

INSPECTION REPORT

KENMONT PRIMARY SCHOOL

London

LEA area: Hammersmith and Fulham

Unique reference number: 100331

Headteacher: Will Wawn

Lead inspector: David Law

Dates of inspection: 29 September –1 October 2003

Inspection number: 256587

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:	219
School address:	Valliere Road London
Postcode:	NW10 6AL
Telephone number:	020 89694497
Fax number:	020 89680839
Appropriate authority:	Governing Body
Name of chair of governors:	Hilda McCafferty
Date of previous inspection:	23 November 1998

CHARACTERISTICS OF THE SCHOOL

The school is an average size primary with 111 boys and 104 girls and provides for the Foundation Stage through to Year 6. In 2001, the school gained the Gold Artsmark and in 2002 and 2003 received the School Achievement Award. The ethnic mix of pupils is diverse and 90 per cent come from ethnic minority backgrounds. The majority are of Black and Black British–Caribbean heritage; other groups represented include Asian (Indian and Pakistani heritage), and White (British, Irish and other). Seventeen pupils are refugees/asylum seekers. There are 39 pupils for whom English is an additional language. There are 80 pupils on the special educational needs Code of Practice (overall, 37 per cent of the roll, which is well above average). Two pupils have Statements of Special Educational Needs and 25 are in receipt of School Action Plus. The range of need includes social, emotional and behavioural difficulties and moderate learning difficulties as the main categories. The pupil mobility rate is at 15 per cent, with 21 pupils joining and 13 leaving the school in the last year. Teacher mobility is high, with six teachers leaving the school in the last two years. Currently, four of the nine full time teachers are from Australia and New Zealand. The headteacher took up post in January 2003. Some 42 per cent of pupils are in receipt of free school meals and this is well above average. The attainment of most pupils on entry is well below average.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20575	David Law	Lead inspector	Science Music Religious education English as an additional language
9472	John Edmond	Lay inspector	
32151	Jean Kendall	Team inspector	English Information and communication technology Art Geography Foundation stage
22575	Martin Golds	Team inspector	Mathematics Design and technology History Physical education Special educational needs

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good school. Pupils achieve very good results in the English, mathematics and science tests for pupils in Year 6, where there is very good teaching. The headteacher gives very good leadership. The school provides good value for money.

The school's main strengths are:

- Above average standards by the end of Year 6.
- A very good headteacher and an effective governing body.
- Very good teaching in Year 6 and good teaching in Year 4.
- A very good team of dedicated support staff.
- A community where pupils gain self-confidence and learn to take responsibility.

The school's main weaknesses:

- Pupils' competence in ICT is below average.
- The Nursery curriculum is unsatisfactory.

Since the last inspection, there has been good improvement. Standards have risen and teaching is better. There is effective appraisal and professional development for teachers and their recruitment and retention is well managed. Pupils' behaviour, attendance and punctuality have all improved. Teaching assistants are well deployed to support learning. Standards in ICT are still below average, but investment in resources and training is enabling pupils to learn more quickly. Value for money is now good where before it was only satisfactory.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2000	2001	2002	2002
English	E	B	A	A*
Mathematics	C	B	B	A
Science	E	C	A	A*

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

Pupils' achievement has improved significantly since 2000. By the end of Year 6, standards are well above average in English, mathematics and science. Year 6 results for 2003 are well above average in all subjects tested. Pupils achieve well in Years 4 and 5 and very well in Year 6; their literacy and mathematical skills are good. Standards in science and music are good, particularly in Year 6. By the end of Year 2, mathematics is above average and standards in reading and writing are satisfactory. Pupils' achievement is sound in Key Stage 1. In the Foundation Stage, children progress well in their personal and social development and in mathematical development; achievement in most other areas of learning is satisfactory apart from physical development, which is unsatisfactory. In the Reception Year, there is good progress and the goals children are expected to reach by the end of Reception are achieved by most. Throughout the school, standards in ICT are below average. Pupils with special educational needs are well supported and make good progress. There are no differences in the achievement of boys and girls or various ethnic groups. Pupils with gifts and talents, for example in music and sport, have opportunity to achieve well.

Pupils are self-confident and their moral, social and cultural development is good; spiritual development is satisfactory. Pupils have good attitudes and a positive outlook and show good behaviour. Attendance is satisfactory and punctuality is good.

QUALITY OF EDUCATION

The school provides a good quality of education. Teaching is very good in Year 6 and good in Year 4 where experienced and established teachers make learning interesting, lively and challenging. In all other years, teaching is satisfactory. There is effective teaching in science, sport and dramatic art and all teachers insist on high standards of behaviour. All pupils have equal opportunity to learn. Teaching assistants are very well deployed and make a significant contribution to the quality of learning; they engage pupils and intervene in a timely and thoughtful way. The curriculum in the Reception class and in Years 1 to 6 provides a satisfactory breadth of opportunities for learning, but in the Nursery, the curriculum does not give a balanced experience. This is because opportunities for creative and physical development and knowledge and understanding of the world are unsatisfactory. The curriculum for personal, social and health education is good throughout the school. Pupils are well cared for and receive good guidance and support. Links with parents and the community are good.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. A committed governing body, well led by an experienced chair, has a good understanding of the school's strengths and weaknesses and plans strategically for improvement. The headteacher, who took up post in January 2003, provides very good leadership and a clear vision for the continual and planned improvement of teaching and learning. Financial management is very good and the school administration officer makes a very effective contribution to this. Subject management is recent in many subjects but is improving.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The majority of parents show a good level of satisfaction with the school. They value its community emphasis and find the headteacher and staff approachable. A minority of parents expressed some concern about standards of behaviour and the incidence of bullying. No instances of bullying were seen during the inspection and the school has good procedures to deal with this should it happen. Pupils' behaviour is good and well managed by staff. Pupils are highly satisfied with their school and speak about it with pride and confidence. Their views are listened to and valued by staff.

IMPROVEMENTS NEEDED

The most important things the school should do to improve:

- Raise standards in ICT and promote its use across subjects of the curriculum.
- Improve the balance of the curriculum in the Nursery so all areas of learning receive appropriate emphasis and enable learning to be relevant and matched to children's needs.

And, to meet statutory requirements:

- Ensure that the school prospectus contains all the necessary information.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Achievement in Years 4 and 5 is **good** and it is **very good** in Year 6. In Years 1 and 2, achievement is **satisfactory** overall, but achievement in reading and mathematics is **good**. In the Foundation Stage, achievement is **good** in personal and social education and in mathematical development; in other areas of learning it is **satisfactory**, except for physical development where it is **unsatisfactory**. Standards in ICT throughout the school are **below average**. By the end of Year 6, standards are well **above average** in the core subjects. There are no differences in the achievement of the various ethnic groups or of boys and girls.

Main strengths and weaknesses

- Since 2000, there has been a rise in standards by the end of Year 6.
- Pupils achieve well in Key Stage 2 where teaching is good.
- English language and literacy skills are taught well; standards are average or above throughout the school and are high in test results for 11-year-old pupils.
- Competence in mathematics is good and the teaching of mathematical skills is good.
- The achievement of pupils with special needs is good and they get good support.
- Gifted and talented pupils have opportunity to use their aptitudes and their achievement is good.
- There are no differences in the achievement of pupils from different ethnic backgrounds; the school provides all pupils with equal opportunity to learn.
- Pupils' achievement in ICT is unsatisfactory.
- In the Nursery, achievement in physical development is unsatisfactory.

Commentary

1. Pupils' attainment on entry is well below average. When they leave Year 6, standards are well above average in all the core subjects. In the 2002 tests for 11-year-old pupils, the school was well above the national average at the expected Level 4 in English and science and above in mathematics. When compared to those of similar schools, results were well above average in all subjects and in respect of English and science they were in the top 5 per cent. The proportion at the higher Level 5 was also above average. The improvement trend from 1998 to 2002 was above the national trend, with standards improving sharply from 1999. The results for 2003 indicate that these above average standards have been maintained, as follows:

	Level 4+	Level 5+
English	86	32
Mathematics	82	18
Science	93	39

2. The school has exceeded its targets, which were challenging enough, in mathematics and English for 2003 at Level 4 and above, as below:
 - Mathematics target 79%
 - English target 79%

Standards in national tests at the end of Year 6 – average point scores in 2002

Standards in:	School results	National results
English	28.7 (25)	27.0 (27.0)
Mathematics	27.8 (24)	26.9 (26.6)
Science	30.1 (26.3)	28.5 (28.3)

There were 29 pupils in the year group. Figures in brackets are for the previous year.

In 2002, in comparison with all schools nationally, when points are attached to all levels achieved by pupils in Year 6, English and science are well above average (grade A) and mathematics is above average and this is sustained in 2003.

3. At the end of Year 2, the 2002 tests and assessments for 7-year-old pupils show:
- In relation to those of similar schools, standards in tests, are well above average in reading, writing and mathematics.
 - In relation to those of all schools nationally, Standards in reading and writing tests, are average and in mathematics tests above average.
 - Standards in 2002 tests were better than in 2001.
 - Reading test results at Levels 3 and 2B were well above average when compared to those of similar schools

Standards in 2003 tests and assessments for Year 2, although being broadly similar to 2002 in the proportion of pupils gaining Level 2, show no pupils achieving the higher Level 3 in writing and mathematics, with 3 per cent gaining this in reading.

Standards in national tests at the end of Year 2 – average point scores in 2002

Standards in:	School results	National results
reading	16.4 (16.0)	15.8 (15.7)
writing	14.9 (15.1)	14.4 (14.3)
mathematics	17.6 (16.9)	16.5 (16.2)

There were 28 pupils in the year group. Figures in brackets are for the previous year

4. Pupils achieve better in reading than in writing at the end of both Year 2 and Year 6. In the core subjects, the inspection findings indicate that standards are better in mathematics (being good) than either English or science at Year 2 (which are satisfactory overall, although reading is good). Standards at the end of Year 6 are better than at the end of Year 2; the better quality of teaching and the presence of the school's two most experienced teachers contribute to this. In nearly all other subjects, standards are average or above. The exception is ICT where standards are below average. This was the case at the last inspection but the school has recently installed an ICT suite and improved staff training. A key issue is for the school to demonstrate that this investment is rewarded in terms of a rise in achievement.
5. Pupils achieve most in Year 6. This is because they are taught very well. They also show good achievement in Years 4 and 5 and there is good teaching in Year 4 that promotes progress. Overall, achievement is satisfactory in Years 1 and 2 and at the Foundation Stage, although there are some subjects and areas where progress is good – reading in Year 2 and personal and social development in the Nursery. Within the Foundation Stage, achievement and progress is best in the Reception Year, where it is mainly good. The School Improvement Plan has clear objectives and strategies for the raising of achievement. These have been focused on the Nursery and Year 1 and on supporting newly qualified and newly appointed teachers.

