

INSPECTION REPORT

Langford Primary School

Fulham

LEA area: Hammersmith and Fulham

Unique reference number: 103322

Headteacher: Mrs. Anne-Louise De Buriane

Lead inspector: Terry Mortimer

Dates of inspection: 24th May to 26th May 2004

Inspection number: 256685

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:	194
School address:	Gilstead Road
	Fulham
	London
Postcode:	SW6 2LG
Telephone number:	020 7736 4045
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Appropriate authority:	The Governing Body
Name of chair of governors:	Cllr Colin Pavelin
Date of previous inspection:	10 June 2002

CHARACTERISTICS OF THE SCHOOL

Langford primary school is situated in West London in Fulham. The school admits children between the ages of three and eleven. The pupils on roll are drawn mainly from the surrounding housing estate. With 194 pupils on roll the school is smaller than average in size. The number on roll has fallen slightly over the last few years due to local demographic trends. Classes are generally organised according to age. Approximately one third of the pupils have English as an additional language. This is much higher than in most schools. Thirteen per cent are at the early stage of English language acquisition. Pupils' home languages are mainly Arabic, Somali and Urdu. There are at least twenty different ethnic groups represented at the school. The attainment of pupils on entry to the Nursery is generally well below average for their age.

<u>Comparison of the school with all other schools nationally</u>	This School %	National Average %
Pupils with special educational needs	35.6	17.5
Pupils with statements of special educational needs	2.06	1.6
Pupils known to be eligible for free school meals	52.3	17.9

The proportion of pupils joining or leaving the school other than at the expected times of admission or transfer is fractionally higher than in most schools nationally. The school is involved in the provision of the Full School Extended Service. The school received the Healthy Schools Award in 2002. At the time of the inspection six of the staff were new since September 2003.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
18849	Terry Mortimer	Lead inspector	Science; information and communication technology, religious education, Foundation Stage, English as an additional language
9977	Fran Luke	Lay inspector	
25787	Edmond Morris	Team inspector	English, geography, history, music, special educational needs
32953	Alison Borthwick	Team inspector	Mathematics, art and design, design and technology, physical education

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PART A: SUMMARY OF THE REPORT

Overall evaluation

Langford primary is an **effective** school that provides satisfactory value for money. This is because leadership and management, teaching and learning and the quality of education are good. As a result, pupils achieve well. Leadership of the headteacher is very effective so that there is a good ethos for learning. This is an inclusive school that provides a secure, caring environment for all its pupils. Standards are rising, albeit slowly.

The school's main strengths and weaknesses are:

- The clarity of vision, and leadership of the headteacher, is very good.
- Leadership of the key staff, management and the governance are good.
- Given the pupils' very low starting point, they achieve well.
- Provision in the Foundation Stage is a major strength of the school.
- Induction arrangements to the Foundation Stage are excellent.
- Pupils' good attitudes and behaviour helps them enjoy learning.
- Staff manage pupils in a consistent manner, often with humour, so that there is a positive learning atmosphere.
- Attendance is below average and the school is doing its best to overcome the situation.
- The support, welfare and guidance of the pupils are very good and promote a high level of self esteem.
- Standards in English, mathematics and science observed in the inspection are below average.
- The role of the subject leader is still in its infancy in some subjects.
- Teachers work hard to encourage and engage pupils in their learning.

The school has made good improvement since the last inspection. Standards in national tests at the age of seven and eleven are better than they were in 2002. The quality of teaching is now good. All curriculum subjects are taught in a creative manner according to the pupils' ages and levels of attainment. Assessment has been developed to assist teachers' knowledge of the National Curriculum, and provision for pupils with special educational needs has been improved dramatically. Much good work has been done to raise the levels of attendance, although it remains below average. The governors make good contributions to the management and efficiency of the school, as demonstrated by their determined drive to recruit and retain permanent teaching staff. This has proved successful so that staff turnover has been reduced. The school is now clean, very welcoming and fit for pupils to learn in.

Standards achieved

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

*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.*

Achievement is **good**. From a low start, pupils achieve well for their abilities, although they may not reach nationally expected levels of attainment before leaving the school.

National test results for pupils in Year 6 in 2003 were below average in English and well below average in mathematics and science when compared to all schools nationally. When compared to

similar schools, the picture is much brighter as these pupils attained well above average results in English and mathematics and above average results in science. Currently, standards in Year 6 are below average in English, mathematics and science. This is because many pupils in the year group have been identified as having special educational needs. Results of national tests for pupils in Year 2 in 2003 were below average in writing and well below average in reading and mathematics. When compared to schools with pupils from similar backgrounds, the results were good in reading and mathematics and very good in writing. The trend in improvement in results is faster than in most schools in the infants and similar in the juniors. There is little difference in the achievements of boys and girls. Pupils from minority ethnic backgrounds and those for whom English is an additional language achieve as well as their classmates. Pupils identified as having special educational needs make similar progress to other pupils.

In the Foundation Stage, children achieve well. They enter school with weak speaking and listening skills and are not yet on course to meet the early learning goals in all the areas of learning, especially in communication, language and literacy. However, children are expected to reach the early learning goals in personal, social and emotional development, creative and physical development.

Standards observed in the inspection in Year 2 and in Year 6 in history, geography, music, design technology, religious education and physical education, are satisfactory. In art and design, standards are satisfactory in Year 2 and unsatisfactory in Year 6.

Pupils' personal development is **good**. Their spiritual, moral social and cultural developments are satisfactory, as the school places good emphasis on the social, moral and cultural aspects. Pupils' attitudes to their learning are very good in the Foundation Stage and are generally good in the infants and juniors. Teachers have very high expectations concerning acceptable behaviour and pupils clearly understand the difference between right and wrong. Some pupils' behaviour, however, is not as good as it should be and this can affect their learning. Teachers manage this challenging behaviour effectively. Attendance is unsatisfactory, mainly because of persistent absenteeism from specific children. Punctuality is satisfactory.

Quality of education

The quality of education is **good**. Teaching is **good** overall. Pupils in the Foundation Stage learn at a good rate because of effective teaching. Teachers have high expectations of good behaviour, good subject knowledge and encourage pupils to do as well as they can. All teachers consistently ensure that pupils understand what is expected in lessons by asking questions, and listening to their responses. However, assessment is not fully effective in helping pupils to find out how they can improve their work or for teachers to identify the next stages of their learning. Many subject leaders are new to their jobs and are not currently able to use data from assessments to help their colleagues enhance the rate of pupils' learning. The curriculum is satisfactory overall and is more inviting and stimulating than it was at the time of the last inspection. As a result, pupils are motivated to learn more. Very good enrichment activities, such as the performing arts and sport add enjoyment and understanding of cultures from around the world. Pastoral care is very good, and consequently many pupils have high self-esteem. There are good links with the community. The satisfactory links with parents are developing fast as the school is providing them with very good information about their children.

Leadership and management

Leadership, management and governance are **good**. The leadership of the headteacher is very good because her very clear vision for the educational direction of the school inspires staff to improve the quality of their teaching. As a result, standards are rising and pupils achieve well. Management focuses on the most important aspects of the school that need to be developed which helps create a positive ethos for improvement. The governing body receives very good information from senior staff enabling it to offer good levels of support and challenge.

Parents' and pupils' views of the school

Parents hold the school in high regard and believe that teaching is good and that the school is well led and managed. Pupils feel safe and well supported. They think highly of their school and enjoy the work that they do.

Improvements needed

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

- Improve standards in English, mathematics and science.
- Continue the professional development of all the subject leaders who are new in post so that they develop further the use of the assessment information procedures and the monitoring of teaching and learning.
- Improve attendance rates.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils enter the school with standards of attainment which are well below average. Achievement across the school is good; although standards in the core subjects are generally below average by the time the pupils leave the school. Standards are satisfactory in other subjects except art and design in Year 6. Pupils with special educational needs and those for whom English is an additional language also make good progress in their learning. Achievement is good in the Foundation Stage, and although children do not attain the levels expected for children starting school in Year 1 they show vast improvement compared to their attainment on entry. This good achievement is a result of improved teaching standards.

