

# INSPECTION REPORT

## **KENSINGTON PRIMARY SCHOOL**

Manor Park, London

LEA area: Newham

Unique reference number: 102727

Headteacher: Ms H K Pardesi

Lead inspector: David Tytler

Dates of inspection: 10 – 13 November 2003

Inspection number: 256593

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

© Crown copyright 2003

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

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

## **INFORMATION ABOUT THE SCHOOL**

Type of school:	Primary
School category:	Community
Age range of pupils:	3 to 11 years
Gender of pupils:	Mixed
Number on roll:	505
School address:	Kensington Avenue Manor Park London
Postcode:	E12 6NN
Telephone number:	020 8478 2339
Fax number:	020 8470 3414
Appropriate authority:	The governing body
Name of chair of governors:	Mr Y Adam
Date of previous inspection:	19 November 2002

## **CHARACTERISTICS OF THE SCHOOL**

Kensington Primary School, in Manor Park in the London borough of Newham, is much larger than most primary schools, having 505 pupils aged three to 11, who come from a wide mix of ethnic and social backgrounds. There are 64 children in the reception classes and 30 children attend the nursery on a part time basis, either in the morning or afternoon. The number of pupils having English as an additional language, including a significant number of refugees, is very high, with many at an early stage of learning English. The number of pupils having special educational needs, including statements, is below the national average. The school is involved in Excellence in Cities and the Leadership Development Strategy in Primary Schools. In addition to a high level of staff turnover, the school is also adversely affected by the high number of pupils who join or leave other than at the usual times. The attainment of pupils on entry into the school is well below what is expected nationally for children of their age.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
8990	David Tytler	Lead inspector	
9079	Ann Moss	Lay inspector	
20063	Gerry Slamon	Team inspector	Special educational needs Mathematics Information and communication technology Personal, social and health education Religious education
29424	Vivienne Stone	Team inspector	Art and design Design and technology Geography History
12764	Wendy Thomas	Team inspector	English as an additional language English Music
7336	Lindsay Howard	Team inspector	Foundation Stage (nursery and reception classes) Science Physical Education

The inspection contractor was:

Cambridge Education Associates

Demeter House  
Station Road  
Cambridge  
CB1 2RS

Any concerns or complaints about the inspection or the report should be made initially to the inspection contractor. The procedures are set out in the leaflet '*Complaining about Ofsted Inspections*', which is available from Ofsted Publications Centre (telephone 07002 637833) or Ofsted's website ([www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

## **REPORT CONTENTS**

	<b>Page</b>
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
<b>PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS</b>	
<b>STANDARDS ACHIEVED BY PUPILS</b>	<b>8</b>
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
<b>QUALITY OF EDUCATION PROVIDED BY THE SCHOOL</b>	<b>10</b>
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
<b>LEADERSHIP AND MANAGEMENT</b>	<b>14</b>
<b>PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES</b>	<b>17</b>
<b>AREAS OF LEARNING IN THE FOUNDATION STAGE</b>	
<b>SUBJECTS IN KEY STAGES 1 AND 2</b>	
<b>PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS</b>	<b>29</b>

## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**The school provides a sound standard of education for its pupils and no longer has serious weaknesses.** Standards are rising in English and science in Year 6 and match the national average. Whilst standards are also rising in mathematics, they remain below the national average. The high levels of pupil mobility and a deficit of good teaching in the past have adversely affected standards over time but the consistently good teaching in Year 6 enables pupils to achieve well. The leadership and management of the school are satisfactory and it provides sound value for money.

The school's main strengths and weaknesses are:

- Standards are improving in Year 6, particularly in English;
- Children achieve well as a result of effective teaching, particularly in the nursery, reception classes, Years 1 and 2 and Year 6;
- Pupils' very good personal development underpins their good behaviour in classes and around the school;
- Pupils want to do well and have very good relationships with their teachers. They behave very well in classes and around the school;
- Key staff are focused on the right priorities to raise standards;
- Pupils know their targets for improvement and can talk about them;
- The school has difficulty in recruiting and keeping high quality permanent staff;
- Whilst the curriculum is satisfactorily broad and balanced, planning for pupils of different ages in the same class is unsatisfactory;
- Assessment procedures and the use of assessment information are inconsistent.

The school is considerably more effective than it was at the last inspection. Standards are rising in most subjects and pupils are achieving well. Results for 2003 showed a significant rise in the number of pupils reaching the higher levels in the national tests for 11-year-olds in English. Regular targeted monitoring has led to a significant rise in the quality of teaching. The leadership and management of the school have improved. The effective senior management team is supported by a group of knowledgeable and determined subject co-ordinators. Although still unsatisfactory, attendance has improved and arrangements for monitoring and promoting attendance are very good.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			similar schools
	2001	2002	2003	2003
reading	E	E	D	E
writing	D	D	C	E
mathematics	C	D	D	E

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average  
Similar schools are those with similar percentages of pupils eligible for free school meals*

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

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average  
As less than 80 percent of the pupils in Year 6 had been in the school in Year 2, the similar school's comparison is based on the percentage of pupils known to be eligible for school meals.*

**Children achieve well throughout the school.** Standards in English and science in the current Year 6 now match national expectations. They are below average in mathematics because of a lack of good teaching in the past. Standards in information and communication technology (ICT) match

the national average in Years 1 and 2 but are below in Years 3 to 6 because of shortcomings in teaching in the past and because not enough time is given to control technology. Standards in religious education are in line with the expectations of the locally agreed syllabus in Years 1 and 2 and above in Years 3 to 6. Standards in physical education are average throughout the school. Standards in art and geography are average in Years 1 and 2 and below average in Years 3 to 6. Standards in music are below average throughout the school. Children achieve well in the nursery and reception classes. By the time children enter Year 1, standards are close to what is expected for children of their age, except in literacy and communication in English, where they are below. Pupils speaking English as an additional language or having special educational needs achieve well. The school substantially exceeded its target for the number of pupils gaining the national expectations or above in English, but fell short of in mathematics.

**Pupils' personal qualities, including their spiritual, moral, social and cultural development, are good.** Pupils' personal development is very good. Their social, moral and cultural development is very good; spiritual development is good. The high quality care provided underpins the very good attitudes and behaviour throughout the school. Children's attitudes in the nursery and reception classes are very positive and their behaviour is very good. Attendance is improving but remains unsatisfactory and a number of pupils are regularly late for school.

### **QUALITY OF EDUCATION**

The school provides a **sound** education for its pupils, including the very large numbers speaking English as an additional language or with special educational needs. **Teaching and learning are good in the nursery, reception classes, in Years 1 and 2 and in Year 6. Teaching and learning are satisfactory in Years 3 to 5, although many examples of good teaching were seen there.** As a result of the satisfactory and better teaching, and when taking account of the deficit of good teaching in the past, pupils achieve well. Children in the nursery and reception achieve well. The curriculum is satisfactory over all, but is unsatisfactory for children of different year groups in the same class. The good care, guidance and support of pupils and the improving partnership with parents make a significant contribution to pupils' achievement.