6. Pupils achieve best in the core subjects, and within English they achieve better in reading than writing, but they also make good progress in their speaking and listening skills because this is given prominence by teachers in all classes. Within the foundation subjects, pupils achieve well in music in Years 3–6 and in art and design – in all other subjects achievement is nowhere less than satisfactory. In religious education, pupils are able to meet the expectations set out in the locally agreed syllabus. However, the best lessons are seen in Years 4 and 6 and here pupils achieve more because expectations are higher and teaching has the greatest degree of pace and challenge. As a result, pupils in Years 3–6 achieve more than at the Foundation Stage and in Years 1 and 2 and this shows in work seen during the inspection and in the high standards reached by the time pupils are 11 years old. In ICT, pupils are below average in all aspects and this is a key subject for improvement. Pupils' ability to use ICT across the subjects of the curriculum is unsatisfactory; their level of skill development and knowledge is below average.
7. The school aims to achieve equal opportunity for all pupils to learn and make progress and there are no significant differences between various groups. There are no differences in the achievement of the various ethnic minority groups in the school. Where English is an additional language it is not a barrier to achievement. Pupils with particular gifts and talents achieve well and are given good opportunity to flourish in the performing arts and in sport. The school supports pupils with special needs (SEN) in an effective way and they make good progress in relation to the targets set for them. Teaching assistants and the thoughtful use of intervention programmes are factors in this success. The school has an inclusive climate for learning and all pupils are valued; their cultural traditions are respected. There are expectations that all pupils can achieve.
8. The leadership of the headteacher is very focused on teaching and learning; for example, he provides demonstration lessons. All co-ordinators are expected to monitor standards and the School Improvement Plan has the raising of standards as a key priority. Governors are proud of the achievement of pupils in the national tests; they have a great interest in the standards reached by pupils with special needs. The curriculum in the Nursery does not give enough appropriate emphasis to enabling children to achieve well in their creative and physical development and as a result, they do not progress as well as they should.
9. Standards by the end of Year 6 are better than at the last inspection. Few pupils then achieved Level 5; now they do. The unsatisfactory progress in Years 3 and 4 noted at the last inspection is not now in evidence. The good provision for SEN has been maintained.

Pupils' attitudes, values and other personal qualities

Pupils are self-confident and their moral, social and cultural development is **good**; spiritual development is **satisfactory**. Pupils have **good** attitudes and a positive outlook and show **good** behaviour. Attendance is **satisfactory**, punctuality is **good**.

Main strengths and weaknesses

- Pupils' behaviour and attitudes to school have improved since the last inspection.
- Pupils respond well to good teaching strategies.
- The School Council enables pupils to express their views well.
- There are good relationships exist between adults and children which are enhanced through the teaching assistants and learning mentor.
- There are good relationships exist amongst the children.
- Unauthorised absence is below the national median and punctuality is good.
- There is a lack of attentiveness in a few lessons.
- There are limited opportunities for younger pupils to make choices and be creative in their learning.

Commentary

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.6%	School data	0.1%
National data	5.4%	National data	0.5%

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

10. The above comparisons apply to 2001/02, as national data for 2002/03 is not yet available. Attendance during 2002/03 fell by one per cent over the previous year and unauthorised absence rose very slightly. However, the school has introduced good measures to promote high levels of attendance and punctuality, although they might be even better if the few persistent absentees and latecomers were given personal targets. Parental co-operation in ensuring that children attend regularly and on time has improved and is now good.

Pupils' attitudes to school

11. Pupils' attitudes have improved since the last inspection and they demonstrate good attitudes to school, their work and one another. There is a strong ethos of valuing individuals and reinforcing positive relationships. For example, at the start of the school day, pupils and parents are welcomed into the school playground by the headteacher, the learning mentor and two other members of staff. Adults talk with pupils and encourage a sense of belonging. Pupils are happy to come to school and talk with adults openly about their feelings and their interests. Pupils are proud of their school and keen to talk about their achievements. Most pupils play a full part in school life including extra-curricular activities.
12. Pupils respond well to good teaching and generally show respect for their teachers. This is especially so when the teaching is interesting and stimulating and most teachers work hard to provide meaningful, relevant experiences. For example, in the Year 4 class where there are a high proportion of pupils on the Code of Practice for social, emotional and behavioural difficulties, the teacher is sensitive to their needs. She provides challenging activities and gives positive reinforcement to keep them on task, meaning that they achieve well. Pupils in Year 6 take a pride in their work, they want to achieve and are productive. In a small number of lessons in Years 1 and 2, pupils have difficulty maintaining concentration when teachers do not involve them enough in their own learning. In the Nursery and Reception classes, practitioners foster positive attitudes by providing good role models and using positive reinforcement to build children's confidence and self-esteem.
13. Pupils' views show they are proud of their school. They say: "There is lots of equipment to play on outside, the teachers help you, we learn lots of new things, there are lots of fun things like competitions." Pupils would like more swimming and better variety in school dinners – and more of it!

Behaviour

14. Behaviour has significantly improved since the previous inspection and is generally good in class and always good around the school. The school has developed a clear code of conduct and a behaviour management policy, which is applied consistently across the school. Teachers and teaching assistants provide good role models and consistent approaches. Pupils understand the use of praise and sanctions; they are clear about what is expected of them and respond positively

to class and school rules. Pupils are being encouraged to take responsibility for their own behaviour and older pupils show self-control in the classroom. In a few lessons a small number of pupils become distracted when the teaching does not engage them. In these instances the emphasis on behaviour management strategies and attention gaining techniques serves to distract further from the teaching and has a reverse effect on behaviour.

15. In the Nursery and Reception classes, practitioners provide clear guidelines for behaviour, promoting a safe environment where children work and play together well.
16. Pupils are well supervised as they move around the school and they proceed in an ordered and purposeful manner. Playtime supervision is supported by the learning mentor and teaching assistants, who provide excellent role models for pupils and contribute to the safe and friendly environment. A range of games and activities takes place, such as ball games, cards, chasing games and imaginative play. Pupils play together constructively and co-operatively.
17. A Behaviour Education Support Team teacher works with small groups of pupils to help them construct their own code of conduct and take responsibility for their behaviour. These sessions are conducted in a supportive, positive way and pupils feel able to reflect on their thoughts and feelings.

Pupils' personal development and relationships

18. Pupils' personal development is good. This reflects the findings at the previous inspection. Pupils are helped to appreciate their own and other cultural traditions through curricular and extra-curricular links. For example, pupils in Year 6 are currently researching famous black people in history. Through this research, they are developing an understanding of influences that have shaped society and an appreciation of cultural diversity. There is good support for personal and social development in the Foundation Stage and nearly all children are in line to meet the goals set for children of this age.
19. Pupils are helped to develop their self-knowledge through class discussion and assemblies where they are encouraged to reflect on their own behaviour and the impact it has on others. Pupils value this as a means to express their feelings and explain their views. Pupils have learned to distinguish right from wrong and understand the importance of common codes of conduct in a social environment.
20. Personal attributes such as self-control and perseverance are a focus in assemblies and pupils are encouraged to reflect on their own contributions to the school and community. Pupils are encouraged to pray to their own God in assemblies, though little time is given for reflection or for pupils to talk about their faith.
21. Relationships amongst the pupils and between adults and pupils are very good. Adults provide very good role models and there is a consistent and supportive approach to the promotion of the school as a community. Older pupils show concern and support for younger pupils. During lessons, pupils work collaboratively and in Year 6 they support each other with constructive and encouraging comments. During playtimes, pupils from different ethnic backgrounds play together and there is no sign of racial tension or other forms of harassment.
22. The provision for the moral development of pupils is good. The school teaches effectively the values that distinguish right from wrong. Due attention is given to the reinforcement of codes of behaviour and the sharing of positive values. Pupils respond well, often enjoy their work and show care for the school. Pupils are rewarded well for good work and correct actions. Well-behaved children look forward to the opportunity to have tea with the headteacher on a Friday afternoon.

There is a School Council made up of representative pupils from each year group. Both teaching and support staff provide good role models and encourage pupils to relate well to each other, respect each other and behave courteously. Pupils also support a number of charities, for example Operation Christmas Child.

23. The provision for pupils' spiritual understanding is satisfactory. It is linked effectively to the school assemblies and to opportunities provided for pupils to engage in personal reflection. The regular daily assemblies offer all pupils the time to reflect on their own beliefs, values and experiences. Assemblies, based on themes such as friendship and perseverance, give a very clear message to pupils about striving to succeed and being kind and helpful to others. They are well used to promote a sense of community and shared values. The school meets the statutory requirement for a daily collective act of worship.
24. Good provision is made for pupils' social development through the daily life of the school, the curriculum and local educational visits. The school has a secure environment, in which pupils feel cared for. Pupils are encouraged to relate well to each other and act courteously. When provided with appropriate opportunities, pupils carry out responsibilities with confidence. The School Council provides opportunities for pupils to show initiative and to be more involved in making decisions. Pupils enjoy good relationships with adults and each other. They are encouraged to show responsibility for the environment and in particular the area around the school. Pupils show great respect for other people's values and beliefs.
25. Provision for pupils' cultural development is good. Diversity is valued and respected. Pupils have good opportunity to learn about music, theatre and art. There are links with the Lyric Theatre, pupils have experience of African and jazz/blues music, and the school has a wide range of artefacts from various cultural traditions. The pupils' own cultural diversity is used effectively in the planning of the curriculum and displays around the school are indicative of a focus on the celebration of cultural diversity – African tie-dye, dance in Ghana, black history, Arabic writing, and cultural masks. The school prepares pupils well for life in a diverse multicultural society.

Exclusions

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – any other mixed background
Asian or Asian British – Indian
Asian or Asian British – Pakistani
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Any other ethnic group

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
15	0	0
2	0	0
11	0	0
8	0	0
2	0	0
10	0	0
2	0	0
7	0	0
68	4	0
15	0	0
16	0	0
6	0	0

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL.

The school provides a **good** quality of education through: **good** teaching in key years that promotes effective learning; supporting pupils with special needs well; providing an inclusive curriculum with equal opportunity for all pupils to learn; enabling pupils to develop personally and socially; ensuring pupils are well cared for; facilitating **good** links with parents and the community. There is a **need to achieve better** provision in the Foundation Stage curriculum and to use ICT across curriculum subjects.

Teaching and learning

Teaching and learning are **good** in Year 4 and **very good** in Year 6. In all other years, teaching and learning are **satisfactory**. **Very good** teaching and learning in Year 6 enable pupils to achieve well by the time they leave the school. In the core subjects of English, mathematics and science, teaching is good and good teaching was also seen in ICT and music. In all other subjects, teaching is satisfactory overall.

Main strengths and weaknesses

- There is an insistence on high standards of behaviour throughout the school.
- All pupils have equal opportunity to learn and all teachers promote inclusion well; they value pupils' views.
- Teaching assistants are used well and promote good learning and positive attitudes in pupils.
- In Years 4 and 6, there are high expectations; pupils are effectively challenged and know what they have to do to improve.