Main strengths and weaknesses

- Children make a good start in the Foundation Stage, achieving well because of good provision in all the areas of learning.
- Pupils in the infant and junior stages build effectively on their skills, knowledge and understanding as they move through the school.
- Teachers' high expectations of what pupils can do and positive attitudes to work all promote higher standards in English, mathematics and science. There is a clear upward trend that has been sustained for the past eighteen months.
- The achievements of the different groups of pupils are good. Pupils identified as having special educational needs, or who speak English as an additional language also achieve well because their needs are very quickly identified and they receive specialist support.
- Opportunities to learn the investigative aspects of mathematics and science are limited.

Commentary

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

Standards in:	School results	National results
reading	14.0 (15.6)	15.7 (15.8)
writing	13.9 (13.2)	14.6 (14.4)
mathematics	15.1 (15.6)	16.3 (16.5)

There were 24 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	26.4 (22.9)	26.8 (27.0)
mathematics	25.0 (24.0)	26.8 (26.7)
science	26.4 (22.9)	28.6 (28.3)

There were 19 pupils in the year group. Figures in brackets are for the previous year

All levels of the National Curriculum are awarded a points' score. The average score for all pupils taking the test is used to grade schools in each year. The expected average points score at the age of eleven is 27. Tables are adjusted to reflect the national average score before grading. The grades are shown in the summary.

1. Over the last few years, the attainment on entry has fallen to well below that normally found. When children enter the Nursery at age three, their social, speaking and mathematical skills are not as good as they were at the last inspection. Pupils in both the Foundation Stage and the infant stage are achieving well, although standards in Year 2 are below what is expected nationally. This is an improvement since the last inspection, when standards were well below average and stems from the improved quality of teaching.
2. Children in the Foundation Stage achieve well. This is as a result of good teaching and curriculum provision. The areas of learning where they achieve very well are personal, social and emotional development, creative and physical development. In communication, language and literacy, and knowledge and understanding of the world achievement is good and in mathematical development it is satisfactory. By the end of the Reception year, children are on course to reach the early learning goals in personal, social and emotional development, and creative and physical development. They will not meet them in the other areas of learning.
3. The results of the 2003 national tests for pupils in Year 6 show that standards in English and science were well below average and in mathematics below average. In comparison to those in similar schools, results were above average in science and well above average in English and mathematics. The trend in improvement in the school's results is broadly in line with other schools nationally. Currently, standards in Year 6 are below those normally found in English, mathematics and science,
4. In year 2, the results of the 2003 national assessment tests show that standards were well below the national average in reading and mathematics and below average in writing. When compared to those in similar schools, the results showed reading and mathematics to be above average and writing well above average. The preliminary results from the 2004 national assessment tests indicate that standards have improved in reading and mathematics, although writing has not reached the same levels. The trend in improvement in results in Year 2 is faster than in most schools.
5. Pupils currently in Year 6 are attaining standards below those expected nationally. They have suffered many changes of teachers over the years, some experiencing 18 teachers as they moved through Years 3-6. However, standards are showing improvement over time. The trend in improvement has been brought about by the teachers' consistency in high expectations and the pupils' positive response, which is reflected in the attitudes to promoting better standards. Pupils are also helped to build effectively on their skills as they progress through the school.
6. Within English, standards in speaking and listening, and reading are broadly in line with expectations in Year 6, but standards in writing are below expectations. The school is systematically increasing the number of opportunities to use and apply different forms of writing across the whole curriculum in its efforts to raise standards. Pupils achieve well across all aspects of English as they have good attitudes and do their best to learn.
7. In mathematics and science, higher attaining pupils do not achieve as well as they should. This is because the teaching is not always challenging enough for them or the work they are given is too easy. In addition, there are fewer opportunities for pupils to develop their mathematical or scientific enquiry skills and work independently.
8. Standards in information and communication technology are rising. Pupils use art and design programs, word processing skills and the Internet to enhance their learning. In addition, they are beginning to work successfully on multi media performances. There are now more opportunities for pupils to improve their use of information and communication technology in other areas of the curriculum. For example, in English when developing word patterns and in science where pupils use it to record results and then create graphs to interpret them.
9. Standards in all other subjects where it was possible to make a judgement are generally in line with national expectations, except in art and design at Year 6 which are below. Standards in

religious education are generally in line with the requirements of the locally agreed syllabus at the end of Year 2 and Year 6.

10. All pupils who speak English as an additional language are assessed on entry to the school, through the induction programme, and they are placed on a register according to their level of spoken English. The coordinator regularly monitors the progress of these pupils and works alongside them in class in response to their needs. Time is set aside each week to meet with the teachers to discuss problems and identify the most effective ways to support the pupils. Monitoring is appropriate and all pupils have individual targets for performance and progress. Progress is tracked closely to the National Curriculum levels for those pupils who are new to learning English. These pupils make as good progress as their monolingual counterparts because of the good support and effective teaching they receive

11. Pupils with special educational needs make good progress. This is because they receive good support in lessons from effective learning support and teaching assistants. Class teachers usually plan work for such pupils at a suitable level to enable them to achieve well in their learning. This is a good improvement since the last inspection when the provision was unsatisfactory as support was insufficient.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes are good; their behaviour is good. Attendance is unsatisfactory and punctuality is satisfactory. Pupils' spiritual, moral, social and cultural development is satisfactory.

Main strengths and weaknesses

- The school works very hard to promote attendance and punctuality but levels of absence remain below the national median.
- Pupils are interested in school life and many attend the good range of after school clubs.
- The school encourages pupils to work hard.
- The school promotes good relationships and racial harmony.
- Pupils have a good understanding of their own culture and that of others.
- Pupils have a good understanding of what is right and wrong.

Commentary

12. The level of unauthorised absence is higher than the national median and is therefore unsatisfactory. The school works very hard to promote good attendance and punctuality through its good community links, and has very good strategies in place to monitor attendance and to follow up any pupils' who give cause for concern. These strategies have had a positive impact on this long term difficulty so that attendance rates are rising, if rather slowly. While punctuality is satisfactory a small number of parents/carers are not getting their children to school on time. This leads to a disrupted start to the school day for some classes.

Attendance in the latest complete reporting year 2003 (92.6%)

Authorised absence	
School data	6.0
National data	5.4

Unauthorised absence	
School data	1.3
National data	0.4

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

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	52	2	0
White – Irish	3	0	0
White – any other White background	19	0	0
Mixed – White and Black Caribbean	5	0	0
Mixed – White and Black African	1	0	0
Mixed – White and Asian	2	0	0
Mixed – any other mixed background	3	0	0
Asian or Asian British – Indian	1	0	0
Asian or Asian British – Pakistani	5	0	0
Asian or Asian British – Bangladeshi	2	0	0
Asian or Asian British – any other Asian background	3	0	0
Black or Black British – Caribbean	12	0	0
Black or Black British – African	22	0	0
Black or Black British – any other Black background	9	0	0
Chinese	2	0	0
Any other ethnic group	15	0	0
No ethnic group recorded	2	0	0

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

13. Pupils' have good attitudes to their work, in lessons they are generally motivated and eager to get involved, they concentrate on their tasks. The majority of pupils' settle to their work, they listen, are attentive and work productively together.

14. Staff have high expectations with regard to behaviour and most pupils respond well to this. Behaviour throughout the school is generally good, although it is better lower down the school. Positive monitoring by staff at lunchtime ensures that behaviour in the dining hall is good and on the playground generally good. There is little bullying; pupils spoken to were confident that issues were always dealt with quickly and effectively, and that staff were always available to talk to should they have any concerns.

15. Pupils with special educational needs, especially those who have emotional and behavioural difficulties are well managed in class and during breaks from lessons. They are constantly encouraged by their teachers, teaching assistants and midday supervisors to act in an appropriate manner. This positive, consistent and supportive approach enables them to be fully included in all activities.

16. Pupils respond well to the opportunities given to them to take on additional responsibility through membership of the school council and "Bully Busters" as well as general duties in the classroom. Provision for them to use their initiative in their work, for example in mathematical or scientific investigations is not so well developed.

17. Pupils' moral development is good as they know the difference between right and wrong. They have good knowledge and understanding of the school rules, which they helped to write and do their best to keep them. Pupils' social developments are satisfactory. They relate appropriately to each other and are beginning to develop an understanding of community, through projects such as "Waste Watch" an environmental scheme and their collections for charity.