### **LEADERSHIP AND MANAGEMENT**

The headteacher provides **determined and effective** leadership and receives very good support from the recently appointed deputy headteacher and key staff. The management of the school is **sound**. The role of many co-ordinators, however, needs to be developed so that they can lead their subjects more effectively. Key governors have a good understanding of the school and are playing an increasingly important role in planning for its future. With the exception of some minor omissions in the school prospectus and governors' annual report to parents, statutory requirements are met.

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

Parents are generally supportive of the school and say that teachers are approachable. Most parents believe that their children make good progress and are encouraged to become mature and responsible. Some parents are concerned about the school's difficulties in recruiting and retaining high quality permanent staff and about the mixed-age classes. Inspectors agree with these concerns. Several parents are also concerned about the setting of homework, but the inspection found that this was satisfactory. The vast majority of pupils like being at the school. They like their teachers, think that they are fair and know that they can turn to an adult if they have any worries.

### **IMPROVEMENTS NEEDED**

- Explore ways of recruiting and retaining high quality permanent staff.
- Ensure that the curriculum in classes having children of different ages meets the needs of all pupils.
- Ensure that assessment procedures and the use of assessment information are consistent throughout the school.

and, to meet statutory requirements:

- Ensure that the school prospectus and governors' annual report includes all the necessary information.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

Standards have been rising in recent years particularly in English and science where they are now in line with national expectations. Whilst there has also been a marked improvement in mathematics, standards are below average. Given their low starting point, pupils achieve well as they move through the school.

#### Main strengths and weaknesses

- The good teaching in Years 2 and 6 enables the vast majority of pupils to achieve well over time.
- Standards in religious education are above expectations by Year 6.
- Children achieve well in the nursery and reception classes and by the time they enter Year 1 standards are close to what is expected for children of their age.
- Standards remain below national expectations in Years 1 and 2 in English and in mathematics and information and communication technology (ICT) in Years 3 to 6.
- Staffing difficulties in the past have adversely affected standards.
- A significant number of pupils join and leave the school other than at the usual times of starting.

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

Standards in:	School results	National results
Reading	13.9 (15.1)	15.7 (15.8)
Writing	12.5 (14.1)	14.6 (14.4)
mathematics	16.3 (16.5)	16.3 (16.5)

*There were 68 pupils in the year group. Figures in brackets are for the previous year*

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

Standards in:	School results	National results
English	26.7 (24.5)	26.8 (27.0)
mathematics	24.0 (25.0)	26.8 (26.7)
Science	26.2 (25.9)	28.6 (28.3)

*There were 69 pupils in the year group. Figures in brackets are for the previous year*

#### Commentary

1. The school has made a determined effort to raise standards in English, mathematics and science, which have been unsatisfactory in the past, largely due to shortcomings in the teaching. It has been particularly successful in English. In the national tests for 11-year-olds in English in 2003, results matched the national average and were well above those achieved by similar schools. The school significantly exceeded its target for the number of pupils gaining the national expectations or above in English. It fell short of its overall target in mathematics, although it met its target for the number of pupils gaining the higher Level 5.
2. There have been further improvements this year: staffing is more secure and there have been improvements in the use of assessment information. Standards in English and science in the current Year 6 are now in line with national expectations. Standards have also risen in mathematics but they remain below average because of a deficit of good teaching in the past. Standards are adversely affected by the large number of pupils who enter the school at different times during the school year, many of whom have had a disrupted education.



3. Children's attainment on entering the nursery is well below what is expected nationally for their age. They achieve well as they move through the nursery and reception classes, so that by the time they enter Year 1, the vast majority of children reach the national expectations in most areas of learning. Children enter school with very little spoken English but make good progress in communication, language and literacy and achieve well. However, many are unlikely to reach the early learning goals related to language and literacy in English.
4. This weakness continues to affect standards in Years 1 and 2. Results in the national tests for seven-year-olds in 2003 were below the national average in reading and mathematics but matched them in writing. In the current Year 2, standards continue to be below in English but average in mathematics.
5. Given their low starting point, pupils of all age groups, including those having special educational needs or speaking English as an additional language, achieve well. This good achievement in English, mathematics and science throughout the school reflects the determination of the headteacher and key staff to raise standards.
6. Standards in information and communication technology match the national average in Years 1 and 2 but are below in Years 3 to 6, again largely because of some unsatisfactory teaching in the past. The consistently good teaching in religious education results in standards above the expectations of the locally agreed syllabus by year 6.
7. Pupils with special educational needs are well provided for and achieve well. Most pupils try hard to achieve the targets set for them. The school provides well for the large number of pupils who speak English as an additional language, including a significant number of refugees, with many in the early stages of learning English. By year 6 they attain standards in line with other pupils at the school and achieve well across the curriculum.

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

Pupils, including the very youngest children, have very good attitudes to school. Behaviour in and around school is also very good and some excellent behaviour was noted. They have very good relationships with each other and with adults. Pupils like their school and feel valued. Their personal development is very good as a result of the opportunities given to them to contribute to school life. Pupils' social, moral and cultural development are very good. Their spiritual development is good.

### **Main strengths and weaknesses**

- The school successfully nurtures and develops the pupils' self-esteem and their confidence.
- The school involves the pupils in taking responsibility for themselves and others.
- Very good adult relationships within the school are mirrored by the quality of relationships between pupils and between pupils and adults.
- The school stimulates the pupils' desire to learn and as a result they show an interest in school life and the range of activities provided.
- Pupils' behaviour is very good, enabling teachers to concentrate on teaching and pupils to work hard.
- Pupils' moral, social and cultural development is well supported in many lessons and assemblies.
- Religious education lessons support spiritual development very well, but more could be done in assemblies.
- Unsatisfactory attendance levels and the late arrival at school of some pupils limit their attainment.

## Commentary

8. Provision for pupils' moral and social development is very good. The strong ethos of the school underpins the personal development of all pupils and makes them feel valued members of the school community. The school listens to their views through the school council and acts on them where appropriate. There is a clear understanding that pupils will behave well and treat each other and adults with courtesy and respect. Pupils play together very well and the older children look forward to their time together in a residential setting. They readily accept responsibility around the school and are enthusiastic about school council meetings. Teachers direct the pupils' enthusiasm into a desire to concentrate and work hard. This all makes a significant contribution to pupils' achievement and gives them a very good understanding of fulfilling the responsibilities of living in a community. No instances of bullying or inappropriate behaviour were seen during the inspection period and the vast majority of parents report that their children enjoy school.
9. Cultural development is very well supported. The school enthusiastically celebrates all the cultures represented in it. Pupils are encouraged to be proud of their own religious beliefs and to feel confident in expressing their views. Spiritual development is good and is supported very well in religious education lessons. It is embedded in many other lessons, but assemblies tend to concentrate on moral and social issues.

## Exclusions

There were no exclusions in the last school year.