Commentary

26. Where teaching is best, in Years 4 and 6 and when the headteacher teaches, there is pace, challenge and high expectation. This teaching also displays the best range of teaching strategies:
 - effective questioning;
 - good use of time;
 - clear objectives shared with pupils;
 - an emphasis on managing learning rather than behaviour;
 - relevant activities that interest pupils and are often practical;
 - work matched to pupils' needs;
27. These teachers are also the most experienced practitioners and, in the case of the Years 4 and 6 teachers, have been established in the school for some years. They are able to interest and engage pupils and the result is productive learning. They are an effective model for the newly qualified teacher (NQT) in Year 5 and the headteacher has made a deliberate policy of sharing their skills, and his own, with other teachers to promote good practice. This teaching is the most significant contribution to the achievement of high standards by the end of Year 6.
28. The focus for sharing good practice also draws on the particular subject expertise of all teachers: literacy, numeracy, science and ICT, for example. Overall, where lessons are well taught, there is evidence that teachers have command of the subject. For example, a mathematics lesson taught to Year 5 as a demonstration lesson for the NQT showed effective interaction with pupils which engaged them, promoted good behaviour and challenged thinking. The pupils with special educational needs were well supported by a teaching assistant who had a clear brief from the teacher. As a result, they were able to find factors of 30 and to investigate a general mathematical

rule, making very good progress in their understanding. Similarly, an ICT lesson taken by the headteacher had clear explanations and demonstrations, making use of an interactive whiteboard, and pupils talked about their work with enthusiasm. Activities were sensitively matched to pupils' needs and time was used productively.

29. All teachers plan in a satisfactory way with clear intentions stated for pupils' learning. They all evaluate the progress of pupils against these objectives. The best teaching shares these objectives with pupils and makes reference to them as the lesson proceeds. The teaching of literacy and numeracy skills is good. Good use is made of the objectives and methods set out in the National Literacy and Numeracy Strategy programmes. Objectives for lessons are relevant and build on what pupils need to learn next. There is good emphasis on speaking and listening in all classes and this goes some way to explain pupils' good gains in the acquisition of reading skills. In most lessons, the teacher is able to work with a small group and can organize appropriate activities for others to complete independently. This is at its most effective in lessons taken by the headteacher. In Year 6, there is good teaching of mathematical problem solving and the plenary session of lessons is effectively used to assess what pupils have learnt.
30. All teachers are good at encouraging pupils who are reluctant to learn and relationships are positive. They value the contributions pupils make in class discussion for example and are good at drawing out the reticent pupil. The best teachers show drive and enthusiasm. For example, a music lesson in Year 4 went with a real swing as both pupils and teacher sang together with a driving beat.

Example of outstanding practice

A history lesson in Year 6 covered why people have moved to Britain since 1950; it built on a visit from a grandmother of one of the pupils who moved from Jamaica in 1950. The teacher effectively used methods and resources to enable all pupils to learn well. She demonstrated a clear appreciation of pupils' cultural heritage. Pupils worked co-operatively in pairs to prepare role play about two immigrants meeting on a ship and sharing their expectations, fears and first impressions of England. Very good questioning by the teacher generated the main factual points and pupils demonstrated a high level of knowledge and an ability to distinguish between fact and opinion. Pupils settled to their writing task with enthusiasm and were very productive. Pupils also applied skills in literacy to the study of history; they developed their understanding well.

31. All teachers and teaching assistants insist on high standards of behaviour and implement the school behaviour management strategy consistently. Teachers are fair and work hard to establish good work habits. However, in some classes, particularly in Year 1 and Year 2, an over-emphasis on behaviour management sometimes interrupts the flow of the lesson.
32. Teaching assistants make a very important and effective contribution to learning. They know what is expected, are well briefed as to the purpose of lessons and intervene to support at the right time and in a sensitive way. They are involved in planning and assessment and have access to professional development. The teaching assistants in the Nursery are a significant factor in promoting good learning in personal and social education and in language and literacy when they engage pupils in productive conversation.
33. All adults treat pupils with respect and value their opinions and views. Great sensitivity and understanding is shown to pupils' beliefs and culture. Pupils with special educational needs receive good support and they make good gains in their learning. Clear targets are set for learning within good Individual Educational Plans and adults achieve a proper balance between support and encouraging independence. Support for pupils who need intervention programmes to boost achievement in Years 4 and 5 is effective and well organized. A teacher who works part-time to improve the reading of pupils in Year 1, following a "reading recovery" programme, has very good knowledge and understanding and helps pupils to make significant gains in their learning.

34. The needs of pupils from minority ethnic groups and those with English as an additional language are well met. Teachers work hard to assess pupils' needs and overcome any barriers. Teachers expect all pupils to achieve and use appropriate cultural visual aids where appropriate, working effectively to develop speaking and listening skills. Teachers have positive attitudes and expectations in relation to the inclusion of all pupils and, as a result, all groups are enabled to learn; there are no differences in the rate or quality of learning between different ethnic or other groups such as boys and girls.
35. All teachers provide appropriate opportunity for pupils to work collaboratively and to develop independence. This is good in the Foundation Stage in relation to personal and social skills and children are encouraged to make choices. In both Year 1 and Year 2, learning is organized so pupils can work collaboratively in small groups, often supported by an adult, and they are expected to share responsibility. As a result, pupils learn important social skills. In some lessons in Year 1 and Year 2, pupils sit on the carpet for too long during whole-class introductions and become restless. In Years 4, 5 and 6, pupils are at their most productive and show the greatest levels of concentration. This is because the teaching is at its most challenging and expectations are at their highest. In these classes, pupils show the most engagement in learning because teaching is interesting and lively. In these classes the desire to learn is greatest. The amount of work covered in Year 6 is very good and here pupils are at their most confident in explaining what they have learnt. However, in all other classes pupils are able to explain what they have to do and are confident when talking about their work.
36. Assessment is satisfactory overall. It is good in Years 3 to 6 in the way it is used to modify pupils' work and to provide "catch up" programmes for pupils who fall behind. The marking of work is regular and informs pupils what they have achieved; it is very good in Year 6 where comments are very perceptive and set targets to achieve. In the Foundation Stage, teaching assistants complete good records of the progress of individual children. There are good systems for tracking pupils' achievements in the core subjects of English and mathematics. Assessment is used to judge how well various groups of pupils are achieving and all teachers appropriately take account of gender, ethnicity, special needs and particular gifts and talents in their teaching.
37. The headteacher has a direct involvement in teaching and learning and puts this as a high priority for the school and its improvement. All co-ordinators are expected to support teaching and learning and, according to a programme, are expected to know about the quality of teaching in their area of responsibility and to monitor and evaluate it. The governing body also puts teaching high in its priorities, particularly in respect of recruitment, performance management and retention.
38. At the time of the last inspection, the quality of teaching was judged to be less than satisfactory in 15 per cent of lessons. This has now improved so that 95 per cent of lessons are satisfactory or better. At the last inspection, much of the teaching was unsatisfactory in Years 3 and 4. Teaching in Year 4 is now good and in Year 3 is never less than satisfactory. The management of pupils' behaviour by the teachers was a weakness in some classes at the last inspection. There is now consistent practice in behaviour management.
39. All teachers have had training in the use of ICT. In Year 5, and when the headteacher is teaching, there is evidence of a good level of knowledge and skill. The School Improvement Plan sets out strategies for using this expertise to support other teachers.

Summary of teaching observed during the inspection in 36 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	5 (14%)	12 (33%)	17 (47 %)	2 (5%)	0 (0%)	0 (0%)

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

The curriculum

The school provides a **satisfactory** curriculum overall and is good in enabling pupils to develop socially and personally, but there are **some weaknesses** at the Foundation Stage.

Main strengths and weaknesses

- The provision for pupils with special educational needs is good.
- Personal, social and health education is well taught.
- The curriculum is inclusive and responds well to pupils' diverse needs.
- The use of ICT across the curriculum is unsatisfactory.
- The Foundation Stage curriculum is not well balanced.

Commentary

40. All National Curriculum subjects and religious education are taught to pupils from Year 1 to Year 6 and all statutory requirements are met. However, there are weaknesses in the information and communication technology taught to pupils. This was a weakness in the previous inspection report and there is still too little teaching of information and communication technology across the subjects of the curriculum. However, the school has invested heavily in a new information and communication technology suite and is in a good position to improve both the teaching of information and communication technology and its use to support other subjects. The curriculum in the Foundation Stage, whilst covering all areas of learning, does not provide a sufficiently balanced experience across the six areas of learning. Activities to promote physical development lack a clear purpose and the organisation does not always provide a suitable or relevant learning experience.
41. The curriculum provision for pupils with special educational needs is good. There is early identification of pupils with special educational needs and they are well supported in their access to the curriculum. This is an improvement since the last inspection, which found that special needs provision was good for the under fives and satisfactory in Key Stages 1 and 2.
42. Special educational needs issues are well managed. The special educational needs co-ordinator (SENCO) is thorough and well informed of developments in her area of responsibility, and she keeps detailed, useful and up-to-date records. Resources have been audited and developed within budget constraints, and available support staff are effectively deployed. The SENCO provides in-class support. She co-ordinates provision by external agencies and the school's own support very well. She communicates with class teachers and support staff well and is able to transfer knowledge and skills to them. She has a good awareness of funding arrangements, and by working closely with the headteacher, is able to ensure that individual pupils receive the provision they are entitled to. Pupils are supported in lessons and are withdrawn from lessons for additional learning support particularly in English and mathematics. This provision is good, particularly the mathematics 'catch up' groups taught by the teaching assistant. Care is taken by class teachers to ensure that pupils do not miss any important class work.
43. Personal, social and health education is well taught throughout the school, for example in science lessons, class discussion time and assemblies. It is well planned and timetabled regularly for all classes and thoroughly covers all aspects including citizenship. There are appropriate policies agreed by the governing body for drugs and sex education and these aspects of health education are sensitively taught to children with the full support of parents and carers. The school complies with the Race Relations and Disability Acts and has systems in place to monitor their implementation.