18. Spiritual development is satisfactory. There are some opportunities for pupils to experience awe and wonder. For example, in a science lesson in Year 1 when pupils were looking under a computerised microscope at mini beasts they were amazed at the detail they could see. However, such opportunities are not well developed across the whole school. In assemblies, pupils are able to reflect on what they have heard and to consider its impact on their behaviour. In personal, social and health education pupils, celebrate the characteristics that make their classmates special people. Pupils' cultural development is good; there are many opportunities for them to consider their own culture and the culture of others and they have a good understanding of what it is like to live in a multicultural society.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

Overall teaching is good and consequently learning is also good. Assessment is satisfactory but some aspects require improvement. The curriculum is satisfactory, and is enriched very well. Guidance and support for pupils is very good, there are satisfactory links with parents and good links with the local community.

Teaching and learning

Teaching and learning are good, while assessment is satisfactory.

Main strengths and weaknesses

- Teaching in the Foundation Stage is a strength.
- The encouragement given to pupils and their consequent interest in their work is good.
- Teachers make good links between curriculum subjects.
- Not enough challenge is offered to more able pupils especially in mathematics.
- Teachers insist on high standards of behaviour.
- The way that some teachers mark work is very good as it motivates pupils to do well.
- Some pupils are not always clear on how they can improve their work.

Commentary

Summary of teaching observed during the inspection in 35 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0(0%)	1 (3%)	21 (60%)	13 (37%)	0 (0%)	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.

19. Teaching in the Foundation Stage classes is good because teachers and Nursery nurses work together as a team and are very kind and caring. This promotes a positive atmosphere in which children learn. They balance this with good understanding of the Foundation Stage curriculum and have high expectations of what the children can achieve. The teachers ensure that a range of interesting tasks is available throughout the day and this helps the children to increase their understanding of the world around them. All the staff encourage children to reflect on what they

observe through probing questioning. This, linked to the insistence on high standards of behaviour, ensures that there is a stimulating learning environment in which all children partake fully.

20. Taking all the evidence into account, including pupils' work and interviews with them, overall teaching is good and no unsatisfactory lessons were seen. Teaching was good in a Year 5 drama lesson and a Year 6 science lesson where good and very good subject knowledge enabled pupils to achieve well. As a consequence, teachers helped pupils learn by offering them clear explanations and challenging them with probing questions. Pupils knew right from the start of each lesson, what they would be learning and what was expected of them. In these lessons, and others in English and science, teachers varied their teaching methods to pupils' learning styles. As a result, all pupils were keen to participate and their interest was maintained.

21. Teachers consistently encourage their pupils to do as well as they can and offer praise to motivate them. This supportive atmosphere boosts pupils' self-esteem so that they feel able to work hard, offer ideas and suggestions without fear of ridicule or failure. In a Year 1 science lesson investigating minibeasts, good relationships between the teacher and pupils allowed good levels of discussion regarding the factors affecting growth, especially after looking at the minibeasts through the computer microscope. All were encouraged to join in and the teacher valued their contributions.

22. Pupils' learning is greatly enriched by the way in which teachers use links between subjects to give context and purpose to their work. Throughout the school, displays of work are annotated with good quality pupils' reports or creative writing, some produced using computers. Artwork is displayed alongside poems that have been stimulated by it. For example, in Year 4 the 'magic boxes' pupils made were displayed alongside the very sensitive poems written about them. This stemmed from a genuinely useful cross curricular theme involving English, mathematics, art and design. Most pupils take a pride in their presentation and this contrasts with some of the untidy work observed in some of their books.

23. Teaching staff have consistently high expectations of behaviour. Usually this is supported by good relationships and mutual respect flourishes. Often, teachers make lessons interesting, which helps to keep pupils on task. Most pupils respond to these expectations well and behaviour is usually good. A very good example of this was in an information and communication technology lesson where all children had their own computer and were developing their own PowerPoint production. They all participated enthusiastically, and the learning objectives were reached successfully. A few pupils find difficulty in responding to these expectations, particularly in practical lessons in Year 6. This has been caused in part by the high number of teachers these pupils have had due to staff turnover, illness and absence and also to the large percentage of pupils who have special education needs. There is not enough challenge for more able pupils in some lessons, mainly in mathematics. Where this happens teachers do not offer sufficient opportunities for pupils to extend their learning. Too often pupils are all undertaking the same tasks, although extra support is provided for the less able. The more able become complacent and lose interest, sometimes disturbing the lessons. Their learning is slower than it should be and consequently not enough pupils achieve as much as they could.

24. Teachers, learning support assistants and teaching assistants give good support in class to those pupils who have special educational needs. In most lessons teachers use the additional adult support well and include their roles in lesson plans. Teaching and learning support assistants are particularly effective when they are actively involved in all parts of the lesson and make useful notes about the pupils' achievements. These notes are later shared with the teacher to help with future planning of suitable work. As a result, the pupils make good progress.

25. Insufficient direct teaching of pupils with English as an additional language was observed during the inspection to enable a secure judgement to be made about teaching for these pupils. However, it is evident from lesson observations that teachers have secure knowledge and skills to support them well in their daily lessons. In addition, consistent specialist support for these pupils has been a regular feature of the school's provision for some time. As a result of these factors, this group of pupils learn as well as other pupils.

26. Teachers' marking is often very helpful for pupils. Teachers spend a lot of time annotating work with clear acknowledgement of success but also with specific ideas for pupils about how to improve their work or what the next steps in learning will be. This not only rewards pupils' efforts in their work but also gives them clear targets for improvement. However, this is not consistent throughout the school as it still has to be reinforced by subject leaders who are supporting the newer members of staff.

27. The assessment procedures used by the school have been implemented recently. The school has gathered data on all results including optional tests for pupils in Years 3 to 5 since 2003. This information is not analysed or refined enough to provide teachers with sufficient information on pupils' achievements to help staff fully develop pupils' individual targets. Samples of work are now scrutinised, especially in English and mathematics in the autumn term and the spring term to monitor progress. This does not enable teachers to check pupils' attainment in comparison to national levels or check pupil's progress rigorously enough. Processes are now in place for phase leaders to meet with year teams regularly to look at the progress of pupils' work and discuss assessment methods to set challenging targets for improvement. The school is fully aware that this aspect of its work needs urgent improvement and is in the process of implementing a fuller assessment system for English, mathematics and science to help teachers plan work to meet the needs of all pupils.

28. The assessment leader is determined that other subject leaders will be more involved in the procedures and that marking will be tackled as a priority. It is also planned to involve pupils in assessment and target setting more and, therefore, know how to improve their work. The school is rightly concerned that at present, pupils do not have curriculum targets, which they have been involved in setting. The development of consistent assessment procedures has been hindered by the staff turnover.

The curriculum

Curriculum provision is satisfactory in Years 1 to 6 and good in the Nursery and Reception. A very good level of additional activities enriches the curriculum. The accommodation is good and the resources sufficient to deliver the full curriculum.

Main strengths and weaknesses

- Good provision in the Nursery and Reception ensures that all areas of learning are taught thoroughly.
- The school provides a very good level of additional activities for pupils to enjoy.
- A great deal has been done to make the curriculum more meaningful and interesting.
- The curriculum provides well for pupils with special educational needs. They are fully included in the life of the school.
- The accommodation has been spectacularly improved recently to make the whole school an attractive place in which to work and learn.

Commentary

29. Since the last inspection, there has been a good improvement in the curriculum. This means that all subjects are now taught to an appropriate level in a more creative manner. The provision for information and communication technology has been greatly improved by equipping a new computer suite with good quality machines and introducing a suitable scheme of work. As a result, standards in information and communication technology are now satisfactory.

30. The curriculum for children in the Nursery and Reception is good. All areas of learning are well planned with many interesting and stimulating activities to grab the children's imagination and make learning fun. They are fully prepared for moving on to Year 1 and the rigours of the National

Curriculum as they are well taught. For example, children are encouraged to count and perform actions to the story of *The Very Hungry Caterpillar* when learning to read and work together.