## Attendance

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

Authorised absence		Unauthorised absence	
School data	5.7	School data	0.4
National data	5.4	National data	0.4

*The table gives the percentage of half days missed through absences for the latest complete reporting year*

10. Attendance levels remain unsatisfactory, being below the national average, and the punctuality of some pupils remains a problem. However, the school now ensures that daily patterns of attendance and lateness are rigorously monitored and it quickly follows up unexplained absences. The school regularly rewards good attendance. These relatively recent initiatives have resulted in improvements in attendance and punctuality.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a sound quality of education with many good and some very good features. Teaching is satisfactory overall with good teaching in the nursery and reception classes and Years 1, 2 and 6. It has satisfactory arrangements for gathering information on what pupils know and can do and is beginning to use this information to plan for the needs of pupils. The curriculum is satisfactorily broad and balanced and is enhanced by a satisfactory range of extra curricular activities. However, the curriculum for pupils of different year groups in the same class is unsatisfactory. The care, guidance and support of pupils are good. The partnership with parents is satisfactory. Good links with the community widen the learning opportunities available to pupils.

## Teaching and learning

### Summary of teaching observed during the inspection in 76 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	8 (11%)	42 (55%)	22 (29%)	4 (5%)	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.*

### Main strengths and weaknesses

- Consistently good teaching in the nursery, Years 1, 2 and 6 enables pupils to achieve well.
- Teachers manage their classes well so that pupils can concentrate and work hard.
- Pupils, whatever their backgrounds or needs, are fully involved in their lessons.
- Skilled classroom assistants support pupils well.
- Senior teachers support colleagues well.
- Teachers do not always plan to meet the needs of pupils of different ages in the same class.

### Commentary

11. Teaching has improved significantly since the last inspection. Staffing is more secure and experienced teachers give good support to staff new to the school. Children enter the nursery with attainment well below that expected nationally for their age. The consistently good teaching in the nursery and reception classes ensures that they make good progress and achieve well by the time they enter Year 1. A particular strength is that teachers' planning is focused on the needs of individual children to ensure that all are involved in the learning activity.
12. Mathematics is well taught and the good teaching in Years 1 and 2 enables all pupils to continue to achieve well. Teaching in English is good throughout the school. Permanent staff have good subject knowledge and give good support to teachers new to the school. In both subjects, teachers ensure that pupils are actively involved and as a result work hard, often with the sensitive help of support staff. The work set builds on what pupils already knew and could do.
13. Teaching in Years 3 to 5 is satisfactory overall, although many good and some very good lessons were seen. The three unsatisfactory lessons were characterised by a lack of subject knowledge and activities which did not engage pupils' interest or build on their prior attainment. As a result, pupils lost concentration and made very few gains in their learning.
14. Teaching in the mixed age classes is satisfactory overall but achievement is slowed as too little attention is paid to the pupils' differing needs, leading to gaps in their knowledge in some subjects. The school is aware of this and has begun to address the issue by, for example, extending the setting of English and mathematics to Year 5 and ensuring that Year 6 pupils are taught together in science.
15. Achievement over time is good with consistently good teaching in Year 6. Lessons are carefully planned, teachers ensure that the work builds on prior attainment and that the activities engage and hold the pupils' interest. In a good science lesson, for example, the teacher maintained a brisk pace while insisting that answers to questions were fully explained using scientific language. The teacher's own good knowledge and understanding of the subject underpinned activities which were interesting and inspired pupils to achieve well.

16. Teaching and learning for pupils speaking English as an additional language are satisfactory overall: it is good in Years 1, 2 and 6. Teachers' planning includes specific strategies to enable pupils to achieve well with a good emphasis in lessons on using key vocabulary. Teaching assistants support pupils well and make an effective contribution to their learning.
17. The good teamwork between teachers and support staff also enhances the learning of pupils with special educational needs. Pupils with special educational needs are effectively taught in line with the particular needs identified in their individual educational plans. These are well drawn up by class teachers.

### Assessment

Arrangements for gathering information on what pupils know and can do are **sound** and the information is beginning to be used **satisfactorily** to plan for the needs of pupils in English, mathematics, science and ICT. The use of assessment information is less developed in other subjects.

### Main strengths and weaknesses

- Good arrangements track children's progress through the nursery and are used to plan for the next steps in their education.
- Assessment information is not used consistently in Years 1 to 6 to ensure that pupils can build on what they know and can do.

### Commentary

18. The improvement in assessment procedures and the use of the information gathered are priorities for the school. The recently appointed deputy head teacher is responsible for this area of the school's work and has already introduced consistent procedures in the core subjects of English, mathematics and science. All class teachers know the levels their children achieved in the previous year. Targets for improvement are recorded in pupils' books together with what they need to do to achieve them. Pupils are well aware of their own targets and can discuss them sensibly. Some examples of good assessment were seen during the inspection which helped pupils to achieve well. In a good Year 6 English lesson, for example, the teacher annotated her plans, showing what the pupils had understood and which areas of learning required further work. Teachers are using national guidelines in the other subjects but assessment information is not used consistently.

### The curriculum

The school provides a **satisfactory** range of learning opportunities, which are enhanced by a **sound** range of extra-curricular activities. The curriculum is supported **satisfactorily** by the accommodation and resources.

### Main strengths and weaknesses

- Subject leaders in English, mathematics and science plan and monitor the curriculum well.
- Good links with the community widen pupils' experiences.
- All pupils are fully included in all the learning opportunities.
- The curriculum is unsatisfactory for children of different ages in the same class.

### Commentary

19. As part of its drive to push up standards, the school has strengthened curriculum planning in English, mathematics and science, with support from the local education authority. The curriculum in these areas is well planned and monitored. Setting in English and mathematics in Years 5 and 6, ensures that the curriculum meets the needs of pupils at different stages of

learning. The curriculum in the nursery and reception classes is relevant to pupils' needs. Indoor accommodation and resources are good but the lack of a suitably equipped outdoor area for the reception classes is unsatisfactory. The school has plans for improvement.

20. There is an appropriate focus on English and mathematics in order to raise standards and good use is made of the national strategies for these subjects. As a result, whilst all subjects of the national curriculum are taught, the provision in geography, history and music is unsatisfactory. The school's admission arrangements mean that it has to have some mixed age classes. The school is well aware that the curriculum in these classes is unsatisfactory and is urgently seeking ways to address these concerns. It has, for example, extended the setting of English and maths to Year 5 and ensures that all Year 6 pupils have equal access to the curriculum. In all other respects, the school ensures that all pupils are fully involved in their learning and the life of the school.
21. The curriculum for pupils with special educational needs is good, ensuring their inclusion in lessons and in all aspects of school life. The provision for pupils speaking English as an additional language is satisfactory: arrangements for those pupils who also have special educational needs are good.

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

The care, guidance and support of pupils are good and support pupils' learning well. Health and safety procedures are good.