44. The school does a good job in ensuring equality of access and opportunity for all pupils. Social inclusion is also achieved through promoting equal opportunities and by monitoring the attainment of all pupils. The curriculum is responsive to pupils' ethnic diversity and planned so that there are opportunities to make learning relevant; for example, the school's involvement in the Mary Seacole Garden. The curriculum meets the needs of all pupils well and those with particular talents and gifts, for example in music and performing arts, have opportunity to achieve.
45. The provision of out-of-school clubs is good. There is a range of outside visits and visitors to the school. This is an improvement from the last inspection, which found that pupils' educational experiences were not enriched through extra-curricular clubs. The clubs that are held enrich the curriculum and help bring it alive by making it more relevant and interesting. These clubs include sewing, ICT and art for the younger pupils as well as piano, ICT, chess, art, drama and dance for the older pupils. In the past year, clubs have been well attended, and are appreciated by the pupils and their parents. There is normally a residential trip each year for the pupils in Year 6. This gives them the opportunity to take part in outdoor and adventurous activities as well as helping them to develop socially and learn to live harmoniously in an environment away from home. Other interesting visits are made to enhance the work in class. For example, the younger children visited Bethnal Green Toy Museum. There are also a number of popular sports clubs, such as the football club. There are also opportunities to play competitive sport against other local schools. The extra-curricular sporting provision consolidates and extends pupils' learning from physical education and makes a significant contribution to their personal and social development.
46. Pupils in Year 6 are well prepared for the transition to secondary school: for example, there is opportunity to experience specialist teaching in science.
47. There has been a large turn-over of staff in the last few years but currently the school has a suitable number of appropriately qualified staff to meet the demands of the curriculum. The two teachers in Year 4 and Year 6, who have a depth of professional experience and have been established at the school for a considerable time, give stability to the school and are able to guide and mentor their less experienced colleagues.
48. Teaching assistants, support staff and the learning mentor provide very good additional support. The recent appointments of additional teaching assistants are proving effective in providing additional learning support both in classes and through withdrawing groups of pupils. Although recruitment and retention of suitably qualified and experienced teachers still provides a challenge to the school, there is an improvement since the last inspection, which found that too many staff were on temporary contracts and that the lack of experienced staff was having a detrimental effect on the school's ability to deliver the curriculum.
49. Since the last inspection, there have been significant improvements made to the internal accommodation. The school makes effective use of its halls for work in physical education, assemblies, drama and mealtimes. The poor sound insulation in some classrooms identified in the last inspection report is still an issue and the school should seek advice as to how to improve the acoustics in the rooms. There are a satisfactory number of classrooms together with some additional rooms. They are of adequate size and meet the school's curricular needs. Overall, the accommodation is good and allows the curriculum to be taught effectively. There is a recently re-furnished art and design room, which, although not yet fully utilized, will improve curricular provision. There is a fully resourced music room and a recently re-furnished ICT suite. There is a dedicated play area for children in the Foundation Stage. Some lessons are rather long, which makes it difficult for teachers to hold the pupils' attention.
50. The provision for resources is sound overall, as found in the last inspection. Provision for all subjects is satisfactory, although greater use of ICT to support learning in subjects is needed. The library is good, with a range of books for pupils to use. Resources for music are good.

51. Pupils comment on the range of interesting things they have to learn and enjoy their participation in sport and the performing arts.

Care, guidance and support

The school cares for its pupils well and ensures their health and safety. It provides **high levels** of support, advice and guidance, which are firmly based on the monitoring of their progress. The school uses the School Council to seek pupils' views and acts on them.

Main strengths and weaknesses

- Proper child protection measures are in place and the school has close and effective relations with outside agencies.
- The school is very clean and proper health and safety procedures, including risk assessments, are in place.
- Staff are caring and fair and help those with behavioural problems, which results in happy and trusting pupils. The school is very inclusive and supports pupils from diverse backgrounds very effectively.
- The School Council works well.

Commentary

52. Sensible child protection practices are in place and are kept in line with those laid down by the local education authority (LEA). The school trains new staff soon after their arrival. No significant health and safety risks were noted. The governors are properly involved in health and safety. Playtime is well supervised and there are appropriate medical arrangements. All risks have been properly assessed and staff properly trained. Pupils and staff work in a very clean, litter-free environment, which is healthy and safe. Most equipment is regularly tested, though electrical equipment has not been tested for three years. Fire drills are carried out each term. Access to the Internet is strictly controlled.
53. Pupils are highly valued. The school pays great attention to supporting and caring for its pupils. Measures include a strong personal, social and health education programme and extra support for the more vulnerable from the learning mentor and the teaching assistants. Staff all know pupils well and there is always at least one member, often more, with whom pupils can and do develop a trusting relationship. Pupils consider that staff treat them fairly and help those few pupils who have difficulty in conforming. As a result, this is a happy school.
54. The school actively helps pupils develop healthy eating habits and is sensitive in respecting the religious or cultural needs of ethnic minority families. Induction arrangements for Nursery and Reception pupils are satisfactory. They include a helpful brochure, but not home visits, which are planned for 2004.
55. Last year, the school introduced a School Council and has implemented pupils' ideas in several areas. Members agree the council is worthwhile and they appreciate that the school listens to them. Pupils are encouraged to help develop class rules and to contribute their own ideas during class discussion time. They are also involved in setting their own personal targets in language they can understand.

Partnership with parents, other schools and the community

Recently, links with parents have improved considerably and are now **good**. Those with the local community are strong and with other schools **satisfactory**.

Main strengths and weaknesses

- The information produced for parents is generally comprehensive and well produced and the website very good.
- The contribution of links with parents to promote pupils' learning is at present satisfactory, but improving.
- The Links with the local community are extensive, varied and valuable to pupils.
- There are good links with two neighbouring primary schools.

Commentary

56. The last Governors' Annual Report to Parents is of high quality and meets statutory requirements; however, the prospectus does not meet those requirements. The school's website covers a huge range of relevant information. Newsletters are frequent and informative. The annual reports on pupils meet statutory requirements, and are of good quality, setting out what pupils know, can do and understand. The induction brochure for new parents is helpful and parents are given access to the outline curriculum that their children are studying. The school has no plans at present to use questionnaires to seek parents' views.
57. The school is having some success in encouraging parents to involve themselves in promoting their children's learning at home. Half-termly discussions with parents on homework help to keep them informed, but some are not clear about the school's policy on homework, which has led to its being currently updated. The parents of younger children are invited to spend the first fifteen minutes of the school day supporting their children's reading, which is a good start to efforts to develop parents' involvement with their children's education. The school also provides a good range of opportunities for parents to attend the school's own social events. An energetic Friends of Kenmont Association also runs multiple further social and fund-raising events, which provide substantial sums for pupils' benefit. While parents support outings and sports fixtures well, very few actually help within the school on a voluntary basis.
58. The school generally deals effectively with concerns and complaints and any involving health or safety issues are addressed on the day they are raised. Teachers are available daily for informal discussions about pupils. The headteacher is now seen as open and approachable and is building up parents' confidence in the school. Parents at the meeting with the registered inspector were supportive of the school and pleased with the developing good relationship. A few parents expressed concern about bad behaviour and bullying, but neither was evident during the inspection.
59. Links with the local community are strong and effective. Pupils really gain from the school's cultural, artistic and sporting connections, but could benefit further from closer links with local commercial organisations. Pupils' sense of service to others is notably enhanced by sponsoring charities, but pupils are not deeply involved with the community, for example with old people, though Year 6 does interview local people about their past experiences.
60. Transfer arrangements for pupils moving on to main secondary schools are as effective as could be expected with such a large number of secondary schools. The school works closely with professionals in the LEA and with two neighbouring primary schools, in order to disseminate good practice.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **good** and are based on a commitment and determination to seek high standards and continual improvement. Leaders value the school as a community where all individuals, regardless of background, have opportunity to learn and achieve. Management is efficient, very competent and well organized. Governance is **good** and the governing body has a clear strategic understanding of the school's strengths and weaknesses.

Main strengths and weaknesses

- There is a very good headteacher, who has a sharp focus on teaching and learning and a clear vision for the direction of the school.
- There is an effective governing body that strategically influences school improvement.
- There is efficient and effective financial management that helps the school achieve educational objectives.
- There are very good performance management and professional development systems.
- There is good monitoring and evaluation of performance and very good improvement planning.
- There is a capacity to reflect and act on evidence that indicates weaknesses and a need to improve.
- The leadership of the Foundation Stage curriculum needs to improve.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	765,395	Balance from previous year	39,297
Total expenditure	733,557	Balance carried forward	71,235
Expenditure per pupil	3,412		

Commentary

61. Governors are well informed and effectively led by an experienced chair. They rightly see the school as inclusive and existing to promote equal opportunity for all pupils to learn. They have a good understanding of the community the school serves and listen to the views and concerns of parents.
62. Governors are fully involved in drafting the school improvement plan and have a very good grasp of strategic issues. With the new headteacher, they have undertaken a thorough analysis of strengths and weaknesses; they have systems to monitor the work of the school and the standards achieved. They hold the headteacher and other staff to account for their work. The governors rank training and support for staff as a key priority and demonstrate a very good understanding and management of teacher recruitment and retention issues. Retention points are allocated strategically and thoughtfully and professional development opportunities for teachers are seen as a strategy for recruitment. A good example of their strategic and leadership quality was shown in the appointment of the headteacher: they had a clear view of the school's needs and were prepared to be patient and persistent in recruitment in order to get the best person possible.

63. Governors recognize the importance of establishing a positive climate for learning; they fully support the School Council and listen to and take account of the views expressed by pupils. For example, pupils were involved in the interview of the new headteacher. Governors are proud of the school's results in the Year 6 tests and accurately attribute this to the high expectations of the Year 6 teacher and the opportunity for pupils to be creative and take responsibility. Committees are well structured and there is a cycle of reports from subject co-ordinators to the governing body. Governors visit classes and assume responsibility for key aspects of the school's work, such as special educational needs. They have a very good financial grasp and an excellent understanding of potential for external funding beyond the school's budget.
64. With the exception of some of the information in the School Prospectus (in relation to withdrawal from religious education and reporting of attendance) all statutory responsibilities are met. The governors' main task of providing strategic direction is achieved well. They have responded well to the previous inspection by allocating incentive points appropriately and promoting strategies for good pupil attendance, punctuality and for school based training. They have been a force for continuity during a period of change to the teaching staff and the school leadership.
65. The leadership of the headteacher is very good. He is ambitious for the school and has a clear focus on raising achievement and promoting inclusion. There is good strategic planning based on systematic and thorough analysis of a range of information including lesson observations and data on pupils' attainment. The priorities in the School Improvement Plan (SIP) are focused on teaching and learning and set out succinct and useful measures for improvement with actions that are realistic and achievable. The sharing of best practice in teaching and learning is used to promote further improvement: for example, teachers have designated time to observe the teaching of others and to disseminate the findings. The headteacher has high expectations and a thorough knowledge and understanding of the school's strengths and weaknesses. He is actively involved in teaching and shares his own expertise with colleagues. The headteacher has established a presence in the school and a clear vision and sense of purpose. He has a drive for improvement that is based on consulting others and involving them in taking a shared responsibility. A key motive is to develop the leadership capacity of others.
66. The SIP indicates the responsibilities that others will lead on. It is drafted in consultation with all staff and governors. There are appropriate job descriptions and all teaching staff have clearly delegated responsibilities, with subject co-ordinators being aware of what it is they have to do and when. Communication from the headteacher is effective. A major aim of the headteacher is to bring about further improvement in teaching and learning. The strategy to achieve this is to make the best teaching, including his own, available for others to learn from. This means that school leaders are acting as models of good practice and having a positive impact on achievement. This also contributes to building the capacity of the leadership team; all leaders in the school are keen to learn and improve. The headteacher has correctly identified the need to improve the leadership of the Foundation Stage to give a better sense of purpose to the curriculum and to some of the areas of learning. Strategies have been put in place to address this.
67. All those in leadership positions are committed to making the school an inclusive place. They listen to the concerns of pupils and have genuine respect for their views; they value the diversity of the school community and have positive expectations of all learners. Relationships are good; teachers and support staff are well motivated and function as a team.
68. The school is well managed. Self-review is used effectively to determine priorities and evaluations are focused on teaching and learning and relevant to the school's needs. Pupils' attainment, curriculum planning and the quality of teaching and learning are all monitored according to a regular and agreed cycle. Reports are made to the governing body so it can hold the school to account. Monitoring informs the SIP. The school has significant teaching staff mobility but recruitment and retention are managed well. Incentive points, professional development

opportunity, good induction and the chance to learn from effective practitioners are all used to attract, motivate and retain teachers. The performance management of staff is very good, being systematic, relevant and perceptively focused on raising achievement through improving teaching and learning. The deployment of staff is effective. The headteacher, in consultation with governors, has deployed the most experienced teachers in key positions (Year 6, Year 4 and Year 2) with the intention of enabling them to promote improvements in teaching. This is working well. Similarly, teaching assistants are deployed extremely well to provide support where it is most needed; they have a very positive influence in enabling good learning and in promoting good behaviour.

