

## **INSPECTION REPORT**

### **MARLBOROUGH FIRST AND MIDDLE SCHOOL**

Harrow, London

LEA area: Harrow

Unique reference number: 102186

Headteacher: Ms Kaushi Silva

Lead inspector: Mr Alan Fullwood

Dates of inspection: 12–15 January 2004

Inspection number: 256851

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: First and middle  
School category: Community  
Age range of pupils: 4–12 years  
Gender of pupils: Mixed  
Number on roll: 464

School address: Marlborough Hill  
Harrow  
Middlesex  
Postcode: HA1 1 UJ

Telephone number: 020 8427 3087  
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Appropriate authority: Governing body  
Name of chair of governors: Mr Peter Atfield

Date of previous inspection: May 1998

## CHARACTERISTICS OF THE SCHOOL

The school is situated in the borough of Harrow in London. It has 464 pupils in 16 classes and is a much bigger than average sized primary school. There are currently 58 children being taught in the two Reception classes, half of whom were attending school for the first time. Children's attainment on entry to the school is average overall. The socio-economic context of the school is average. The school is a culturally diverse community in which pupils come from a wide range of ethnic backgrounds. One hundred and sixty-one pupils are of white ethnic origin and 282 pupils are from a large variety of other ethnic backgrounds. English is not the first language in the homes of 185 pupils and 37 pupils are at an early stage in the acquisition of English. This is above the national average and a significant change in the nature of the school population from the time of the last inspection. Seventy-eight pupils have special educational needs including four pupils with statements. This is broadly in line with national averages. About a tenth of pupils join or leave the school at times other than normal transfer times. The school received an Achievement Award in 2000 and the Basic Skills Quality Mark in 2002. The school has gone through a very unsettled period with eighteen changes of staff over the last two years. The headteacher has been in post for two terms.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21184	Mr Alan Fullwood	Lead inspector	Science Design and technology Physical education
9499	Mr Phiroze Daruwala	Lay inspector	
15447	Mrs Christine Glenis	Team inspector	English Information and communication technology French Personal, social and health education and citizenship
32279	Mr Robin Hammerton	Team inspector	Mathematics History Geography
20963	Mrs Judy Keiner	Team inspector	Foundation Stage Art and design Music Religious education English as an additional language

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## **REPORT CONTENTS**

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
<b>PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS</b>	
<b>STANDARDS ACHIEVED BY PUPILS</b>	<b>9</b>
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
<b>QUALITY OF EDUCATION PROVIDED BY THE SCHOOL</b>	<b>13</b>
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
<b>LEADERSHIP AND MANAGEMENT</b>	<b>19</b>
<b>PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES</b>	<b>22</b>
<b>AREAS OF LEARNING IN THE FOUNDATION STAGE</b>	
<b>SUBJECTS IN KEY STAGES 1, 2 AND 3</b>	
<b>PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS</b>	<b>38</b>

## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

Marlborough First and Middle School is a rapidly improving school that **provides a satisfactory standard of education for its pupils**. Impressive changes have been made to improve the management systems in place and put the pupils at the heart of the school and its work. Teaching and learning are satisfactory. The school provides satisfactory value for money.

The school's main strengths and weaknesses are:

- The standards pupils attain in national tests at the end of Years 2 and 6 are good.
- The school provides well for children in the Foundation Stage and their achievement is good.
- Standards in information and communication technology (ICT) and music are unsatisfactory and below national expectations at the end of Years 6 and 7.
- The way the school provides for pupils with special educational needs and for those who have English as an additional language is unsatisfactory.
- The very good leadership of the headteacher is impacting positively on the quality of education the school provides.
- The teaching of French in Years 6 and 7 is good.
- The school provides well for the development of pupils' moral and social development and this ensures pupils have good attitudes to their learning.
- The very positive partnership established with parents is having a positive impact on pupils' learning.

Improvement since the last inspection is satisfactory. Standards are above national averages but have not improved as well as the national upward trend at the end of Year 6. However, the rise in standards at the end of Year 2 has been above the nationally improving trend. Standards in ICT have fallen and are below average at the end of Years 6 and 7. Standards in design and technology have improved. The school has made good improvement since the recent appointment of the current headteacher and is well placed to improve still further.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	A	B	B	B
Mathematics	C	A	B	A
Science	C	B	B	A

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

**The achievement of children in the Foundation Stage is good. The achievement of pupils in Years 1 to 7 is satisfactory.** Although some groups of pupils make good progress, those with special educational needs or English as an additional language are not achieving as well as they should. Inspection evidence indicates that standards in the current Years 2, 6 and 7 are above average in English. In mathematics they are above average at the end of Years 2 and 6 but average in Year 7 where pupils are not achieving as well as they should. In science pupils' attainment is average at the end of Year 2 and above average at the end of Year 6. Standards in geography and history are average and in religious education in line with the expectations of the locally agreed syllabus. Pupils' attainment and achievement in ICT in Years 3 to 7 are unsatisfactory. Standards in Year 2 are average. In French, Year 7 pupils' standards are in line with national expectations. In Year 6 standards are good but there are no national expectations in

French for this year group. Standards in music are below average and pupils' achievement unsatisfactory by the end of Year 6. However, pupils in Years 1 to 3 are making good progress owing to the better provision currently being made for this subject.