### **Main strengths and weaknesses**

- Pupils feel secure and well cared for in school. They have good and trusting relationships with all adults.
- There are good induction and transfer arrangements.
- The school seeks pupils' views through the school council and acts on them when appropriate.
- There are opportunities for pupils to take responsibility.
- Child protection procedures are effective.

### **Commentary**

22. Pupils feel secure and well cared for and there are good induction and transfer arrangements, especially taking into account the fact that many pupils join the school at various points in their education. There is good support for new arrivals to help them settle into the school. Class teachers prepare their class to welcome newly arrived pupils and they are soon integrated into the life of the school. Staff know pupils well and any particular needs are well documented and met. All pupils have access to well-informed support, advice and guidance, which make a significant contribution to their achievement.
23. All pupils are valued and the school's good ethos promotes very good relationships and racial harmony. There are good procedures for monitoring and promoting good behaviour and all staff make a significant contribution to providing a caring atmosphere in a safe and calm environment for all pupils. Parents describe the school as caring and pupils describe the staff as 'very nice and very kind'. Appropriate staff are fully up-to-date in aspects of first aid and in child protection procedures. Arrangements for assessing and monitoring the personal development of the pupils are good. The information is used well to provide support, advice and guidance for all pupils and this raises their achievement.
24. Pupils with special educational needs receive good support. Their learning, social and emotional needs are clearly identified, and their day-to-day care is well managed. Pupils with special needs have full access to all outside support agencies.

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

The partnership with parents is **satisfactory** and it is now improving. Links with the community are **good**.

### **Main strengths and weaknesses**

- Most parents are generally supportive of the school.
- Effective links with the community make a good contribution to learning.
- There are good mechanisms for the induction of pupils into the school and to prepare them for the next stage in their education.
- Good information is given to parents about the curriculum and topics to be studied.
- The partnership with parents is greatly enhanced by training courses for parents, which are popular and well attended.
- The school prospectus and the governors' annual report to parents do not include all the necessary information.

### **Commentary**

25. The school has the confidence of all the communities it serves. The majority of parents are generally supportive of the school and the school is working hard to involve parents more in their children's learning. Most parents say that teachers are approachable, that their children are making good progress and that they are encouraged to become mature and responsible. Parents also confirm the views of the pupils that the vast majority of them like being at the school. They like their teachers, think that they are fair and know that they can turn to an adult if they have any worries.
26. Most parents think that the school values and acts on parents' views when appropriate and they feel that the school deals effectively with any concerns or complaints. The partnership with parents is greatly improved by the popular and well attended training courses in literacy and mathematics. These courses help parents to contribute more to the pupils' learning at school and at home.
27. Parents and carers of pupils with special educational needs are consulted at all stages to ensure that all aspects of the care are used to help these pupils gain maximum benefit from all they do at school.
28. Concerns were raised by several parents about the school's difficulties in recruiting and retaining high quality permanent staff and about the mixed-aged classes, and the inspection team agrees with these concerns. However, several parents were also concerned about irregular setting of homework, but the inspection team found that this was satisfactory.
29. Links with the community, including a nearby university and a local sports college, are good and make an important contribution to pupils' personal and academic development. Induction and transfer procedures are good, especially when taking into account the fact that many children start school at times other than at the beginning of the school year.

## **LEADERSHIP AND MANAGEMENT**

The leadership and management of the school are satisfactory. The leadership of the headteacher and the governance of the school are sound.

### **Main strengths and weaknesses**

- The headteacher's determined leadership is focused on raising standards.
- The headteacher is well supported by key staff.
- The high levels of pupil mobility are handled well.

- The education provided enables pupils, including those having special educational needs or having English as an additional language, to achieve well; key governors have a clear understanding of the strengths and weaknesses of the school.
- Governors are beginning to take an active part in planning for the future development of the school.
- Priorities are clearly identified.
- The needs of pupils in the mixed age classes are not being fully met.

### Commentary

30. The leadership and management of the school have improved significantly since the last inspection. The headteacher has faced a number of difficulties in the past, mostly concerned with the recruitment and retention of high quality permanent teachers. She has shown a gritty determination in tackling all the problems facing the school. Staffing is now more secure and a deputy head was appointed from September of this year. As a result, the headteacher is now able to delegate responsibilities to senior staff, who share her determination to raise standards. The senior management team has overseen a range of strategies which have already seen improvements in English, mathematics and science.
31. The governors and headteacher ensure that the budget is used to meet clear educational priorities. The principles of best value are beginning to be applied in all aspects of its work. Key governors are playing an important role in improving the quality of education provided by the school and are providing an appropriate level of challenge to the headteacher and staff. This role now needs to be extended to the whole governing body.
32. Good arrangements are made to settle into the school pupils who arrive at various times during the year. The nursery and reception classes are well led and managed. All adults work well together as a team developing a suitable curriculum and maintaining teaching and learning at levels that are consistently good.
33. The leadership and management of provision for pupils speaking English as an additional language is good. The recently appointed subject manager works closely with the English subject managers, which has resulted in a focus on the specific needs of pupils across the curriculum and improved planning which meets pupils' needs. The school employs a bilingual teaching assistant who currently supports targeted pupils in Year 2. The specialist teacher is currently supporting pupils in Years 3 and 4. At present test results are not analysed by ethnicity but the subject managers have identified this as an issue for action.
34. Provision for special educational needs is well managed by the part-time co-ordinator and the recently appointed inclusion teacher. All aspects of the administration of special educational needs are well organised. Documentation is up-to-date, and individual education plans are working documents that are regularly reviewed and updated.

### Financial information

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

Income and expenditure (£)	
Total income	1,437,738
Total expenditure	1,358,754
Expenditure per pupil	2,659

Balances (£)	
Balance from previous year	108,658
Balance carried forward to the next	78,614

## EXAMPLES OF OUTSTANDING PRACTICE

### Example of outstanding practice

**Teachers make excellent use of pupils' depth of understanding of their own religious beliefs to give other pupils first hand information on a range of different faiths.**

Examples of this excellent practice were seen in both Year 5 lessons in which pupils were considering and discussing different views about the presence of God. By the end of the session, pupils had a very clear understanding that God is everywhere and not only in the church/mosque/temple or gurdwara.



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

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

The Foundation Stage comprises children in the nursery who attend part-time and those in the reception class whose birthdays are between September and February and who attend full-time from the September before they are five. Most of the children attend the nursery class before they enter reception. They enter the nursery with levels of attainment that are well below those expected of children of similar age in all areas of learning. They make good progress in the nursery but enter reception with standards that are below those expected. Throughout the reception class, the children continue to make good progress in personal, social and emotional development, knowledge and understanding of the world and in mathematical, physical and creative development. As a result, the vast majority of children reach the early learning goals by the time they enter Year 1. Children also make good progress in communication, language and literacy but many are unlikely to reach the early learning goals by the time they enter Year 1 as they enter the nursery with very little spoken English. This overall picture is better than at the time of the previous inspection.