69. Financial and resource management are highly efficient. The School Administration Officer and the headteacher regularly monitor budgets and the governors' finance committee is fully and effectively supportive and well informed. Documentation is comprehensive and of high quality. No significant points for improvement were noted in the last external audit. Each co-ordinator has a budget allocation and this is monitored appropriately.
70. The management of the school promotes inclusion, raises standards and achieves good quality teaching and learning. It does this by being efficient and enabling things to run smoothly, but also by being reflective and prepared to change if need be and to welcome an outside evaluation of its achievements. For example, the school has identified the need to improve standards in ICT and has invested in resources and staff training and there is a realistic yet ambitious action plan. Also, the school has tracked individual pupils' achievement in writing to raise standards further in this area and this is now a focus in the SIP. The school's own evaluation of strengths and weaknesses matches closely the findings of this inspection. The school applies the principals of best value well – managers challenge themselves through self-review, they assess how well they are doing in relation to good practice elsewhere, consult parents and listen to criticism and act on it where necessary.
71. The school has faced significant barriers in respect of staff recruitment and retention, but has strategically deployed and managed resources to address this whilst keeping a perceptive eye on maintaining improvement and showing a rise in standards that is significant. This indicates good leadership and management.

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS

AREAS OF LEARNING IN THE FOUNDATION STAGE

72. The overall provision for children in the Foundation stage is **satisfactory** which reflects the findings at the previous inspection.
73. Attainment of most children on entry to the Nursery is well below average. Most pupils make good progress in language and literacy, mathematical development and social development and meet the Early Learning Goals in these areas by the end of Reception. Progress in knowledge and understanding of the world, creative development and physical development, although satisfactory, is not as good and children attain below expectations in physical development. Children are given insufficient opportunity to make choices, and opportunities for investigative play are too limited.
74. Teaching is satisfactory. Planning is comprehensive, related to the goals expected for children of this age and states clear learning objectives in each area. There is good teaching to support personal and social development and mathematical development. There is often good intervention by adults to support language development. Support staff are effectively deployed and enrich the learning experiences of children. They interact effectively with children during focus activities and manage children well, giving constructive praise and encouragement. All practitioners set clear boundaries for behaviour and children show self-discipline and consideration for others when working in groups. All staff work effectively as a team, for example in sharing assessment information about what the children are learning. The provision is well organised in respect of establishing routine and in the planning of time across the school day. However, breadth within physical development is limited in the Nursery and the quality of the activity does not always support the planned learning outcome. As a result, children's achievement in this area is unsatisfactory.
75. Assessment procedures enable practitioners to track the progress of children in the Nursery to the early 'stepping stones'. This is proving successful and practitioners are beginning to use their observations to inform teaching. The assessment procedures in the Reception class are well developed and clearly focused on learning outcomes.
76. Leadership of the Foundation Stage curriculum is satisfactory in respect of transition between the Reception class and the Nursery and in the common approach to teaching established between the two classes. There is an appropriate emphasis on sharing resources and space to enable all children to have access to a range of learning experiences, for example. However, there is a lack of breadth of curricular opportunities across the six areas of learning, with too little enrichment of experience in the creative and physical development areas. Resources are not used effectively enough to promote exploratory play and enable children to develop curiosity and creativity.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Practitioners provide good role models; they show interest when talking with children and are sensitive to their needs.
- Praise is used effectively to build up children's self-esteem and confidence.

- Practitioners provide clear guidelines for behaviour, promoting a safe environment where children work and play together well.
- Focus activities are well planned and children sustain concentration when working with a practitioner.
- Resources are not easily accessible and this inhibits children's ability to take the initiative in their learning.

Commentary

77. Most children enter the Nursery with immature social skills and many have difficulty sustaining concentration. The high priority given to social development through the Foundation Stage enables children to gain in confidence and develop appropriate social behaviour. In the Reception class children are confident speakers; they concentrate for sustained periods and are consistently well behaved. Development of children's ability to initiate ideas and their capacity for independent learning remains below expectations. Progress in this area is inhibited because children have limited opportunity to make choices.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **satisfactory**, with some **good** teaching in the development of speaking and listening skills.

Main strengths and weaknesses:

- There are good opportunities for children to develop vocabulary through small group work.
- Reading skills are promoted well in the Nursery.
- Phonic skills are taught well in the Reception class.
- Children with speech and communication difficulties are well provided for in the Reception class. Four children with statements have Individual Education Plans and clear targets informed by assessment.
- There are not enough opportunities for children to experiment with writing through all areas of learning and limited opportunities for children to see adults writing.

Commentary

78. Children enter the Nursery with levels of attainment that are below expectations for their age and make progress to average levels in speaking and listening and reading by the end of the Reception Year. Writing attainment is below expectations and some opportunities to develop writing skills are missed.
79. Where language development is planned as a focus activity, the teaching is good. For example, children working with the Nursery nurse were excited to discover different objects in the play dough and they enthusiastically repeated new descriptive vocabulary. During story time, book handling skills were modelled effectively and children were keen to join in with repeated refrains. In the Reception class children were relaxed and confident when speaking in a large group and they listened attentively as others took their turn.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good** and teaching is particularly **good** in the Reception class. By the end of the Reception Year most children will have met or exceeded the Early Learning Goals for mathematical development.

Main strengths and weaknesses

- Children are encouraged to notice mathematical constructs in the environment and attention is given to the development of mathematical vocabulary.
- Imaginative and enjoyable practical activities are provided for children in the Reception class.
- Practitioners encourage children to use number language through rhymes and games in the Nursery.
- There is good progression in skills from Nursery to Reception informed by ongoing assessment records.
- Opportunities are missed to explore and develop mathematical concepts during self-initiated play.

Commentary

80. In the Reception class children explored the properties of 2D shape through multi-sensory activities including a shape 'feely bag', a shape walk and through construction activities. Children were enthusiastic in their learning and well-timed interventions enabled them to learn the attributes of shape in a meaningful way. Children were able to recognise shapes from description of the number of corners, straight or curved edges and number of sides.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Planned focus activities in the Nursery enable children to investigate objects and materials using their senses.
- Practitioners intervene effectively in children's role play to help them develop an awareness of other children's cultures and beliefs. A range of clothing and cooking utensils from different cultures is provided to support this.
- Practitioners encourage children to ask questions and make connections in their learning during planned activities.
- The topic 'All About Me' is well planned to ensure progression in knowledge from Nursery to Reception.
- The environment does not promote the development of investigative skills or exploratory play because there is too little to stimulate children's curiosity.
- Design and making skills are undeveloped because resources and equipment are not readily available to enable children to make real choices.

Commentary

81. Children enter the Nursery with a basic knowledge of their surroundings and most meet the Early Learning Goals relating to a sense of time, a sense of place, cultures and beliefs. There is some good teaching during planned focus activities but opportunities to develop investigative skills are not well promoted through intervention in children's spontaneous play. Children's ability to select tools to support their learning are limited and children are currently below expected levels of attainment in this area in the Reception class.

PHYSICAL DEVELOPMENT

Provision for physical development is **unsatisfactory** and children do not reach the expected levels in this aspect of their learning by the time they are five.

Main strengths and weaknesses

- Children are encouraged to move with control and in safety indoors and outdoors.
- Practitioners provide activities to enable children to practise manipulative skills using small apparatus.
- Children's physical development is inhibited by the limited provision for outdoor play. Children in Reception have limited access, the area is in need of development and equipment needs renewing.
- Children are supervised when using large equipment but are not challenged to develop their skills. Much of the outdoor activity observed lacked purpose or clearly defined learning objectives linked with Early Learning Goals.

Commentary

82. School leaders have already identified this as an area for development and it is a key issue for improvement in the School Improvement Plan. Teaching and learning is weaker in this area as practitioners do not make best use of assessments to plan for the next stage in children's learning.

CREATIVE DEVELOPMENT

It is not possible to make an overall judgement about this area of learning as there was no direct teaching observed during the inspection.

Main strengths and weaknesses

- Children are provided with opportunities to explore materials and develop vocabulary relating to texture and colour through continuous provision.
- Practitioners value children's contributions. In the role-play area they are interested and involved in children's play.
- Children in the Reception class have limited access to creative activities, which are located in the shared resource area.

Commentary

83. Children start from a very low skill level when they enter Nursery and discussion with children indicates that most are slightly below expected levels early in the Reception Year.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**. Standards are **above national averages** in reading and writing by Year 6 and the quality of teaching is **good** across the whole school. This represents **good** improvement since the previous inspection when standards at Year 6 were well below the national average and the quality of teaching was satisfactory across the whole school.

Main strengths and weaknesses

- There are improved standards in reading and writing at Year 6;
- There is good progress in reading by the end of Year 2;
- There is good progress in speaking and listening skills in Year 6;
- The use of effective teaching strategies in Year 4 and Year 6;
- The quality of teaching and learning in Year 6;
- The deployment of teaching assistants and support for pupils with special educational needs;
- The use of assessment to support planning.
- The use of ICT to support literacy teaching and learning;
- There is a lack of challenge for more able pupils in some classes.

