnastics skills. Pupils' achievements in games are satisfactory and they attain at appropriate levels. Pupils' progress in gymnastics, as judged by the limited number of gymnastics lessons that could be observed, is limited. They lack imagination in their movements and find difficulty in joining movements together. No observations could be made of physical education in the upper part of the school and there was insufficient evidence to judge attainment and achievement in dance and gymnastics.

86 The teaching observed was always at least satisfactory and sometimes good. Teachers set a good example by their own dress and pupils change into other clothing but this is sometimes not appropriate for physical education work inside. Both boys and girls share similar opportunities in games and gymnastics and work together well.

87 There is a good structure to physical education lessons. Teachers make the work interesting and use demonstration to good purpose to show specific skills. They identify pupils who perform well and this has several purposes. It indicates to other pupils the good quality of the techniques they have learned, inspires others to do well and enhances the self-esteem of those who have been chosen to demonstrate. Teachers have good relationships with pupils in physical education lessons and pupils enjoy the physical activity. Pupils try hard but their appreciation of space is not well developed and they tend to crowd together when carrying out their movements. Hearing-impaired pupils are included effectively in lessons and they receive good signing support so that they can think for themselves rather than following the movements of others. The leadership of the subject is satisfactory.

88 The school's arrangements for teaching **design and technology** limited observations to lessons in Year 3 and there is not enough evidence to judge attainment and progress in the subject. Standards of attainment in Year 3 are below the national average. Work from a previous Year 6 group on the design of slippers indicates that the pupils had thought carefully about the design and were also able to evaluate the end product.

89 Teaching observed ranged from satisfactory to poor. In the satisfactory lesson, the pupils related their work to previous activities. The class teacher asked probing questions, the tasks were explained clearly using key questions and the work matched pupils' different capabilities. Hearing-impaired pupils were included and supported well. Pupils responded well to paired discussion and offered ideas. The teacher's use of praise motivated the pupils. When the teaching was poor, the teacher's knowledge was limited and the task was not explained clearly. There was too much teacher talk and little participation by the pupils. The pupils were confused about what was expected of them and this resulted in poor behaviour and very little progress. The teacher did not use enough praise to keep the pupils on task. The work was not adapted to the pupils' needs and so the special needs pupils became disruptive. Poor listening and speaking skills prevented the pupils from sharing ideas.

90 There are very few resources for the subject. Leadership of design technology is at present unsatisfactory. The subject leader has not monitored teaching and learning and so has had little effect on raising standards

91 Pupils benefit from a good combination of specialist and class teaching in **music**, achieve satisfactorily throughout the school and reach the expected levels by the end of Years 2 and 6. The teaching is satisfactory and sometimes good. Teachers use the good range of percussion instruments effectively in lessons and pupils enjoy taking part, although at times the pace of lessons is not brisk enough. Pupils with hearing impairments and special educational needs are integrated well and with the good help of the specialist teachers and teaching assistants they take a full part in lessons. Pupils sing tunefully and with enjoyment. Older pupils have good opportunities to learn the recorder and guitar. A group of pupils is making good progress in learning to play the steel drums and is confident in public performance.

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

Provision in personal, social and health education is **satisfactory**.

### **Main strengths and weaknesses**

- The school has been keen to take part in new initiative for this area of learning

### **Commentary**

92 Whilst this aspect of work is still developing, a positive feature has been the school's involvement in a project entitled 'Second Step'. This project is being taken seriously and is a regular feature of the work in all classes. It has been one of the factors in the improvement of pupils' behaviour over recent months.

93 A very positive aspect of the pupils' personal education has been the appreciation of the difficulties experienced by hearing-impaired pupils. Their awareness is being sharpened up in some classes through their participation in deaf awareness classes. In a well managed Year 3 lesson, pupils were learning to appreciate why some people need hearing aids, how these work and some of the associated problems with them, such as the level of noise they can pick up. Pupils made good gains in learning to sign. Their appreciation of the difficulties faced by others contributed much to their own personal development in the lesson.

94 The school has very good resources for personal, social and health education and is making positive links with outside agencies to assist in the teaching of aspects of personal, social and health education.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>4</b>
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	8
Value for money provided by the school	4
<b>Overall standards achieved</b>	<b>5</b>
Pupils' achievement	4
<b>Pupils' attitudes, values and other personal qualities</b>	<b>4</b>
Attendance	6
Attitudes	4
Behaviour, including the extent of exclusions	4
Pupils' spiritual, moral, social and cultural development	4
<b>The quality of education provided by the school</b>	<b>4</b>
The quality of teaching	4
How well pupils learn	4
The quality of assessment	5
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	5
Accommodation and resources	4
Pupils' care, welfare, health and safety	4
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	4
The school's links with other schools and colleges	4
<b>The leadership and management of the school</b>	<b>4</b>
The governance of the school	5
The leadership of the headteacher	3
The leadership of other key staff	4
The effectiveness of management	4

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