The leadership of the Foundation Stage by the newly appointed co-ordinator is good. She has a good understanding of the curriculum and planning makes provision for all six areas of learning. Teaching is consistently good. The classes are generously staffed and all adults work well together. Indoor accommodation and resources are good but the lack of appropriately equipped outdoor space for the Reception class is unsatisfactory. There are plans to improve this next term.

Parents receive good information from the school about the organisation of the early years curriculum. There is a well-developed programme of home visits for children entering the nursery and of class visits for those entering reception. Parents listen to their children read at home and help them with the appropriate homework tasks they are given.

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

Provision for, and the quality of teaching and learning in, personal, social and emotional development are **good**.

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

- Children are confident in class and are happy to work with a range of adults.
- Children play well together in both large and small groups.
- Children quickly learn the routines of the class.
- Attitudes to school are very good and the children love to learn.

#### **Commentary**

35. Children soon adapt to the systems and routines of school. They feel safe and able to work with a variety of adults. They learn to work in small and large groups with other children, to share and take turns. There are many opportunities for them to develop independence through choosing their own activities and through opportunities such as self-registering when they come into the nursery. Reception children undress and dress themselves with a little help and most manage to get their shoes onto the right feet. They can sustain concentration on a self-chosen task. One boy played alone, building an intricate structure, changing and developing the design until, 20 minutes later, he was satisfied and walked away to choose another task.

## COMMUNICATION, LANGUAGE AND LITERACY

Provision for, and the quality of teaching and learning in, communication, language and literacy are **good**.

### Main strengths and weaknesses

- Teaching is good and provision is well planned.
- Activities are interesting and help children understand the work so that they make good progress.
- Standards in communication, language and literacy are not as high as in other areas of learning.

### Commentary

36. Teachers plan the work well using the early learning goals. Texts chosen, such as *Elmer* and *A dark, dark tale*, engage children's interest and make them want to hear more. All reception children make a good start to reading, recognising the title, cover and beginning and end of a book. They listen well to stories and enjoy new ones and old favourites. The oldest children in the nursery are beginning to recognise individual letters such as *s*, *a* and *e*. They try hard to write them and to remember their name and sound. Children in reception know most of the alphabet phonics and recognise individual letters in their names and in other commonly used words. Many children are reluctant to write because they do not want to make mistakes. Adults work hard to reassure children that it is all right to *have a go*, but this reluctance hinders children's development in writing.
37. Most children enter the nursery with little spoken English, although many have good understanding. They quickly learn to speak and make rapid progress but their vocabulary is limited and their grammar often incorrect. Adults work very hard to extend children's vocabulary and to get them to speak in correct sentences and provide opportunities throughout the school day for speaking and listening.

## MATHEMATICAL DEVELOPMENT

Provision for, and the quality of teaching and learning in, mathematical development are **good**.

### Main strengths and weaknesses

- Teaching is good with well-planned and interesting activities.
- There are good opportunities to practise number skills in the nursery through activities such as singing.
- Some of the children in the reception class exceed the early learning goals.

### Commentary

38. Planning for mathematical development is good. The introductory activities are well matched to the children's abilities and capture their interest. The initial learning is reinforced by the practical tasks later in the lesson. Children enjoy these and work hard to complete them. They are well supported by adults who allow them time to think out the answer for themselves.
39. By the end of reception, children count accurately to 20 and beyond and recognise the written numerals. They know the most common 2-dimensional shapes and can compare lengths, knowing which are longer and shorter, taller and smaller. Children are beginning to add and subtract numbers up to 10. They can work out which number is one more or one less than a given number and some have instant recall of such facts. During the inspection this activity involved working with sweets, so that finding *one less* meant they had to eat a sweet. This added to the interest and made learning fun.

## KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision for, and the quality of teaching and learning, in knowledge and understanding of the world are **good**.

### Main strengths and weaknesses

- Teaching is good.
- Children have a good knowledge of a range of cultures and beliefs.
- Computers are very well used in the nursery.
- Children in reception are very confident and capable using computers.

### Commentary

40. Children enter school with a limited knowledge of the world immediately around them but with a good knowledge and understanding of their own culture and beliefs. Role-play in the *home*, the *jungle* and the *cave* helps them to empathise with other environments. There are many opportunities for children to use a computer in the nursery throughout the day. They develop good mouse control and can change programs when they wish. Reception children log on to the computer using their own username and password. They use programs to create pictures and show delight when they produce a colourful screen full of bright images.

## PHYSICAL DEVELOPMENT

The provision for physical development is **satisfactory** in the nursery and **unsatisfactory** in reception. The quality of teaching and learning is **satisfactory**.

### Main strengths and weaknesses

- Physical skills are well developed in the nursery.
- There is a lack of good quality outdoor accommodation for the reception class.
- There is a limited range of equipment for outdoor working the nursery and Reception classes.

### Commentary

41. Opportunities to develop their physical skills are good for children in the nursery who have access to a large outdoor area. They climb and slide and try hard to hit a small ball with a bat. Opportunities are limited for reception children because they do not have the free access to outdoor play that they need. Equipment is limited for both classes. Reception children have two formal physical education lessons each week and playtimes each day. These lessons are well used to develop physical skills using a range of large and small apparatus but are not enough. Most children use pencils, crayons, glue and scissors accurately and safely. In the reception a few children are unable to hold a pencil correctly for writing and some find cutting difficult.

## CREATIVE DEVELOPMENT

Provision for, and the quality of teaching and learning in, creative development are **good**.

### Main strengths and weaknesses

- Teaching is good, children learn to experiment and become confident with a wide range of media.
- The quality of teaching and learning musical skills is good.

## **Commentary**

42. Children have many opportunities to develop their creative skills through planned tasks such as colour mixing, working with clay and dough and through tasks of their own choosing, such as painting. They enjoy cutting and sticking, making books and finger painting. Children learn to use musical instruments to accompany rhymes they know. They explore the different sounds made by the instruments and in reception talk about tempo and volume.

## **SUBJECTS IN KEY STAGES 1 AND 2**

### **ENGLISH**

Provision in English is **good**.

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

- Standards in English are improving.
- Leadership and management of English are good.
- The quality of teaching and learning is good and pupils achieve well.
- Teaching assistants are well deployed and make an effective contribution to pupils' learning.
- Provision for pupils with English as an additional language and those with special educational needs is good.
- Marking does not always give pupils guidance as to how they can improve their work.
- Assessment data is not yet analysed rigorously to inform planning.