Commentary

84. National Curriculum test data for 2002 show that standards attained by pupils in Year 2 were in line with the national average in reading and writing and well above the average attained by similar schools. The proportion of pupils attaining the higher Level 3 was broadly in line with the national average in reading and below in writing, but well above that achieved by similar schools. The standards attained by Year 6 pupils in the 2002 tests were well above national averages at Level 4 and Level 5. These results are significantly better than any achieved by the school since 1999.
85. School data indicate that the Year 6 results have been sustained in 2003 and results are still well above national averages in both reading and writing. The school's targets at Level 4 and Level 5 have been exceeded. Year 2 results have been maintained in reading at Level 2 and above but have dipped in writing to below national averages. There was a wide gap between reading and writing attainment in 2003, particularly at Level 2B and above, which is greater than the national trend.
86. Attainment in speaking and listening is average in Year 2 and good in Year 6. By Year 6, pupils talk with assurance in a variety of situations and engage well in conversation with adults. They are responsive to teachers' questioning and will contribute enthusiastically to discussion in lessons.
87. Pupils enter the school with low levels of language and make good progress in speaking and listening in the Reception class, where they are relaxed and confident to speak in large groups and respond well to teachers' directions and questioning. In some lessons in Years 1 and 2, interventions to bring the noise level down inhibit pupils' constructive discussion. Pupils achieve well in speaking and listening when they are given opportunities for small group discussion and collaborative work. For example, in a very good Year 6 lesson, pupils worked in pairs to prepare a role play about immigrants entering Britain for the first time, discussing their expectations, fears and first impressions of the country.
88. Pupils enter the school with low levels of literacy skills. They make good progress in reading and reach standards that are average by the time they are in Year 2. Reading standards have been maintained in Year 2 and are average overall, though comprehension skills are slightly below national expectations. Reading strategies are well taught in Years 1 and 2 through shared and guided reading and phonics work. Some lower ability pupils are supported effectively by the Reading Recovery teacher and make good progress in their reading. Most pupils are able to confidently read all the regularly spelled words in a story and they will try a range of strategies to work out words they do not know. Pupils use simple dictionaries and are able to locate information in non-fiction texts using a contents page. Comprehension strategies are less well developed, particularly among lower and average ability pupils. While they can read the words on the page, they have difficulty interpreting the meaning.

89. Pupils make good progress in reading in Years 3 to 6. In Year 4 most pupils read fluently and show knowledge of a range of problem solving strategies such as working out the meaning of words from context. They are able to comment on author intent and evaluate the effectiveness of a story.
90. Standards of reading are good in Year 6 and have improved since the previous inspection. Most pupils are able to read a range of fiction and non-fiction texts with confidence. They enjoy reading fiction and talk about the books they are currently reading with enthusiasm. They use non-fiction texts productively. For example, all Year 6 pupils have completed independent research on a chosen famous black person using a range of sources including reference and biographical texts, the Internet and information from interviews with people in the community. All pupils are able to make notes and show good understanding of the difference between fact and opinion. Higher ability pupils are able to synthesise information and comment on the reliability of sources.
91. Pupils' proficiency in writing stories and factual accounts for different purposes at Year 2 is consistent with the previous inspection and is slightly below average. By Year 6, most pupils are able to write well-structured stories with good character development, clear factual reports and biographical accounts. Standards at Year 6 have improved since the previous inspection and are now good.
92. Standards in writing are below average at Year 2, although most pupils make good progress in the Reception and Year 2 classes, where writing is modelled effectively in whole-class work. Progress slows in Year 1 because many of the activities are worksheet based and focus on closed activities, which give pupils insufficient opportunity to practise emergent writing of whole texts. By the end of Year 2 average-attaining pupils' writing has developed from labelling pictures and writing captions to writing simple short stories, simple instructions and short factual texts. High-attaining pupils are beginning to use a range of punctuation and develop their ideas into structured stories and accounts but few write in detail or use lively description to enhance their writing. Lower-attaining pupils are writing sentences using phonics to help them spell.
93. Standards in Year 6 are above average; pupils make inconsistent progress across Years 3 to 5 and very good progress in Year 6. In Year 4 pupils are working at average levels though this dips at Year 5. By the end of Year 6 most pupils have well formed joined handwriting and are able to organise their writing effectively. They are creative and use a range of sentence structures and lively description to add interest to their stories. Their non-narrative writing is well structured so that relevant information is grouped together and key points are developed. Their work demonstrates good knowledge of text features to support writing for different audiences and purposes. Lower-attaining pupils use accurate punctuation and organise their ideas well, though their writing lacks detail. Higher-attaining pupils use a range of stylistic devices to add interest and excitement to their writing.
94. Pupils with special educational needs make good progress over time because their individual learning targets are clearly defined and they receive very good support in lessons from support staff. Teaching and support assistants have good subject knowledge and understanding of how children learn; for example, in Year 1 the teaching assistant explained tasks clearly and effectively for pupils who required additional support without creating dependency. In Year 6, the teaching assistant supported less able pupils in improving their work through good questioning and prompts. Reading Recovery is used to support pupils with special educational needs in Year 1 and Early Literacy Support and Additional Literacy Support programmes are used to support pupils who are under-attaining in Year 1 and Year 3.

Teaching and learning

95. The quality of teaching and learning in English has improved since the previous inspection and is good overall. It is satisfactory in Years 1 and 2 and good in Years 3 to 5. Teaching is very good in Year 6, resulting in accelerated progress in learning to above average standards in this year group.
96. In good and very good lessons, teachers use a range of methods to stimulate, engage and challenge pupils. Learning objectives are clearly explained and activities support and extend these objectives for all pupils through the whole lesson. Very good whole-class teaching is characterised by the use of interactive strategies, which hold the interest of all pupils. For example, whole-class work in a Year 6 lesson incorporated active listening to a tape-recorded extract, rehearsing and performing a short role-play and noting down key features of report writing. All pupils were immersed in the activities; their enthusiasm for the tasks spurred them on to produce high quality work and their learning was tangible. In other lessons, modelling and demonstration is used to good effect. In a Year 4 lesson, the teacher demonstrated narrative structure using high quality literature as a model and stimuli for pupils' own writing. In Year 2, the teacher modelled instructional writing effectively and used good questioning techniques to illustrate the key features. Good and very good lessons are well planned to ensure pupils understand the purpose of independent activities and work is matched to the ability of pupils. Plenaries are used effectively to address any misunderstandings and consolidate learning.
97. Where teaching and learning is less effective whole class work is characterised by long periods of teacher dominated talk and behaviour management interventions interrupt the flow of the teaching. Pupils lose concentration as the teacher directs responses to individuals or small groups. For example, in a Year 1 lesson some good key teaching points were lost as the teacher focused on individuals who were not participating. Independent activities are generally well matched to the ability of pupils, although some of the more able pupils are not challenged to extend their learning.
98. Pupils usually enjoy and behave well in their English lessons and they are very keen to demonstrate or share their work. In most lessons they are keen to participate, set to work promptly, concentrate on their tasks and work well collaboratively. Many lessons enrich pupils' social, moral and cultural understanding through the quality of literature they read and the guidance they are given by teachers and teaching assistants.
99. All teachers set individual learning targets which show pupils how to improve their writing. In most classes these are understood by pupils and applied to their work. However, some targets written for pupils in Year 1 are not known to the pupils and have little effect on their learning. Marking is used effectively in Year 2 and Year 6, where strengths are reinforced and guidelines for improvement are given. Teaching assistants are effectively deployed to assess the learning of targeted pupils through lessons. They use these assessments effectively to guide pupils during whole-class and group work, and give very good support in lessons.
100. There is a good range of writing within English lessons and in other subjects across the curriculum. Literacy skills are well taught through other subjects and pupils are encouraged to make links in their learning across subjects. ICT was observed being used to record literacy work using word processing in Year 4 and PowerPoint in Year 6. However, the use of ICT to support literacy learning is at an early stage of development and is not currently used to good effect across the school.

Leadership and management

101. It is not possible to evaluate current leadership of the subject as the co-ordinator has only been in post for one month and has limited knowledge of strengths and weaknesses across the whole school. Good management structures are in place; his role is well defined and effective procedures to help him develop leadership capacity have been put in place. A monitoring timetable identifies opportunities to observe teaching and learning across Years 3 to 6 with support from the LEA literacy adviser; there is a focus on the moderation of written work across the school and regular non-contact time to monitor planning and analyse pupil performance in order to identify curricular targets. His commitment to improving standards is high and the current focus on improving writing across the school is appropriate.

MATHEMATICS

Provision in mathematics is **good**: competence in mathematics is **good**; the standard of work seen during the inspection is **good**.

Main strengths and weaknesses

- Pupils' achievement by the end of Year 6 is good.
- The subject co-ordinator is experienced and effective.
- Teaching assistants provide high Quality support.

Commentary

102. In 2002, the number of pupils aged seven achieving Level 2 was very high when compared to the number for both all schools nationally and schools in similar circumstances, with 29 per cent of pupils achieving a Level 3. Results in 2003 show that 87 per cent of pupils attained Level 2 but no pupils achieved a Level 3.
103. In 2002, the number of pupils attaining Level 4 or above in the Year 6 tests was well above that achieved nationally and very high when compared to the number in schools in similar circumstances. The number of pupils attaining Level 5 was broadly in line with national results but well above the average for schools in similar contexts. The Year 6 results for 2003 show that achievement compared to that of all schools is good and when compared to that of similar schools is well above average. Since 1999 attainment has risen sharply.
104. The quality of teaching is good. It is good in Years 1 to 5 and in Year 6 it is very good.
105. Teachers are familiar with the National Numeracy Strategy and this is used most effectively. The key strengths in teaching are:
- The high quality support given by teaching assistants who work closely with the class teachers.
 - The co-ordinator's knowledge of mathematics and how to teach it, which is influencing how mathematics is taught throughout the school.
 - Lessons are well planned and purposefully taught.
 - The teachers share the purpose of the lesson with the pupils and usually return to it at the end of the lesson to check on pupils' learning.
 - Teachers use a good range of mathematical vocabulary to discuss lesson content. As a consequence, the pupils explain their work using correct terminology.
 - The mental and oral mathematics sessions at the start of lessons are delivered with enthusiasm and encourage the pupils to use their number knowledge.

Some less consistent aspects are slowing the overall improvement in teaching:

- Limited use is made of ICT to support and enhance pupils' learning, especially in handling and interpreting data.
- Sometimes too much time is lost when teachers insist on low noise levels; this results in the lesson becoming fragmented and pupils losing interest.
- Not all teachers engender a sense of success in achieving the targets for the day. Year 6 pupils knew they had met their targets as the teacher praised their achievement and emphasised how their answers matched the content of the targets openly displayed.