31. The high level of additional activities for pupils during and after the school day is making the school a vibrant and stimulating place for learning. The list of clubs, visits and visitors seems endless and is very high for a school of this size. Pupils, particularly those in Years 3 to 6, have a very wide choice of interesting activities to choose from such as circus skills, professional coaching in football, and other activities targeting physical development and creativity. The many visits to places of interest and visitors to the school also make the curriculum more relevant and exciting. There is a good level of involvement in the performing arts and in sport. Many pupils experience success and recognition in these areas that raises their self-esteem as well as the profile of the school in the wider community. There is an annual residential school journey for pupils in Years 5 and 6 that enables them to participate in outdoor and adventurous activities, as well as learning to live together harmoniously in an environment away from home.

32. Since the last inspection, the school has gone to considerable lengths to improve the curriculum and make it more inviting for the pupils and to stimulate their interest. Teachers have the freedom to be imaginative in their planning and are keen to explore the possibilities this presents to them. Many well-planned links between subjects have been made so that learning time is used much more effectively. For example, in Year 4 the pupils made magic boxes to contain the carefully considered ideas from their poems. This activity included English in writing the poems, mathematics in making the boxes from a net, design and technology in constructing the boxes and art in decorating them. This resulted in the pupils' skills in all those subject areas improving in a meaningful way

33. The curriculum for pupils with special educational needs is good throughout the school. Where appropriate, the work they are given by their teachers is linked to the targets in their individual education plans and is specifically designed to help them make good progress. Pupils are given full access to the curriculum and receive good quality help from teaching and learning support assistants who make a useful contribution to their achievement. There is a good level of inclusion. All pupils are highly valued and the school works hard to ensure that they are able to take full benefit from the curriculum planned for them. If pupils are withdrawn from lessons to receive additional help then the school ensures that the benefits outweigh any disadvantages.

34. The accommodation is very well kept and maintained. The improvement since the last inspection is very good indeed. From being judged unwelcoming it is now clean, tidy and attractive. Many rooms, previously unused, have been given a new role and are now used effectively to enhance the educational provision for both pupils and their parents. Rooms have been cleared of junk and a refurbishment programme undertaken at a very fast rate. The accommodation is further enhanced by some super displays that make the whole school most attractive and show the value the school puts on the work of its pupils. They also raise the profile of individual subjects and make pupils more eager to learn. Resources, previously unsatisfactory, have been completely reorganised to make them readily accessible and the level of resources improved so that all subjects are effectively taught.

Care, guidance and support

The provision for pupils' care, welfare, health and safety is very good. The provision of support, advice and guidance based on monitoring of pupils' achievement is good. The involvement of pupils through seeking and acting on their views is good.

Main strengths and weaknesses

- There are very good procedures for health and safety, child protection and first aid.
- Adults know their pupils well and provide good levels of care.
- The school has good systems in place to monitor pupil's progress.

- There are good systems in place to involve the pupils in the schools' work and to seek their views.
- Good induction arrangements help pupils settle into school quickly.

Commentary

35. The school has very good health and safety procedures in place. Governors and staff are fully involved in the annual health and safety check, the outcomes of which are dealt with quickly. Staff also make regular thorough checks to grounds, buildings and equipment, so that it remains safe for pupils. The site manager ensures that the school is well maintained and clean at all times.

36. Child protection procedures are in place and all staff have been appropriately trained. Procedures are reviewed regularly ensuring that all staff know what they should do if they have any concerns. Arrangements for the administration of first aid and for the care of pupils feeling unwell are very thorough.

37. Excellent induction procedures for pupils' in the Nursery help pupils' feel welcome in the school and settle quickly. This also gives parents confidence that their children are well cared for and are happy in school.

38. All of the staff know the children well and are aware of their individual needs, this ensures that there are good levels of care and pupils feel safe and secure. Pupils spoken to confirmed that they feel comfortable with staff and that there is always someone they can turn to for support and advice, all this adds to the good informal monitoring of pupils' personal development as they proceed through the school. At the pre-inspection meeting, parents had positive views of the level of care given to pupils'.

39. All pupils with special educational needs are carefully tracked to monitor their progress and to ensure that they are achieving as well as possible. Liaison with outside agencies is good and the school makes great efforts to ensure that pupils receive as high a level of care as possible. The four pupils with statements of special educational need receive their full entitlement as outlined in their statements of educational need.

40. The procedures for seeking the views of pupils' are good, pupils are confident that their views are listened to and taken seriously through their involvement in the school council.

Partnership with parents, other schools and the community

The school's links with parents and with other schools are satisfactory. Links with the community are good. The provision of extended services is good.

Main strengths and weaknesses

- Parents have positive views of the school.
- They are given very good information about what is happening in school and how to help their children at home through the weekly newsletter
- The school has good links with the local community.
- The provision made through the school's education support programme is good.

Commentary

41. The school's relationship with parents is improving and parents have positive views about it. The school works hard to involve parents in its daily life and a small number help out in the classrooms and on school trips. Parents support the school's fund-raising activities by helping to organise events.

42. A very good range of information tells parents what is happening in school. Annual curriculum meetings let them know how they can help their children at home. There are good opportunities for parents to meet staff formally and informally to discuss their children's progress. Written annual reports for parents about their child's progress are good. They give detailed information on what pupils know, understand and can do, and give some general ideas on what they need to do to improve.

43. Parents and carers of pupils with special educational needs are kept fully informed. The school involves parents and carers of pupils with special educational needs from the moment their child is identified as being in need of additional help. During meetings with teachers, parents and carers are made aware of the targets set for their children and are provided with a copy of the individual education plan to remind them of these targets.

44. The school has good links with the wider community. A number of visitors are invited in such as members of the police and fire brigade who talk to pupils about their safety. Many visits are made within the local area, all of which enhance the curriculum.

45. Links with local secondary schools give pupils the opportunity to visit prior to their transfer at the end of Year 6, thus enabling them to settle easily. The school takes part in a range of sporting activities with the local primary schools

46. The school's provision for the Full School Extended Service is good and has a positive impact on parents and their children in the school. Parents are positive about the support and benefits they are receiving through this programme.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good overall. The leadership of the headteacher is very good, while management at the moment is satisfactory. Governance is good.

Main strengths and weaknesses

- The headteacher has a clear vision for the school.
- The good senior management team shares a commitment to move the school forward and raise standards.
- Subject leaders are keen and enthusiastic but are new to their roles and have not had time to impact standards significantly.
- Assessment remains a key area to develop.
- Management systems are planned but are not yet in place.

Commentary

47. When the headteacher took up her position in April 2003 standards were below national expectations and problems with the behaviour of pupils were increasing. Together with key staff, and with the support of the new governing body, an ambitious plan for school improvement was put into place. This focused on developing the ethos of the school, where pupils were ready to learn and the curriculum was innovative and creative, ensuring opportunities for pupils to succeed. A positive behaviour policy was quickly established, and the accommodation was overhauled. Until recently, there were few structures and systems to ensure rising standards. These have now been established and the school has begun to move forward at a good rate.

48. The headteacher knows what is needed to improve the school further in order to make the quality of education consistently good. She has brought about much needed stability to the school, reducing the high staff turnover and introducing systems and routines which promote good attitudes and behaviour. This has also had a positive impact on teaching and learning, and standards of

attainment are beginning to rise. The headteacher's vision, energy and firm belief that anyone, given the appropriate support can improve have been instrumental in moving the school forward.

49. The headteacher is well supported in her drive to bring about improvements by the good senior management team. They are committed to the ethos of the school and as a team have been a powerful force behind the determination to fulfil the vision. The relentless focus on continual improvement has led to the involvement of the whole senior management team in developing more formal procedures for evaluating school development. This includes recording observations of teaching and learning. This culture of formal evaluation is not yet fully embedded in school practice but the process has begun and is now having an important effect upon teaching and learning.

50. Subject leaders, while keen and enthusiastic are new to their posts and have not yet had the appropriate training and guidance in managing their subjects. Each subject has a clear action plan that links to the whole school improvement, but co-coordinators are not yet confident in understanding the needs of the pupils to be able to encourage continued improvement in their subjects. Staff targets in performance are planned and will help subject leaders achieve higher standards in their subjects.