## **Commentary**

43. Standards in English are rising because of the school's focus on improvement in this subject. There was good improvement in the results of national tests in 2003. The recent appointments of permanent staff have provided continuity in learning experiences for pupils and helped to raise standards. In past years, the recruitment of permanent staff has been difficult which has resulted in slow progress.
44. The school has a high proportion of pupils for whom English is an additional language. All teachers now include strategies in their planning to support these pupils. As a result, pupils are well supported and make good progress. Pupils with special educational needs are also very well supported. Teachers' planning refers to pupils' individual education plans, which ensures that activities are well planned to meet the learning needs of different groups of pupils.
45. The subject managers for English have made an effective start to working together to raise standards. They have worked with a local authority consultant on monitoring pupils' work and colleagues' planning. They have a good understanding of what needs to be done to improve standards in English. They have identified writing as an area for improvement and plan to improve assessment procedures and analyse data to identify pupils' specific learning needs.
46. Teaching and learning in English are much improved. Teaching in Year 6 is consistently good. Permanent teachers have a secure understanding of the National Literacy Strategy and the school works hard to support teachers new to the school. Teachers' planning is good and lessons have a clear focus on the learning objectives. Teaching assistants are well used in lessons and make an effective contribution to pupils' learning.
47. The quality of teachers' marking is not consistent. Some make helpful comments so that pupils know what they need to do to improve their work; others write short comments of praise or merely tick the work. The subject leaders are aware of this and have plans to address the issue.

48. The school has identified the need to improve assessments in English so that work is more closely matched to pupils' needs. Professional development is planned to address this issue. Improvement since the last inspection has been good.

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

49. Pupils have good opportunities to use their reading and writing skills in different subjects. In religious education lessons, pupils are given good opportunities to practise their speaking skills through regular discussions. In many lessons, especially in mathematics, teachers place an emphasis on key vocabulary. Pupils use their writing skills well in geography and in design and technology. In Year 1 classes, good links are made between the texts used in literacy lessons and the history topic on toys. The same texts are used in both lessons enabling pupils to consolidate their learning.

## **MATHEMATICS**

Provision for mathematics is **good**.

### **Main strengths and weaknesses**

- Standards have improved since the last inspection.
- Pupils achieve well as result of the good teaching.
- Teaching in Years 1, 2, 5 and 6 is consistently good or better.
- The subject is conscientiously led and managed.
- Pupils' learning has been disrupted in the past due to high teacher turnover.
- The use of classroom computers to support learning is underdeveloped.
- The quality of teachers' marking is inconsistent and does not always show pupils how they might improve.
- Assessment in classes where pupils are not set according to ability is not used well enough to plan work for pupils of different abilities or ages.

### **Commentary**

50. Standards in the current Year 2 are close to the national average but below average for pupils in Year 6. Although boys outperform girls in national tests, there was no evidence in lessons seen during the inspection of a difference in the attainment of boys and girls. Over the last few years there have been variations in standards because of the school's difficulty in employing and retaining good quality teachers and a high level of pupil mobility. Although the school is still experiencing recruitment problems, the situation is more stable and pupils are now achieving well and standards are rising. Overall, the school does well for its pupils, with all groups making good progress and achieving well. Pupils with special educational needs are well supported by well-briefed learning support staff and achieve as well as their classmates. The very high number of pupils with English as an additional language are also well supported, which enables them to achieve as well as other pupils of similar abilities. Setting arrangements for pupils in Years 5 to 6 provide well for different abilities and extends more able pupils.
51. Factors that are instrumental in rising standards are:
- more rigorous monitoring of teaching;
  - opportunities for teachers to observe good practice within and outside the school;
  - improved assessment procedures and target setting for individual pupils;
  - a thorough analysis of test results to identify areas for development;
  - setting arrangements in Years 5 and 6.
52. Pupils in Year 6 attain average standards in basic numeracy but the school recognises that their ability to use and apply mathematics is underdeveloped. The high teacher turnover has meant that the skills required to solve problems have not been progressively and

systematically taught. Children enter the nursery with well below average mathematical understanding. Having made good progress in the nursery and reception classes, most enter Year 1 having attained the expected level in mathematical development. A significant number, however, still experience problems in communication, language and literacy because most are at the early stages of learning English as an additional language. This limits their ability to discuss their work in mathematical language and to give reasons for their answers. The school is working hard to develop pupils' problem solving skills and most teachers are adept at challenging pupils to explain their work during group or individual tasks.

53. By the end of Year 2, most pupils are developing a knowledge and understanding of place value and recall addition and subtraction facts to at least 10. They are taught to recognise number patterns and because teachers' questioning is effective, pupils try hard to describe their strategies for solving number problems. As pupils move up the school, the speed and range of mental calculations increase.
54. An analysis of pupils' work shows that all aspects of the subject, including data handling and shape, space and measure, are given due attention. Pupils in Year 2 use mathematical names for 2- and 3-dimensional shapes and start to use every day standard units of measure for length and mass. In a very good Year 5 lesson, the class teacher made effective use of pupils' understanding of isosceles, scalene and equilateral triangles when they were investigating the diagonals of different regular and irregular geometric shapes. By the end of Year 6, pupils have been taught to use formulae to calculate perimeter and area. Work on data handling shows that they understand and use the probability scale 0 to 1 and that they are given opportunities to construct and interpret graphs and diagrams, including pie charts.
55. The quality of teaching and learning is good overall. Of the 9 lessons seen, teaching was very good in three, good in three, satisfactory in one, and unsatisfactory in one. Strengths include:
- teachers have good understanding of the subject;
  - there is consistently good teaching in Years 1 and 2;
  - there is high quality teaching in Years 5 and 6;
  - there is good emphasis on the correct use of mathematical vocabulary;
  - effective use is made of support staff;
  - the exploration of methods of calculation;
  - explaining learning intentions with pupils so that they are aware of what they are to learn;
  - positive relationships between adults and pupils.
56. Good and better lessons are well structured so that pupils move quickly onto group or individual tasks after stimulating mental mathematics sessions and clear, brisk explanations of tasks. In these lessons, teachers ensure a good balance between direct teaching and independent learning, questioning and challenging pupils as they work.

### **Mathematics across the curriculum**

57. Pupils are given opportunities to use mathematics in other subjects and consequently develop an appreciation of the practical uses of the subject. In science, for example, pupils in Year 4 learn to measure temperature using a thermometer and, as a result, acquire an understanding of negative numbers. Other examples of the use of mathematics were seen in pupils' science books. In its quest to raise standards in using and applying mathematics, the school needs to look further at opportunities to challenge pupils to acquire and apply these skills across a range of subjects, including information and communication technology.

## SCIENCE

Provision in science is **satisfactory**.

### Main strengths and weaknesses

- Attainment at the end of Key Stage 2 has been well below the national average but inspection evidence indicates that standards are now in line with national averages.
- Teaching is good in Years 2 and 6.
- Investigative skills are well taught in Years 2 and 6.
- Pupils in a mixed-age class do not always cover all the units of work that they should.