106. In the good and very good lessons seen, the pupils learn quickly because the teachers draw on the pupils' own explanations. They explain clearly, with examples, so that pupils have a clear understanding of the mathematics. For example, when explaining how to change improper fractions to mixed numbers, plenty of examples were demonstrated using pictures and models as well as numbers. In another very good lesson, the teacher gave short focused activities to keep pupils interested. A good pace was maintained throughout the lesson and pupils were involved in their own learning, helping each other to understand how to find factors of a given number.
107. There are no marked differences overall in the performance of boys and girls. Pupils with special education needs are supported well and make satisfactory progress. They are skilfully included in the mental and oral sessions by the teacher's use of questions, which are carefully directed towards different groups, and by allowing teaching assistants to help pupils.
108. The subject is managed well. The co-ordinator has been in post for some time and has a good knowledge of the subject and the National Numeracy Strategy. She has monitored pupils' work and teachers' planning and is monitoring teaching. She demonstrates to less experienced staff how to make their lessons better. The school uses tests to track pupils' progress from year to year and this is proving effective in helping to group pupils and to raise expectations of what they can achieve.
109. By the end of Year 2, pupils have a good knowledge of number and good factual recall of the pairs of numbers that add to ten. They can add or subtract 10 from any two-digit number and are able to recognise and read numbers up to 9,999. They are able to read and interpret block graphs and bar charts. They are less secure in suggesting suitable units to estimate and measure with and on the names of 2D shapes. They have a good mathematical vocabulary because teachers have used the correct terminology.
110. In Years 3 to 6, pupils develop their number awareness and teachers make good use of the National Numeracy Framework to ensure they are progressing at an appropriate rate. By the age of eleven, pupils work out calculations in their head quickly. They are confident in doubling and halving numbers and use a range of strategies to solve number problems. They recognise and use place value up to 1,000,000 and nearly all show a good understanding of fractions and percentages. Their knowledge of shape and space is good but their ability to estimate and approximate is less secure.
111. Since the last inspection, standards have risen throughout the school. The school has fully embraced the National Numeracy Strategy. The school has sufficiently experienced and qualified staff to teach the subject.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- There is good teaching, through practical activity, of investigative and observational skills.
- By the end of Year 6, standards are well above the national average.
- There is an experienced and effective subject co-ordinator.
- There is an over-use of worksheets in Years 1 and 2.

Commentary

112. Since 2000, there has been a sharp improvement in national test results by the end of Year 6 and in 2002 and 2003 standards were well above the national average and in the top 5 per cent when compared to those of similar schools.
113. Good progress is made throughout Years 3 to 5. This quickens in Year 6 where an exchange of classes is organized to enable the subject co-ordinator to teach the class and use her expertise. In Years 3 to 6, pupils achieve well in practical and investigative activities. They are taught to plan investigations, ask questions and collect the evidence. They record their findings in a range of tables, graphs and observational drawings. Pupils effectively learn how to write in a scientific fashion, including an evaluation of their findings. For example, they investigate why objects weigh less when immersed in water and measure the results in Newtons. In Year 6, pupils understand the working of various electrical circuits and record their findings in accurate drawings with correct use of technical language. Pupils in Year 6 also show good reasoning when planning an experiment on buoyancy; their explanations are logical, based on what they have seen, but also draw on previous knowledge of why objects float and sink.
114. In Years 1 and 2, pupils achieve a satisfactory standard and make reasonable progress. Teacher Assessment at the end of Year 2, in both 2002 and 2003, shows attainment to be below the national average, but in line with that of similar schools. A scrutiny of pupils' work in Year 2 indicates that it is of a satisfactory standard. They have a sound knowledge of how to conduct a fair test, showing, for example, a good understanding of friction when investigating how various surfaces affect movement. Although pupils in Years 1 and 2 undertake investigations, their recordings are restricted through the over-use of worksheets. There is no difference in the achievement of pupils from various ethnic groups or between boys and girls.
115. Pupils behave well in lessons and develop a positive interest in science. They are enthusiastic about practical work and co-operate well in groups as they carry out investigations. Pupils are eager to find out about things, develop curiosity and are keen to explain what they are doing.
116. Teaching is good. In Year 6, the objectives for learning are clear and shared with pupils. Pupils know what they have to do and can explain what they are trying to achieve – this means that understanding is present in their learning. There is very good questioning and lessons have pace. The teaching shows enthusiasm and very good subject knowledge. During one lesson on forces, there is a brief but helpful recap on previous work and then there is a very good discussion about gravity as a force – this captures pupils' interest. Following this, pupils work co-operatively on an investigation of the weight of objects in water. During this work, the teacher promotes good group discussion during which pupils develop analytical thinking. At the end, pupils record their work in a logical and scientific fashion and can offer detailed and relevant explanations of what they had observed. There is very good marking in Year 6: the teacher asks questions that direct pupils to improve their work. In Year 2, there is good practical activity, which is well organized by the teacher and pupils enjoy this. They are able to sort various foods into appropriate categories and

can explain why foods might be in one group rather than another. During these activities, the teacher interacts in a positive way to encourage co-operative skills amongst pupils and is able to promote good discussion so pupils understand the need for a balanced diet. Where their interest is captured, pupils are able to develop their thinking about scientific concepts and learning proceeds at a good pace.

117. The subject is well led and managed. There is a good science action plan and this is kept under review. The review is informed by regular monitoring and evaluation. This takes the form of checking teachers' planning and also working with other teachers to improve pupils' learning, for example by sharing a lesson. The curriculum is well organized and appropriately covers all the various areas of science, such as life processes and investigative skills. Although teachers evaluate the progress made by pupils, there is no overall and agreed policy for assessment in science and for the tracking of pupils' achievements and the setting of targets based on this. The co-ordinator recognizes this as an area for improvement.
118. At the last inspection, standards by the end of Year 6 were average and they are now well above. There was unsatisfactory teaching in Years 3 and 4, but this is not the case now – the teaching seen was nowhere less than satisfactory. At the last inspection there was little monitoring of standards and quality, but this is now securely in place.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is currently **unsatisfactory**, although ICT Development Plans and recently improved leadership of the subject suggest that the capacity for improvement is good.

Main Strengths and weaknesses:

- There is improved leadership and management of the subject. There is a detailed development plan which, when implemented, will raise standards and expertise over the next three years.
- There are improved infrastructure and resources. The ICT suite is now being used fully by all pupils in the school.
- There are improved standards in some aspects of the ICT curriculum such as the use of ICT to organise work and develop ideas.
- The standards are below national expectations due to a lack of coherent working resources and consequent inability of teachers to deliver discrete ICT effectively up to September 2003.
- The teachers have had insufficient opportunity to develop their own expertise and confidence in teaching ICT.
- ICT is not systematically used to support teaching and learning across a wider number of subjects.

Standards

Commentary

119. Pupils' performance in information and communication technology and staff training were key issues for improvement in the previous inspection. Progress in addressing these issues has been impeded by staffing instability and problems with the school's ICT infrastructure. Since the appointment of the headteacher in January 2003, the ICT suite has been upgraded and relevant software installed. However, these improvements have not yet had time to impact on pupils' attainment, which remains below national expectations, or on teachers' knowledge and confidence in teaching ICT.

120. Because of limited resources, problems with the infrastructure and instability in staffing, standards in ICT are currently below national expectations for pupils in Years 2 and 6. This reflects the findings of the previous inspection.
121. There has been some improvement in the use of ICT to organise work and develop ideas. Year 2 pupils demonstrated that they know how to log on to computers, typing in a user name and password, and know how to access a program through icons on the desktop. When use of a 'draw' program was demonstrated to them, they were able to recognise 'shape', 'pencil', 'fill' and 'spray' tools and could describe how to change brush sizes and erase work. However, they were unable to demonstrate this in practice because the software could not be accessed on all the computers. Some pupils in Year 5 are able log on independently, draw a table and insert text and clip art into a saved word document, manipulating size and location. However, there is a wide spread of ability in the class and about two-thirds of the pupils are working below expectations. They make good progress across the lesson and are gaining in confidence but have some way to go to catch up on knowledge and skills. In Year 6, pupils are proficient in using a multi-media program to present information. They consider content and quality with care and amend their work considering the features of good page design. They are able to search for images on the Internet and insert them into their presentation. Most of the pupils are working at expected levels in this area.
122. However, pupils have had limited opportunities to develop their skills in the use of databases and spreadsheets to sort and classify information and they have limited knowledge of how to model effects on screen and control devices. Their ability to develop ideas fully and evaluate their work is impeded by their lack of technical knowledge and experience. ICT is not currently used systematically across the school to support learning in other subjects or for research purposes, although it is given a high priority in the ICT development plan.

Teaching and learning

123. Teaching is good. In the three lessons observed, teachers' knowledge was secure and achievement of pupils was satisfactory or better across the lesson. Demonstration was used to good effect and questioning was used effectively to probe pupils' understanding. In the Year 6 lesson, very good teaching including demonstration and tutoring, enabled pupils to make good progress. Pupils' attitudes and behaviour were at least satisfactory in the lessons observed. Pupils were eager for direct 'hands on' experience and sometimes became impatient through the demonstrations but were generally attentive. Whilst many worked with a high degree of independence, some pupils required a lot more support. The spread of ability was very wide in all the lessons observed, reflecting the experience that pupils have outside school.

Leadership and management

124. Recent upgrading of the ICT suite and purchase of relevant software have significantly improved provision, although they have not yet impacted on standards. The headteacher and ICT co-ordinator are working collaboratively and together provide strong leadership for the subject. A detailed ICT Development Plan addresses the issues of raising pupils' attainment, curriculum development, inclusion, resources and infrastructure and staff development. There are clear success criteria by which to evaluate the improvements in terms of impact on pupils' learning. The headteacher has a clear view of strengths and weaknesses in provision and is planning appropriately to improve attainment.

HUMANITIES

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- The well-balanced curriculum covers all elements of the locally agreed syllabus.
- Pupils show respect for the beliefs and values of others.
- Pupils are confident to talk about faith and belief.

Commentary

125. Although it was not possible to see any lessons, teaching is judged as satisfactory when taking account of teachers' planning, where there are clear objectives for learning and a strong and balanced emphasis on reflecting the major world faiths in the work covered. Pupils' work in Year 6, for example, shows some perceptive writing about the place and value of ceremony. One pupil wrote the following about a Hindu marriage: "Although the ceremony is a long one, it is quite informal and the guests may talk, laugh and even sing amongst themselves." Pupils in Year 3 write about what makes them special and the differences between right and wrong. Teachers plan good opportunities for pupils to talk and express their views and these provide opportunity for quiet reflection on the place of belief, worship and the values that underpin them.
126. There is a subject action plan and a clear map of the curriculum. The subject co-ordinator has been in post only a few weeks, but she has been well supported by the headteacher to develop her knowledge. There are plans to monitor pupils' work and to evaluate the quality of subject displays. The subject is well resourced in terms of artefacts and posters. The pupils come from a range of faiths and the school's provision builds on this and uses this diversity positively in the planning of the curriculum. This was reflected in a whole-school assembly where pupils from various classes talked about the work they were doing, and the event emphasized the school's strong sense of community and its ability to celebrate the achievements of others.

History

Provision in history is **satisfactory**. No history lessons were seen in Years 1 and 2 but inspectors looked at samples of pupils' work, discussed work with pupils and examined teachers' planning. Two lessons were observed in Years 3–6 and inspectors examined pupils' work, spoke to pupils and staff and looked at teachers' planning. Standards in history are judged as **satisfactory** throughout. Teaching is **satisfactory**.

Main strengths and weaknesses

- The co-ordinator has a clear action plan to help her to know standards in the school and improve provision for history teaching.
- There are clearly detailed plans for teaching the subject, specifying what should be covered.
- All, including those with special educational needs, do well and show true enthusiasm when visiting speakers recall their own experiences.
- Opportunities to link history and literacy are sometimes missed; for example, persuasive writing and autobiographical texts.
- Very little time is dedicated to the teaching of history, which is why it needs to be linked to literacy lessons.
- Resources are adequate but the use of ICT to support the subject is not utilised fully, especially through the use of CD-ROM and the Internet.