51. The governors do a good job. Most of them are new to the governing body but are already aware of the strengths and weaknesses of the school. They are beginning to form a strategic view of where the school should be in a few years time and are much more ready to challenge and ask questions. The governing body fulfils its statutory duties.

52. The leadership and management of the provision for pupils with special educational needs are good. A great deal has been achieved to improve the provision, which was unsatisfactory at the last inspection, to its present effective level. All paperwork is kept up-to-date and liaison with outside agencies is good. Thorough tracking of the progress of every pupil ensures that they are meeting their targets and also monitors the effectiveness of the provision. Governors are kept fully informed.

53. The management of minority ethnic provision and pupils with English as an additional language is of good quality and promotes good progress. The school views the provision for raising ethnic minority pupil achievement as central to its being and its mission. The school has a richness of cultures and ten different languages are spoken. Good tracking of progress ensures that the pupils meet their targets and that all staff are aware of them.

54. There are some barriers to improvement and the school is aware of these and has strategies in place to overcome them. The headteacher has worked hard to recruit a strong team and is continually devising ways of keeping them. The school is running a deficit budget because of the issues that the present headteacher and governing body face. In the interests of best value, and the sensible spending procedures, the governing body has redressed this situation. This year it will carry forward £21,000 to be spent on refurbishment and resources. Numbers on roll are beginning to rise and the school is putting good systems in place to attract more pupils to the school. Governors are aware of these factors and are attempting to address them in planning for the future.

55. Management throughout the school is satisfactory. The headteacher has drawn up a clear plan for the actions to be carried out each year to manage school improvement. Most of the issues from the last inspection are addressed in this plan. Monitoring and evaluation of the impact of teaching to ensure effective learning are carried out informally at present. Appropriate plans are in place to formalise this system. The school is well placed for further improvement.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	839,277
Total expenditure	943,852
Expenditure per pupil	4,213

Balances (£)	
Balance from previous year	00000
Balance carried forward to the next	21,000

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

56. Children enter the Nursery in September or January of each year, as soon as they have turned three years old. They transfer to the Reception class in the term in which they become four. Induction arrangements are excellent. The Foundation Stage leader makes home visits to all new children and is able to call upon Sure Start for support. Leaflets offering parents advice and support are distributed before children start at the school. Written advice about attendance and other information ensures that parents are well informed about school procedures. This helps them to support their children well, complementing the work done in the Nursery and Reception classes. Very few of the children attend any form of pre school provision. Parents value these arrangements highly.

57. Since the last inspection, the school has created a designated Foundation Stage area with two teaching bases. One is for the Nursery and the other for the Reception class. In addition, there are large areas adjacent to the bases. This change has been very successful allowing staff to focus their teaching of mathematics and language, while allowing the children to initiate their own activities in 'free flow time' choosing from a variety of well-planned and structured activities. Teachers' planning is very good and combined with very good assessment procedures that are used well by all staff, the needs of individual children are well met. Provision for children with special educational needs is very good so that they make good progress. Children are monitored closely, offered very good support and the appropriate action taken to help them achieve.

58. Teachers and support staff work as a team. The effectiveness of this working relationship contributes to the good teaching and enables the support staff to add significantly to children's learning. The co-coordinator for the Foundation Stage provides very good leadership so that all staff are very involved in planning activities and show good understanding of how young children learn.

59. Attainment of the children who enter the Foundation Stage, though variable over the past years, is well below that usually found especially in the areas of communication, language and literacy, and personal and social skills.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Teaching is good and children achieve well.
- There are many opportunities to develop children's independence and ability to work co-operatively with others.
- Adults provide very good role models.
- Most children are likely to achieve the early learning goals by the time they enter Year1.

Commentary

60. The majority enter the Foundation Stage with social skills that are less than expected, with a significant number behaving immaturely. They achieve well and the majority are on course to reach the expected standards by the time they enter Year1. The excellent induction procedures, including support from Sure Start ensures that children quickly feel secure and confident and are keen to explore the many interesting activities provided. They respond readily to the teacher when they are called in for 'focussed' activities, replacing equipment and hanging up overalls before they leave. They cooperate well in role play situations, whether in the shop area sharing the food or playing with

the railway line, creating tracks and routes for their trains calling out 'watch out for this one it goes very fast!' All adults provide very good role models, expecting and receiving high standards of behaviour. When necessary, adults correct children firmly but gently and positively, taking care to explain what the children have done wrong.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Teaching is good and consequently children achieve well, in reading, writing and speaking a listening.
- The Foundation Stage leader has very good subject knowledge that impacts positively on the planning of lessons and the way they are taught.
- Staff provide very good opportunities for children to develop speaking and listening skills.
- Resources are used to good effect.
- Standards at the end of Reception are below average.

Commentary

61. Most children enter the Reception class with language skills that are below average. The development of language skills is a very high priority and the teachers ensure that this is a main focus in all activities. Consequently all adults are very skilled at asking questions that encourage children to reflect and explain either what they are doing or why things are as they are. The teachers are very skilled when reading with the children. In these sessions, they give them time to focus on the pictures in the books as the pages are slowly turned in silence. This captures the children's interest and they gain an understanding of the story so that they join in discussions about the characters and the plot confidently. This process was demonstrated well when the story of *The Very Hungry Caterpillar* was used as the source for their 'live story'. Children repeated the story then acted it out. Every child is given the undivided attention of the teacher in a small group, set by ability, every day and this ensures that all achieve well with regard to word recognition and writing skills. When writing, they are taught to hold the pencil correctly and given time and encouragement to practise and consolidate skills. Other opportunities to practise their newly found skills, including the use of the computer, are provided. Children enjoy looking at books, writing and speaking to visitors. Consequently they are developing very positive attitudes to all aspects of literacy, although many will not reach the early learning goals by the time they enter Year 1.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Teaching is good, children achieve well.
- Children enjoy a good range of mathematical experiences through structured play.
- Well structured, adult led mathematical activities are arranged every day, but there are not enough for children to select from when they are free to choose what to do.
- Most children will not reach the early learning goals by the time they leave the Reception class.

Commentary

62. Children are taught by the class teachers in small groups, by ability, every day. They capture the children's full attention during each taught session. Fingers, games, songs and rhymes are among the repertoire of resources drawn on by the teachers as they encourage the children to count to ten and beyond and to begin to learn mathematical vocabulary, such as 'more than/less

than.’ The teachers are enthusiastic, use praise well to encourage the children and ensure that activities are repeated to consolidate learning. As a result, children concentrate well and make good progress.

63. Children use mathematics as they play in the classes. Plenty of opportunities to talk about mathematics means that in some aspects children do very well. However, not enough opportunities are planned for the children to develop independent mathematical skills. The games that are provided are structured have a good purpose for learning so that children make good progress in mathematical development as they play. Rows of numbers are hung onto the line in the garden to improve the children’s number skills. Most children can name simple shapes and they sort triangles, squares, circles and rectangles into separate sets. They can sort again by colour and size. They play well-organised games together, linking the shapes with numbers, for example counting the sides. A few higher attaining children know that a hexagon has six sides. However, most will not reach the goals expected by the time they leave the Reception class.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Teaching is good, children achieve well and some are on course to reach the early learning goals by the time they enter Year 1.
- The interests of the children are exploited well.
- Adults create a stimulating environment that encourages children to explore and ask questions.
- Outdoor facilities provide very good opportunities for children to plant and grow flowers.

Commentary

64. Children develop great confidence when they use computers. Reception children work in pairs sharing a computer happily, and know exactly what to do when they use the ‘mouse’ to click on the shapes to ‘paint’ their ‘picture’ on the screen.

65. There are many opportunities for children to develop their ideas by making models, using a variety of construction materials. One child, who is usually shy, took pride in showing a handbag and designs for different kinds of stars that had been made to visitors. Children are encouraged to reflect on what they have learned in focussed teaching activities such as painting the ‘flower house’ and when making play dough. Two boys playing with dinosaurs were asked what they thought kept the dinosaurs alive and they said ‘they can run fast of course, they were very clever you know!’ Building on the pupils’ interest the teacher had constructed a ‘den’ in the classroom giving the pupils a chance to ‘play with the dinosaurs’.