### Commentary

58. By the time they are seven, pupils develop a good understanding of the scientific process through practical work. They know that adult animals and baby animals are different and why. They have experimented with their senses and know that the further away a sound is the quieter it sounds. They know that materials have different properties, that some can change shape and some cannot. They enjoyed making an electric circuit and know what prevents it from working. In the one Year 2 lesson seen, the pace of the lesson was good with well-matched learning objectives. The pupils remained focussed throughout the activities, responding well to open-ended questions and making good progress in knowledge. Standards are better than at the time of the previous inspection.
59. By the time they are 11, pupils know more about their own bodies and can label skeletons using the correct vocabulary when discussing the organs, bones and joints. They understand about forces, gravity and air resistance and are able to appreciate gravitational pull. During the inspection pupils were investigating the effect of air-pressure on paper spinners. Pupils had decided what to change to compare the effects on the speed of the spinner. They recorded their findings well using good subject specific vocabulary and use a range of recording methods such as drawings, diagrams, tables and text.
60. In Years 3 to 6, the quality of teaching was good in half of the lessons and satisfactory in a further three. Teachers have good subject knowledge and teach the basic skills very well. It is very good in Year 6 and good in Year 2 where interesting and appropriate investigations are developed very well. Teachers are well organised and resourced, enabling pupils to interact and participate well. Questioning is of a high standard, open-ended and uses the correct scientific vocabulary. Lessons are well planned and taught. Timing is well judged, allowing pupils time to try things for themselves. Teachers give frequent prompts and show examples to extend ideas and encourage slow learners. The pupils are enthusiastic, work with a high degree of interest and concentration and show pride in what they have achieved. They work on task, in groups supporting each other to devise an experiment and to record findings. Pupils' achievement has been limited by the fact that not all pupils cover all of the units of work because the curriculum for the mixed-age classes has not been carefully thought through. As a result, Year 6 teachers have to spend time teaching work that should have been covered previously.
61. The management of the subject is satisfactory. The co-ordinator, who had only been in post for two weeks at the time of the inspection, has a clear idea of the strengths and weaknesses of the subject through analysis of test results and scrutinising pupils' work. Her present aims, as well as improving attainment, are to ensure that all pupils cover all national curriculum units of work and that there is clear year-on-year progress in the acquisition of key skills.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- There have been improvements in the hardware and software since the last inspection.
- An enthusiastic co-ordinator provides teachers with regular training.
- Teaching is good and pupils achieve well.
- There is a good scheme of work to support teaching and learning.
- The school is part of a British Council Project which successfully extends learning opportunities as well as pupils' social and cultural development.
- Frequent teacher changes over recent years have caused disruptions to pupils' learning.
- Assessment to guide planning for different groups of pupils is not yet in place.
- The use of classroom computers to support learning is underdeveloped.

### **Commentary**

62. Standards attained by pupils at the end of Year 2 match national expectations, a significant improvement since the last inspection. Even in Years 1 and 2, teachers are good at giving pupils responsibility for logging on, finding correct files and printing and saving their work. Pupils respond very well to this. Pupils throughout the school achieve well. Pupils currently in Year 6 attain standards below those expected, as was reported at the time of the last inspection. However, standards are now higher than then because national expectations of what pupils can do have increased significantly. All pupils are taught in a newly developed computer suite, and appropriate skills are being taught in all year groups. However, these improvements in provision have been too recent for pupils in Year 6 to cover all aspects required. Pupils are taught to manipulate text by changing font, size, style and colour and produce work with text, maps, graphs and pictures. Year 5 pupils were observed being successfully taught to use drawing programs to create compositions in the style of Matisse. By Year 6, pupils have experience of multimedia presentation and confidently find information using CD-ROMs and the Internet. However, they have not yet had time to cover the full range of monitoring technology required by the National Curriculum.
63. Three lessons were seen in Years 1 and 2 during the inspection. Of these, two were very good and one was good. The four lessons seen in Years 3 to 6 were all good. Teachers plan effectively using the local scheme of work. Although teachers work hard to ensure that all pupils are fully included, with due regard for those with special educational needs, and those at the early stages of learning English, their planning needs to take into account the different abilities of pupils. Potentially higher attaining pupils in Years 3 to 6 are now ready to move on at a faster rate and teachers need to reflect this in their planning. Pupils' enthusiasm, very good behaviour and willingness to help each other, make a very positive contribution to their learning.

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

64. Good examples were seen of pupils using the computers in the suite to support learning in literacy, art, history, geography and mathematics. The school has recognised the need to make more regular use of classroom computers, so that pupils can consolidate the skills taught in the suite to support further their learning across the curriculum.



## HUMANITIES

### Geography

Provision in the subject is **unsatisfactory**.

#### Main strengths and weaknesses

- Good use is made of literacy and information and communication technology to support the teaching of geography.
- Curriculum planning does not cater for the needs of pupils of different ages who are in the same class.
- There are no assessment procedures.

#### Commentary

65. Standards of attainment seen during the inspection are in line with expectations in Years 1 and 2 but below expectations in Years 3 to 6. This is because older pupils continue to have gaps in their knowledge due to past weaknesses in the quality of teaching. For example, pupils in Year 6 struggle to use atlases to locate significant places on a world map and this slows their learning. Key geographical skills have not yet been identified for each year group, which reduces the progress made by the pupils. Some pupils who are in classes with more than one age group repeat work that they covered previously or do not cover work that other pupils in their age group undertake. Over the past two years the school has been concentrating on raising standards in literacy and numeracy and geography has not yet been a focus for development.
66. Teaching was satisfactory overall in the lessons seen during the inspection. However, the lack of assessment means that work provided in lessons is not appropriate for the needs of all pupils in the class and higher attaining pupils are not always challenged. Teachers use teaching assistants well to support pupils with special educational needs and those at an early stage of learning to speak English as an additional language. They use geography well to contribute to the development of pupils' skills in speaking and listening as when pupils in Year 5 argued for and against a by-pass. Older pupils use information and communication technology well to support their learning about rivers. The quality of teaching has improved since the time of the last inspection. There is now a co-ordinator to lead the subject but she has not been in post long enough to monitor teaching and learning in the subject in order to have a clear picture of standards across the school and how to raise them.

### History

Provision in the subject is **unsatisfactory**.

#### Main strengths and weaknesses

- The subject is well used to support the development of the literacy skills of pupils.
- Curriculum planning does not cater for the needs of pupils of different ages who are in the same class.
- There are no assessment procedures.

#### Commentary

67. Standards have improved since the last inspection in Years 1 and 2 where they are now average. Standards in Years 3 to 6 remain below average because of past weaknesses in the quality of teaching, which has resulted in pupils not building up historical skills over time.

Work seen during the inspection shows that in classes where teaching has been consistent pupils achieve satisfactorily, but in classes that have had many changes of teacher, less has been expected of the pupils and standards are lower.

68. Only two lessons were seen during the inspection, both in Years 1 and 2. The teaching in these lessons was good, contributing to the improved attainment in these years. The lack of assessment in history means that teachers are unable to plan work which builds systematically on what pupils know and understand and reduces the level of challenge for the higher attaining pupils. The subject is well used by some teachers to develop the speaking, listening and writing skills of pupils and this is an improvement since the last inspection.
69. The role of the subject co-ordinator has been extended from the narrow focus of two years ago. However, the new co-ordinator has not been responsible for the subject for long enough to enable her to monitor the standards of teaching and learning through the school or to ensure consistency of expectations in all classes

## RELIGIOUS EDUCATION

Provision in the subject is **good**.