Commentary

127. By Year 2, pupils know about some historical figures such as Florence Nightingale. They use historical evidence in relation to the Great Fire of London. They begin to recognise the difference between new and old objects. By Year 6, pupils know that Henry VIII had six wives and he separated the English Church from Rome. This work was supported by a visit to the Museum of London, which brought the learning alive for the pupils. They use time lines to plot changes in the reign of Henry and to locate the Tudors as a period in English history. They recognise there were differences in the clothes and diet of rich and poor people at the time.
128. There is a new history co-ordinator, who, at the time of the inspection, had only been acting as co-ordinator for three weeks. As yet she has had little influence on the teaching of the subject and has little notion of the standards achieved by pupils. She has begun a programme of examining pupils' work but it is too early in the term for her to have come to any conclusions. She is carrying out the agreed action plan and has identified other areas for development such as reorganising history books and monitoring teachers' planning.

Geography

Provision in geography is **satisfactory**. Since the previous inspection the school has adopted a scheme of work that covers the whole curriculum and is planned to ensure progression in geographical enquiry and skills. Planning is sound and identifies key learning objectives for each unit of work. This is an improvement since the previous inspection.

Main strengths and weaknesses:

- Curriculum breadth has improved.
- Planning identifies key learning objectives and expected learning outcomes.
- Written work shows good coverage of knowledge and understanding of places from Years 2 to 6.
- There is an over reliance in some year groups on worksheets meaning that skills progression is not clear.
- Insufficient use is made of ICT to support learning in the subject.

Commentary

129. Pupils' attainment at the end of Year 2 is close to national expectations. Year 2 pupils are able to discuss principle features of their local environment and compare them with a contrasting location they have been studying. Using the display and resources in the classroom, pupils are able to identify physical and human features on the island of Struay and they can say how an island differs from the mainland. They are starting to use appropriate geographical vocabulary such as 'island', 'sea', 'mountain', and 'mainland'.
130. Attainment at the end of Year 6 is in broadly in line with national expectations. Pupils in Year 6 are able to talk about how people affect the environment and limitations placed on people by the environment and climate.
131. Written work shows that pupils cover a range of topics to develop their knowledge and understanding of places and develop geographical skills. In Years 3 to 6 they collect and record evidence in a variety of ways including graphs and flowcharts. However, in some classes there is an over reliance on worksheets and no clear progression in geographical knowledge and skills.

132. Only one lesson, in Year 5, was observed and this was well planned with well-defined learning objectives and outcomes. Overall teaching is satisfactory throughout the school. Pupils were able to identify human and physical features on a map of their locality and identify water sources. They showed enthusiasm for the subject when they were able to work collaboratively and look for evidence first-hand.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Music

Provision in music is **good**.

Main strengths and weaknesses

- In 2001 the school gained the Gold Artsmark, which included performance in music.
- Pupils experience a good range and balance of musical experience.
- Pupils enjoy music and respond with enthusiasm; they show good levels of musical skill.

Commentary

133. Three music lessons were seen, teachers' planning and curriculum documents were scrutinized and there was a discussion with the headteacher, who is now acting as co-ordinator. The school achieved Gold Standard in the Artsmark in 2001 under the leadership of the previous substantive headteacher. An issue for the school now is to maintain this standard as well as it can without the same level of expertise. To achieve this, the headteacher has planned to enable staff training, to link with other schools locally where there is musical expertise and to use the skills of the local community.
134. Pupils achieve well and reach a good standard. Overall, teaching is good. Pupils are confident learners and show a well-developed sense of rhythm. For example, in one lesson in Year 4, pupils readily entered into an activity, which involved clapping in unison and inventing a rhythm or sound to fit the group theme. This was done with pace and understanding and a sense of enthusiasm. The teaching was lively and based on good subject knowledge. Pupils used instruments with confidence and could follow an ostinato pattern with understanding. In a Year 2 lesson, pupils show good listening skills and can discriminate well between different sounds in a sequence. They are able to evaluate the music they hear and make a judgement on the best sound to fit a particular action.
135. At the last inspection, the older pupils made unsatisfactory progress and did not respond well and resources were inadequate. The school has addressed these weaknesses well. Pupils' attitudes to music are now very positive and they enjoy the subject, entering into any activity with enthusiasm. The school has excellent resources, including a range of keyboards, percussion and other instruments and a music room. Pupils have good opportunity to perform at school concerts and other events. For example, at the Year 6 Leavers' Concert, there was a jazz/blues contribution with pupils playing keyboard and percussion. The challenge is to sustain this standard and improvement without the same level of staff musical expertise being available, but the headteacher has appropriate strategies to address this.

Design and technology

Provision in design technology is **satisfactory**.

Main strengths and weaknesses

- The co-ordinator has good knowledge of design and technology and how to teach it, which is influencing how the subject is taught throughout the school.
- There is high quality support given by teaching assistants, who work closely with the class teachers.
- Lessons are well planned and purposefully taught.
- The teachers share the purpose of the lesson with the pupils and usually return to it at the end of the lesson to check on pupils' learning.
- Provision is broad and well planned.
- In Years 1 and 2 there is a need to extend the choice of materials that pupils can work with.
- The use of ICT to help with design should be improved.

Commentary

136. Standards in design and technology are judged as satisfactory, although it was early in the term and therefore there were very few examples of models or other things made by pupils to examine. This is an improvement since the last inspection, which judged that the standards in Years 3–6 were unsatisfactory.
137. The quality of teaching throughout the school is satisfactory. Teachers plan carefully for the subject to achieve a balance between the different elements. Materials are well prepared and efficiently organized. Pupils are encouraged to discuss their designs and explain their thinking.
138. Discussion with pupils in Years 2 and 6 indicates that they have a clear understanding of the designing and making process and are learning to evaluate their work. Younger pupils identify the resources required to make houses and what they will look like when they are finished. They use correct terms such as chassis and axle when describing vehicles. Discussion with pupils in Year 6 confirmed that they enjoy the subject. They spoke about the topic of bread, covered when they were in Year 5. The tasks provided had encouraged them to gain an understanding of differences in bread from a range of countries thus developing their cultural awareness. They had evaluated samples according to texture, smell and taste. Pupils clearly understood the nature of a raising agent and talked about terms such as “prove” when talking about how bread was made. Year 5 pupils had enjoyed making musical instruments at home and were constructively evaluating how they could be improved.
139. The leadership given to the development of the subject is good. The scheme of work gives sound guidance on the development of pupils' skills, knowledge and understanding. Arrangements for the assessment of pupils' progress are still not fully in place, although the co-ordinator has a good grasp of current standards. Accommodation and resources for design and technology are good, although the dedicated room, which is well furnished and equipped, is underused.

Art and design

No lessons were observed during the inspection and there is insufficient evidence to make judgements on the quality of teaching and learning in the subject. Evidence of pupils' attainment and progress in art and design is drawn from samples of pupils' work, displays and discussion with pupils. The evidence indicates that provision for art and design is **good** and pupils make good progress. This is consistent with the findings of the previous inspection.

Main strengths and weaknesses:

- There is good attainment and progress in 2D artwork at Year 6.
- The pupils are show ability to reflect on and develop their own work.
- There is a knowledge and understanding of technique and works of famous artists.
- There is limited progress in 3D work
- There is insufficient use of computer art

Commentary

140. It is not possible to make a judgement on standards at the end of Year 2 because insufficient evidence was gathered over the course of the inspection.
141. Standards in 2D work in Year 6 are good. Pupils' pencil drawings of the local environment show a good understanding of line and tone. Some of the more able pupils are able to depict shadows and light giving depth and perspective to their work. They have good knowledge of the work of famous artists and show an appreciation for art from a variety of cultures. They have produced work 'in the style of' artists such as Monet and Van Gogh and are able to reflect on the effectiveness of their work in comparison with the original artist. The standard of their painting is very good; work on sunsets shows their sophisticated use of light, shadow and reflection to create three dimensional effects.
142. Work in three dimensional and craft work is less well developed and there is little evidence of progression in this area. Similarly, the use of computers in art and design has not advanced far enough to make an impact on the subject.
143. The co-ordinator has been in post for only one month but is aware of the strengths and weaknesses in the subject across the school. 2D art is well promoted in teaching and in displays around the school. The school has recently invested in a kiln to support developments in sculpting and craft work located in a refurbished art and design room. This should help to improve 3D work to the high level of 2D work observed in this and the previous inspection.

Physical education

Provision in physical education is **satisfactory**.

Main strengths and weaknesses

- The school's success in football and other sporting competitions.
- The pupils lift, transport and use equipment safely.
- There is a good balance in the planned curriculum between games, dance and gymnastic activities.
- The provision for opportunities outside the normal school day to participate in sports.
- There is uncertainty over the future provision of swimming.
- The time allocation to the subject, which is too low in Years 3–6, needs attention.
- The provision of outdoor play and physical development in the Foundation Stage, needs attention.

Commentary

144. No physical education lessons were seen in Years 1 and 2 and only two lessons in Years 3–6. The quality of teaching is satisfactory overall. The previous inspection report found that pupils' response to physical education was unsatisfactory overall in Years 3-6. This was not the case in the lessons observed, where the pupils' response was positive. The previous report also found that there were no after-school clubs to support pupils' learning, and now there are.
145. The standards attained by pupils in Years 3-6 are broadly average. Pupils achieve satisfactory standards in relation to their previous learning.
146. By Year 5, pupils have developed the skills of receiving and sending a ball and demonstrate this when they participate in volley ball practice. They have a clear understanding of the rules of the game and the principles of attack and defence. In the football team practice observed, all pupils concentrated very well and used "lesson" time to the full. By skilfully using demonstration and structuring the lesson, the two teaching assistants ensured that the pupils faced increasing challenges; the teaching thus ensured that the pupils were taken to the edge of their capabilities and their skills increased as a result.
147. The subject is managed well. The coordinator has been in post for a year and has a good knowledge of the subject. She has monitored pupils' standards by informal observation and by scrutinizing teachers' planning. There is an action plan for physical education, which identifies clearly the co-ordinator's direction for the coming year.

PERSONAL, SOCIAL AND HEALTH EDUCATION (PSHE)

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

Main strengths and weaknesses

- Pupils are encouraged to express personal views and opinions and these are valued by teachers.
- The School Council enables pupils to learn about democracy and provides an excellent forum for them to learn about decision making.
- The school is taking part enthusiastically in a 'healthy schools' project.

Commentary

148. The subject is well planned for and has both a discrete slot in the timetable and provision through various topics in, for example, science. Teachers are very good at enabling and encouraging pupils to talk about their experiences and they help other pupils to listen with understanding. The School Council members are elected and represent all the classes in the school. A meeting of the council was observed and it was impressive how articulately pupils were able to express their views about topics such as the school dress code. They gave thoughtful and reasoned answers.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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