66. There are very good opportunities immediately adjacent to the classroom for children to plant seeds and to grow and care for plants. In this way, they experience nature using the garden that they help to maintain, whilst learning about the different plants and understanding what they need to grow.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

Main strengths and weaknesses

- Teaching is good and the teachers exploit the accommodation.
- Children achieve the expected levels of the early learning goals by the time they leave Reception.

- Opportunities to run, climb, build and explore in the area immediately adjacent to the classroom are satisfactory.

Commentary

67. The outside area for the Foundation Stage is not accessible directly from the Reception classroom. This is due to the design of the building. The system of 'freeflow' activities means this is not a drawback for all of the children in the Foundation Stage.

68. Outside there is an area that has climbing apparatus and where the children can ride their tricycles. In addition, it has soft flooring so there are good opportunities for them to run, climb, build and explore. Fixed climbing equipment has been installed since the last inspection and it provides good opportunities for children to use their imagination in games such as pirates. Children use wheeled vehicles, mostly designed for *single and double* use, that they share happily with each other on the play ground at set times. They are also given opportunities to play with balls, hoops, beanbags, bats and balls to enhance their eye to hand coordination. In the classroom, children are given many opportunities to develop their fine motor skills through the use of drills, screwdrivers, paintbrushes, pencils and scissors as well as completing jigsaws and models.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Children make good progress in creative development.
- Most children are on course to attain the early learning goals by the end of the Reception year.
- Resources are good.

Commentary

69. Teaching is good and the exciting range of activities means that children are likely to achieve the goals for children at the end of the Reception year. The Foundation Stage classes are packed with imaginative resources so that children achieve well. Visitors have to negotiate their way through strings of children's pictures that hang from the ceilings. Good teaching means that every inch of classroom space is used well to provide spaces for children to play together. The classrooms are lined with things to do so that they learn to be creative all the time they play. In the play area, huge pieces of paper are fixed onto the walls and children merrily spatter paint creating large abstract paintings. Other children create games in the 'playcave' using what ever they want to act out their own stories.

70. Children have many opportunities to express their imagination and creativity through painting, drawing and making collages using different textures, colours and materials. In focussed teaching sessions they are also taught to hold pencils and brushes correctly and to draw and paint with care developing an eye for detail. This was observed when the children participated in a focussed activity of painting of houses and then 'a flower house'.

71. Careful planning then ensures that children have the opportunity to practise still further the skills taught and this ensures good progress. All adults value the children's efforts and displays in the teaching areas reflect the wide range of activities promoted.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Standards attained at the end of Years 2 and 6 are well above those found in similar schools. They do, however, remain below the national average.
- Pupils make good progress, as the teaching is good.
- Library skills and handwriting are not well developed.
- Pupils throughout the school have good attitudes to their work.
- The subject is well led and managed.

Commentary

72. There has been a good improvement in standards since the last inspection. In the 2003 national tests, the standards at the end of Year 6 were just below the national average but well above those found in similar schools. At the time of the last inspection, they were well below the national figure. Pupils currently in Year 6 are attaining standards below those expected nationally. They have suffered many changes of teachers over the years and there is a high incidence, above fifty per cent, of pupils with special educational needs. At the end of Year 2 pupils reach standards in reading and writing that are also slightly below the national average but well above the standards found in similar schools. Standards in speaking and listening are as expected by the time pupils leave the school. This represents good progress as they come into the school with skills well below those expected for their age.

73. Pupils make good progress in reading and writing as they receive good quality teaching. Lessons are well planned with interesting activities, often linked to other subject areas, designed to hold the pupils' attention and stimulate their imagination. In most classes pupils are well managed and are able to work in a calm yet productive atmosphere. Their contributions are valued and this results in them having a great deal of pride in their work and makes them eager learners. For example, in a very good Year 2 writing lesson the pupils worked diligently to write a postcard from a seaside location. This was directly linked to their studies of seaside locations in geography and made the work more relevant and interesting. The completed work was of a good standard with mainly accurate spelling and punctuation.

74. Handwriting and presentation skills throughout the school are weak. Very few pupils join letters to write in a more mature style. Work in books and displays is sometimes untidy and this detracts from the content that is often well thought out and interesting. Library skills are also underdeveloped. Pupils have regular visits to the local library to borrow books but have little understanding of how the library is organised to help them to locate information quickly and efficiently. The school library has recently been refurbished to a high standard with a growing supply of good quality books. This resource is ripe for introducing pupils to a greater knowledge of retrieval and research skills. The school has recognised that these are areas for future development by including them in the school improvement plan.

75. Pupils are keen to do well. They are proud of their successes and enjoy learning new concepts and skills. Behaviour in lessons is usually good which enables all pupils to concentrate on their work without disruption. Good relationships are a strong feature and pupils respect the adults they work with.

76. English is well led and managed by a new and enthusiastic subject leader. The action plan clearly identifies all the areas for development with a strong focus on raising standards. Her

monitoring role, particularly the monitoring of teaching, has yet to be fully developed to ensure a greater consistency in the delivery of English throughout the school.

Language and literacy across the curriculum

77. Pupils' language and literacy skills are used well in other subjects of the curriculum and their inclusion is carefully planned. Many useful and productive links are made to improve the learning in all the subjects involved. For example, the good quality Year 5 work about the Titanic, writing profiles of the passengers and diaries of events as part of their work in history, helped them improve their writing skills in a meaningful way. In Year 4 the 'magic boxes' pupils made with very sensitively written poems about them were a result of a genuinely useful cross curricular theme involving English, mathematics, art and design.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- The more able pupils are not challenged enough by the teaching or by work given.
- Where teaching is good, a variety of teaching styles are used.
- Pupils do not have enough opportunities to use and apply their mathematical skills.
- Good links to other subjects and real life situations are made to support learning in mathematics.
- Pupils' number facts and calculation strategies are under-developed.

Commentary

78. The results in tests in 2003 were well below the national average for pupils in Year 2 and in Year 6. However, when these results were compared to schools in similar situations, pupils in Year 2 achieved well, while pupils in Year 6 made satisfactory gains. Higher attaining pupils do not always achieve as well as they could. This is because the teaching is not challenging enough for them or the work they are given is too easy. Pupils with special educational needs are achieving well due to the targeted support from both the class teacher and learning support assistants.

79. In most of the lessons observed in Years 1 to 4 during the inspection, standards were average. Pupils in Years 1 and 2 made adequate progress as they carried out measurements using hand spans and described the position and direction of cubes they were building. Pupils in Year 3 practised working out calculations in their head, while pupils in Year 4 recognised three dimensional shapes in and around the school. However, standards in the current Year 5 and Year 6 are below average as many pupils are still mastering the basic number facts. The large number of staff that these pupils have had during their time in the Years 3 to 6 has meant that there has been no monitoring of their progress or of the quality of teaching until recently.

80. The quality of teaching and learning overall is satisfactory and some good teaching was observed. In the good lessons:

- pupils were made aware of what they would be learning and what was expected of them;
- good subject knowledge resulted in good questioning of pupils to deepen their knowledge;
- teachers varied their style of teaching; as a result all pupils were involved in the lesson, interest was maintained and pupils were keen to participate.

81. Higher attaining pupils do not always achieve as well as they should because they are not given tasks that challenge their understanding. Similarly at the end of lessons, learning is not always reviewed with the pupils. As a result, they do not know how to improve or what they should do next. However, lessons are well organised and good relationships between staff and pupils were observed. In one class, pupils challenged their teacher 'Can we ask you a question?' This allowed learning to happen outside the classroom when, for example, Year 4 pupils went on a walk around

the school to identify shapes in the environment. Pupils were able to recognise cylinders, prisms, cubes and spheres easily in real life objects, such as lamp posts, roofs on houses and other items of street furniture. While pupils used mathematical vocabulary well, opportunities were often missed in the lessons to enhance pupils' vocabulary and give them the chance to explain their thinking.

82. Only one lesson focussing specifically on number was taught during the inspection, although there were elements of number work in the other lessons. From these, analysis of pupils' work and also from talking to pupils, it is evident that standards in this important aspect of the subject are below average. Many pupils are not secure in their knowledge and understanding of the basic facts, and as a result do not achieve as well as they could. For example, many pupils in Year 6 still rely on their fingers to work out simple calculations, rather than do them in their heads. In the lesson on number, pupils successfully practised number facts and calculations due to the range of strategies the teacher was using and the use of practical equipment. This allowed all pupils to participate fully. Through the teachers' skilful questioning, pupils answered a range of questions on the three times table, linking multiplication and division very well. While the mathematics curriculum is well covered and matched to pupils needs, pupils would benefit from some daily input on number facts and strategies.