### Main strengths and weaknesses

- Teachers make excellent use of pupils' knowledge of their own faiths so that they learn from each other.
- Pupils' very good behaviour and attitudes in lessons reflect the respect they have for others' beliefs and traditions.
- The subject makes a strong contribution to pupils' speaking and listening skills as well as to their spiritual, moral, social and cultural development.
- A greater range of resources, including information and communication technology, would further support pupils' learning.

### Commentary

70. Standards of attainment are in line with expectations of the locally agreed syllabus in Year 2, and above in Year 6, a significant improvement since the last inspection. The overall quality of teaching and learning seen was good. It was very good in two of the five lessons seen, good in two and unsatisfactory in one. The unsatisfactory lesson was the direct result of weak planning, preparation and knowledge of the subject. The other lessons were well prepared and researched by teachers to include meaningful discussion and interesting tasks. Pupils with special educational needs and those at the early stages of learning English as an additional language are well supported to play a full part in lessons.
71. As a result of teachers' understanding of the importance of teaching pupils *through* religion as well as *about* religion, pupils link religious teaching with everyday life. They know that special books such as the Bible, the Qu'ran and the Guru Granth Sahib set rules for living. Pupils are taught that different religions share some common features, such as caring for each other and the importance of festivals such as Christmas, Eid, Ramadan, and the birthday of Guru Nanak. Most pupils have a good understanding of the nature of religious belief and can describe the importance of prayer in their lives. Good examples of writing were seen in pupils' books about the key features of worship and the similarities of prayer in different religions. Good use is made of visits to different places of worship to stimulate further pupils' interest in the subject.
72. The co-ordinator has a good understanding of the subject and offers good advice to teachers. She keeps a watchful eye on teachers' planning and pupils' work to ensure coverage. However, she has had no opportunities to monitor teaching and learning to enable her to identify and eradicate any areas of weakness.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

### Art and design and Design and technology

No lessons were seen in art and design and, although three lessons were seen in design and technology, no other work was available to see during the inspection. It is therefore not possible to make a firm judgement about provision.

#### Commentary

73. It is evident from the work on display and the work in the pupils' sketchbooks that provision for art and design has improved since the time of the last inspection. Resources have been improved and the subject now has a knowledgeable and enthusiastic co-ordinator although she has not been in post long enough to influence standards throughout the school. The achievement of pupils is inconsistent through the school as not all teachers have sufficient subject knowledge to guide pupils in developing their techniques and improving their work. The previous weaknesses in teaching mean that older pupils in the school have not developed a sufficient range of skills as they have moved through the school.
74. In design and technology, teaching in the three lessons seen was good and pupils worked with enthusiasm. Teachers had good subject knowledge enabling pupils to make good progress in developing their skills and understanding. Younger pupils gained a good understanding of how axles make wheels rotate while older pupils developed their understanding of a design brief in planning to make musical instruments. A new co-ordinator for the subject has been appointed, but her understanding of the subject needs to be developed in order for her to support colleagues and further raise standards.

### Music

Provision for music is **unsatisfactory**.

#### Main strengths and weaknesses

- A specialist has been employed to work alongside teachers and develop their expertise.
- The school has recently introduced a published scheme of work to support teachers.
- Teachers do not have secure subject knowledge.
- Standards in Year 2 and Year 6 are below average.

#### Commentary

75. Since the last inspection, teachers with expertise in music have left the school. The teachers who have been appointed recently do not have good subject knowledge. In order to support teachers, the school has purchased a published scheme of work. Teachers are beginning to use this but it has not yet had an impact on standards. The school also employed a specialist teacher for one day a week. This teacher works alongside class teachers to support them and develop their knowledge. The work of this teacher was not observed, as she was not contracted to work during the inspection days. Whilst this should prove an effective strategy to support teachers, it is too soon for this to have had an impact.
76. Pupils have the opportunity to learn to play the violin and several pupils attend evening and Saturday music classes at a local centre. Improvement in music has been unsatisfactory since the last inspection.

## Physical education

Provision for physical education is **satisfactory**.

### Main strengths and weaknesses

- There is good coverage of all areas within the curriculum.
- Warm-up and cool-down activities are good.
- Good use is made of the facilities in the local secondary school.
- Both halls are too small for a whole junior class to have effective gymnastics and dance lessons.

### Commentary

77. Two dance lessons were seen in Years 1 and 2. Teaching was satisfactory in the former and good in the latter. Both lessons were the second in the unit of work. Pupils were beginning to develop individual movements into a sequence. They remembered well what they had learnt in the previous lesson. Teachers had chosen topics such as *Bob the Builder* and *Magic Car* that gripped the pupils' imagination and enabled them to develop appropriate movements. They moved in time to the music and began to remember a sequence of moves, such as digging and painting, that they could repeat. Pupils' achievement was satisfactory in Year 1 but good in Year 2 because the teacher had high expectations of the quality of movement that pupils produced. Her insistence on improvement, accompanied by demonstrations by pupils who had achieved the required standard, raised the standard for other pupils. Standards in dance at the end of Year 2 are in line with those of pupils of a similar age. This is the same as at the time of the previous inspection.
78. A dance lesson was seen in a Year 4/5 and a games lesson in Year 6. The teaching was satisfactory in the former and very good in the latter. Pupils in Year 4/5 were developing a dance sequence to African music. This was a challenging task but all pupils tried hard. Most of them could keep time to the music but a few were struggling to do so and there were not enough suggestions to help them improve. In the Year 6 games lesson pupils worked very hard throughout the lesson to improve their netball skills. The lesson started with dodging in pairs and rapidly developed into small-scale games that ranged fast and furious across the cramped space of the hall. Pupils learnt to attack and defend and the quality of play improved as the lesson went on. This was due to the tireless efforts of the teacher who, with an able assistant, constantly urged the pupils on to better their skills of passing and aiming by direct comments and practical demonstrations. Standards in dance and games by the end of Year 6 are in line with those expected of pupils of similar age. This is better than at the time of the previous inspection.
79. There is no co-ordinator for the subject at present. This restricts its development. There are some after-school sports activities that are available to older pupils.

### PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

80. Personal, social and health education lessons are beginning to have a high profile in the curriculum and are an important part of the school's ethos. The programme includes work on diet, health, sex, drugs and personal safety, and it helps the pupils to develop a safe and healthy lifestyle, gain confidence and interact well with others. Pupils are taught to respect each other and to respect property. The school council makes a valuable contribution. However, there is no co-ordinator in this subject to monitor the teaching and learning.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>4</b>
How inclusive the school is	4
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	4
<b>Overall standards achieved</b>	<b>4</b>
Pupils' achievement	3
<b>Pupils' attitudes, values and other personal qualities</b>	<b>2</b>
Attendance	5
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
<b>The quality of education provided by the school</b>	<b>4</b>
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	4
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	4
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
<b>The leadership and management of the school</b>	<b>4</b>
The governance of the school	4
The leadership of the headteacher	4
The leadership of other key staff	3
The effectiveness of management	4

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