83. Assessment in mathematics is weak. Teachers use a variety of strategies to assess pupils work, including questioning and talking to the pupils but this is not consistent across the school. Teachers mark pupils' work regularly, however it does not always make clear about what is done well or how pupils could improve their work. Optional national tests are now being used to identify pupils' strengths and areas for development and are used to identify those pupils who would benefit from extra support in their mathematics lesson.

84. Two subject leaders have now been appointed to lead and manage the subject. While plans are in place to improve teaching and learning, they have not yet had time to raise standards significantly. There has been satisfactory improvement since the last inspection. While standards remain below average, they are beginning to rise, and the school has good plans in place to address key areas, such as assessment.

Mathematics across the curriculum

85. There are some opportunities for pupils to use mathematical skills in other subjects. For example, they use graphs and tables to record data in science and compass directions when looking at maps in geography. While teachers refer to mathematical skills in other subjects, this is not formally planned.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Standards achieved by pupils are below expectations in Years 2 and 6.
- Pupils' attitudes to science are good.
- Good use of whole school focus on science.
- Teachers' planning does not offer enough challenge for pupils so there are too few opportunities for the more able to extend their learning.
- Some good links are made with literacy, information and communication technology, mathematics and art and design.
- Assessment and the coordinators' role in science are undeveloped.

Commentary

86. In Years 1 and 2, teachers focus on science through solving problems and a lot of discussion in a cross curricular manner. Pupils are encouraged to explain their investigations and enjoy first hand, practical experiences. This helps the pupils to develop skills in cooperation and enjoyment of the subject. The result of this approach has been a rise in standards, although they remain below average. Achievement of the pupils is good.

87. In the present Year 6, pupils are working below the level expected for their age. Their understanding of important concepts, such as electrical circuits and solubility is weak. They can name the main part of a plant or the organs of the human body but have insecure understanding of the functions these parts fulfil. Pupils recollect experiments they have done but cannot always explain what they have learned. They do have a better understanding of important concepts relating to scientific investigations, such as fair testing and predictions and this reflects an emphasis placed on this aspect by the school. This was demonstrated in the Year 6 lesson on reversible and irreversible changes when the teacher used a hand made of ice as the item for change. Pupils were able to identify what was needed to ensure a fair test.

88. Pupils' attitudes to science are good. They enjoy their science lessons and work conscientiously and with some independence. They enjoy opportunities to speak and discuss ideas and this was particularly evident in lessons in Year 1 and Year 6. The emphasis the school has placed on practical and investigative science is a significant factor in these positive attitudes. The pupils are also encouraged through the extra curricular science club and the science fair that the school provides and lessons that catch their interest as did the Year 6 lesson which started as a ghost story 'The Icy Hand!'

89. Teaching overall is good and this results in good learning. Explanations are clear and the staff make good use of the limited resources. Planning for lessons does not include clear challenge for the more able pupils or sufficient work at different levels. All pupils do the same task and this restricts opportunities for these pupils to achieve even better. Assessment is unsatisfactory. Although marking in the books of older pupils is a strength, and is motivational, overall assessment and recording of progress is unsatisfactory.

90. In the lessons seen teaching was satisfactory overall. Stronger features of teaching included:

- clear explanations of lesson objectives;
- a good emphasis on investigative skills;
- appropriate use of technical vocabulary; which gives pupils further understanding;
- a rich classroom environment with a variety of activities linked to the subject;
- use of information and communication technology to support learning.

91. However, despite evidence of considerable investigative work, including the whole school focus of a science week, there are too few opportunities for pupils to plan and carry out their own investigations. Teachers often tell them what they will be doing. This slows the pace of lessons and holds back the rate of achievement of some pupils.

92. Teachers work hard to give relevance and context to pupils' learning by linking science work to other subjects when appropriate. Links between science, art and design, information and communication technology and mathematics are particularly good. In one class, for instance, the study of minibeasts was enriched by pupils' doing detailed large drawings which involved them in learning good line and shade skills in art and design. They were helped in their detailed observations, by a micro computer. Pupils have also produced bar charts to record their findings on graph paper and used data handling programmes on the computer.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- The co-ordinator is knowledgeable and enthusiastic.
- There has been good recent improvement in resources and staff expertise.
- Good use is being made of the school's information and computer technology suite to extend pupils' skills.
- Good links with the City Learning Centre (CLC) gives the school a positive resource for staff and pupils.

Commentary

93. The curriculum is well planned and good links with the CLC provides good advice and support to staff and makes sure that pupils are taught all the necessary elements of the subject so that they reach appropriate standards for their ages. This is a vast improvement since the last inspection. Throughout the school pupils have a reasonable range of skills and knowledge. At the end of Year 2, pupils can use art programs to create simple pictures. They know how to select tools to fill or erase what they have just done. They can use simple word processing to record their work. Pupils use computer programs to help them learn to spell or to practise simple number bonds or counting. By the end of Year 6, pupils' achievement is good as they systematically build on what they have learned in earlier years. All pupils are able to save and retrieve their work, and change fonts to alter its appearance. They know how to use the Internet for research, and are able to develop a Power Point presentation and are now finding opportunities to use this tool in their learning.

94. Teaching and learning are satisfactory overall. Teachers showed that they are confident and willing to use their skills and the resources available. They plan well and involve small groups in the information and computer technology suite. Teaching assistants are skilful and work well with the class teacher in the information and computer technology suite. Lessons are well organised and provide pupils with good opportunities to practise their skills as they work in pairs. Teaching was most effective when a clear subject focus was supported by the use of computers. For example in a science lesson, pupils who had collected their minibeasts were able to use the computer to examine further their 'specimens' without hurting them. They were appropriately challenged to extend their learning supported by the use of the microscope they were operating.

95. Much good work has been completed by the subject leader to ensure that provision is more even and consistent. Many improvements have been made since the previous inspection. The subject leader has begun to establish the identification of National Curriculum levels to complement the newly developed school systems in assessment and in developing the use of information and computer technology to systematically support other subjects.

96. The subject leader provides good support to ensure teachers' knowledge, understanding and confidence. In a short time they have encouraged and overseen the training for all staff. From a low base of expertise and confidence, most teachers are now reasonably confident and enthusiastic about teaching information and computer technology. The subject leader has a clear vision for the development of information and computer technology in the future and has developed a detailed action plan for future improvement, but now needs to be able to implement it.

Information and communication technology across the curriculum

97. Discussions with pupils and observations of displays around the school indicate that considerable use is made of the digital camera to highlight aspects of school life, especially in the Foundation Stage where it helps in assessing children's ability and regular use is made of the Internet for research. In literacy and numeracy, a successful start has been made to systematically

use computers to support learning. In other subjects, however, there are examples of very effective use of information and communication technology. The use of the computer suite is planned for the discrete subject and staff compete to use it for cross-curricular work on a day-to-day basis. The subject leader is looking to work with staff to ensure that they always incorporate the subject into the curriculum. Computers situated in classrooms, as opposed to those located in the suite, are not used often enough during ordinary lessons, due to the school waiting to get them all networked. This is not impeding the development of skills as the pupils now use the computer suite regularly, but it does mean that the pupils still do not use the computer as a tool like a pen.

HUMANITIES

98. Not enough evidence was collected in **history** and **geography** to enable overall judgements to be made about the quality of provision or standards. By Year 2 pupils have gained a suitable knowledge of the local and national maps, understand different symbols and basic grid references. They learn about historical stories, such as The Fire of London, and the knowledge about World War II is enhanced well by listening to senior visitors recounting their experiences of these times. Pupils study maps of the world and identify the locations of different places and features. They learn about places such as India and details about the lives of people who live there. They gain an understanding of how the Tudors lived and about famous characters such as Sir Francis Drake and the story of the Spanish Armada.

Religious Education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- The pupils have a broad range of experiences that enables them to achieve appropriately.
- The subject makes a positive contribution to the pupils' moral, social and cultural education but needs to make greater contribution to spiritual development.
- There is a lack of formal assessment to help teachers planning.
- The subject leader's role is not fully developed.

Commentary

99. Most of the pupils achieve appropriately and by the end of Year 6, the standards they attain are in line with the expectations in the locally agreed syllabus. The school provides an interesting and relevant curriculum which is cross-curricular in approach, and pupils are achieving well. Teaching and learning are satisfactory. Pupils with special educational needs are appropriately supported but no formal assessment procedures exist and this would help teachers meet the needs of all pupils.

100. Only one lesson was observed, and this was planned carefully to develop pupils' knowledge and understanding of religious issues as well as developing art and design and literacy skills, in particular speaking and listening. Analysis of the available work, including some good displays of pupils' work, and talking to pupils indicate that achievement is sound. For example, work in exercise books by Year 6 pupils showed that they could explain how water is used in different religions.

101. The scheme of work reflects the curriculum contained in the locally agreed syllabus and, when possible, is supported by invitations to outside speakers. There is appropriate emphasis on the Christian religion and other faiths. Work in one class was cross curricular and the art work in Year 3 was related to the Passover Feast from Judaism.

102. The subject makes a good contribution to the pupils' overall personal development and provides many opportunities for the development of speaking and listening skills, one of the school's priorities. Pupils often have to consider similarities and differences between their own lives and

those of other people around the world or in less favourable circumstances. For example, as in Year 6 pupils have looked at the use of water in different religions and through discussions have discussed the use of the river and bathing as in the River Ganges.

103. The subject leader is relatively new in post and has yet to develop her role so that assessment is a regular part of the subject. There are good plans to review the planning and policy process in the next year, which will begin to raise the profile of the subject and staff knowledge. Assessment procedures have to be linked to the areas of study, but currently there are few opportunities for pupils to discuss their own progress and set targets for improvement.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

104. Not enough lessons were observed in **design and technology**, **physical education** or **music** to judge the overall quality of provision and no lessons were seen in **art and design**. Based on the few lessons observed, the evidence of teachers' plans, discussions with subject leaders and pupils, and examples of pupils' work, it is clear that pupils enjoy these subjects and the school offers a wide range of activities and skills within each curriculum area.

105. Evidence shows that all aspects of **music** are taught to pupils throughout the school. Pupils were heard singing tunefully in assembly and in Year 2. All pupils in Years 3 and 4 learn to play the recorder. Through this additional provision they learn the rudiments of musical notation. Pupils also sing and play in concerts, school productions and assemblies. The singing is enthusiastic with a good sense of rhythm and control of dynamics. The performance of 'Christmas Around the World' involved music from many countries and was most effective. All of these are much enjoyed and well attended by parents and carers. Singing is viewed as a positive link to the ethos of the school and cultural awareness. As pupils come in and leave assemblies they are able to listen to music by a variety of composers and players from this and other countries. They are told about the piece being performed and many can identify the instruments played in it. Some of the school choir took part in the Blue Peter Proms recently and the Year 6 pupils worked with the BBC singers. Both had their efforts broadcast. Visiting musicians and music workshops all make the subject more interesting, as do the many appropriate links made with other subjects. Pupils thoroughly enjoy the many opportunities for making music and look forward to their lessons.

106. In **design and technology** work around the school is of satisfactory quality. The range of items designed and made is diverse and planning of work by the pupils is thorough. Pupils were able to talk about the evolution of ideas well. For example, pupils in Year 3 had designed and made musical instruments, while a pupil in Year 4 described how they had made money bags using sewing skills. Pupils in Year 5 had linked some design and technology work to their history topic on Ancient Greece by making Greek frescoes, while Year 6 pupils had designed and made puppets and theatre sets, which they then used to perform plays to the rest of the school during an assembly.

107. In the one lesson observed, which was judged to be good, pupils in Year 2 were making clay tiles from close observational drawings they had done previously on a nature walk. The lesson was planned well, with good organisation to allow maximum adult support for pupils when cutting the clay. Digital photos of the flowers and plants were used as an excellent resource to remind pupils of the details needed on their tiles. The majority of pupils marked and cut out the clay with good accuracy. They experimented with the different tools available and some pupils began to construct three-dimensional tiles.

108. Across the school, teachers are making good use of a range of projects to develop pupils' skills steadily and this must now include evaluating the work completed. Few pupils were able to describe how they could improve their design or how they could do better next time.

109. From work displayed around the school, standards in **art and design** much of the work has been inspired from other areas across the curriculum. In Year 4, one project involved pupils tie-dyeing pieces of fabric as part of their work on the Hindu festival of Holi. Aboriginal art was seen in Years 1, 2 and 3 as part of the school's book week, and pupils in Year 5 painted pictures using 'cool

colours'. They used these pictures as the background for poems they had written. Year 2 pupils drew animals they had seen on a visit to London Zoo, after first studying animal patterns with good accuracy. Year 4 pupils drew characters from 'The Nutcracker' after attending the ballet themselves. This piece of work allowed them to work in a range of media, beginning with pencil sketches and extending their skills using wax crayons and then finally dyeing their work for extra effect. Carefully observed drawings of shells show good use of charcoal to give form and depth by Year 5 pupils. Several on display were of good quality because they included considerable detail in such a challenging medium.

110. The curriculum is enriched by a planned arts week, where each class decides upon a theme and visiting artists are invited in to offer their support and expertise. While the use of information and computer technology is limited, Year 1 pupils used a simple program to draw pictures of their choice.

111. The subject leader for both art and design and design and technology has strong views of how he would like to develop these subjects, what the pupils at this school need and what he needs to do to make it happen. However, the curriculum for both these subjects is far too variable in quantity and quality across the school. To ensure consistency in skills and curriculum time, both subjects need careful monitoring and plans are in place to do this.

112. The **physical education** curriculum offers a range of activities over the course of the year. Pupils in Years 1 to 6 participate in gymnastics, dance, and games. Pupils in Year 5 are given the opportunity to learn to swim. The majority of pupils by the end of Year 5 can swim 25 metres unaided. Athletics is taught in Years 3 to 6. The teaching of physical education is strengthened by the use of outside coaches in tennis and football. Netball and football after school clubs further extend pupils opportunities to take part in sport and teams now compete regularly with other schools from the Borough. This has raised the profile of the school in the community considerably. The new all weather pitch, planned for next year will strengthen the curriculum opportunities further, both for the pupils and the community. The school has adequate resources but there are gaps in gymnastics and small games equipment.

113. The two lessons observed were satisfactory. Pupils were encouraged to warm up thoroughly and both teachers discussed the importance of this. In Year 1, pupils demonstrated throwing, catching and bouncing skills with some accuracy, while pupils in Year 4 made some progress with their throwing and catching skills. No opportunities were observed for pupils to share and celebrate their work, or how to improve it were given in either lesson although this is normal practice.

114. The subject leader, while new to the post, is aware of the priorities needed to raise standards. Plans include further in-service training to develop staff knowledge and careful monitoring of the subject.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

115. Only two lessons were seen in this area of the school's work and so no judgements are made about the overall provision.

116. The school has worked hard to create a friendly learning environment for the pupils, believing that pupils' happiness and self esteem is fundamental to raising standards. As a result, it has put in place a good program of activities to support pupils' personal and social development. 'Bully busters' is an example of this where Year 5 and Year 6 pupils run a club open to all pupils to tackle any issues around this area.

117. Each class has circle time once a week, where planned themes are discussed. During the inspection pupils in Year 1 were observed using the parachute, where they had to co-operate with each other, while pupils in Year 3 nominated a 'special person' for the week. Year 1 pupils have also created an 'I am special' book, where they had to write comments about each other. Comments

such as 'she is a superstar' and 'he is good at his work' are examples of their contributions to the book, now on display for other pupils to read.

118. All classes have been responsible for drawing up for both their own classroom rules and the school code of conduct and these are displayed and referred to during lessons. The school council meets regularly, and pupils in the Foundation Stage and in Year 6 have begun a partnership where Year 6 pupils scribe stories for their Foundation Stage peers.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</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	4
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	5
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	4
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
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	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	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).