Overall, children's attainment in the Foundation Stage is on track to be above the goals children are expected to reach by the end of Reception in communication, language and literacy and in their mathematical and physical development and personal, social and emotional development. Children are achieving well in these areas of learning. Children's achievement is appropriate in their creative development and in their knowledge and understanding of the world and most will achieve the goals they are expected to reach by the end of the Reception year.

The progress of pupils with special educational needs and those with English as an additional language is unsatisfactory owing to the unsatisfactory management of how the school provides for their needs. These are key areas for development in the school improvement plan.

Overall, pupils' attitudes to school are good and their behaviour satisfactory. Their attendance is good. **The provision made for pupils' personal development is good, as is the provision for their moral and social development. The provision made for their spiritual and cultural development is satisfactory.**

## **QUALITY OF EDUCATION**

**The school provides a satisfactory quality of education. The quality of teaching is satisfactory.** Teaching and learning in the Foundation Stage are good. They are also good in mathematics, French in Years 6 and 7 and in music in Years 1 to 3. Teaching and learning in English, science and religious education are satisfactory in all years, and in design and technology and information and communication technology in Years 3 to 7. No judgements can be made about the overall quality of teaching in other subjects or year groups where lessons were only sampled. Assessment procedures are satisfactory and the marking of pupils' work is good. However, although assessment information is used to plan future work, it is not used well enough to adapt work to support lower-attaining pupils or to extend the more able and this is unsatisfactory.

Good provision is made for pupils' learning outside of the school day. However, the curriculum is unsatisfactory overall because not all aspects of the ICT curriculum are covered in Years 3 to 7 and unsatisfactory provision is made for pupils with English as an additional language and pupils with special educational needs. The school has good links with parents, the community and other schools. Overall, the school provides good care, guidance and support for its pupils.

## **LEADERSHIP AND MANAGEMENT**

**Leadership of the school is good and management satisfactory.** The governance of the school is satisfactory and improving. However, the governors do not ensure that statutory requirements for holding a collective act of worship each day are met. The headteacher provides very good leadership and has been very effective in uniting staff, pupils and parents and establishing an effective action plan to address the weaknesses in the school. She is ably assisted by two assistant headteachers. It was not possible to make a judgement about the work of the deputy headteacher as she was absent during the inspection. The role of subject leaders in monitoring their areas of responsibility is satisfactory and developing. However, the management of the provision made for pupils with special educational needs and those with English as an additional language is unsatisfactory.

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

Parents' views of the school are that it is good. After a period of great turmoil in the school, parents feel that the school has significantly improved under the inspired leadership of the current headteacher. They feel that their children and their learning are at the centre of all that the school

does. Parents are very supportive of the headteacher and the staff and are made to feel welcome in the school and encouraged to take a full part in their children's education. Pupils' views of the school are good and they enjoy coming to school. They feel well supported when they need help and are certain that their ideas and opinions are listened to and acted upon.

## **IMPROVEMENTS NEEDED**

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

- Raise standards in information and communication technology at the end of Years 6 and 7.
- Raise standards in music in Years 3 to 6.
- Improve the achievement of pupils in mathematics in Year 7.
- Improve the provision made for pupils with English as an additional language and those with special educational needs.
- Make better use of the school's assessment information to plan suitable work to support the needs of lower-attaining pupils and extend the more able.

and, to meet statutory requirements:

- Ensure that all aspects of the National Curriculum for information and communication technology are taught.
- Ensure that an act of collective worship takes place each day.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

Achievement in the Foundation Stage is good, and satisfactory overall in Years 1 to 7.

#### Main strengths and weaknesses

- Standards in English, mathematics and science are above average at the end of Year 6.
- Children in the Foundation Stage make good progress and achieve well.
- Although standards in mathematics in Year 7 are satisfactory pupils are underachieving.
- The achievement and progress of pupils with special educational needs and those with English as an additional language are unsatisfactory.

#### Commentary

1. Children in the Foundation Stage make good progress and achieve well in the development of their communication, language and literacy skills and in their mathematical development and personal, social and emotional development. Children are on track to exceed the Early Learning Goals<sup>1</sup> in these areas of learning by the end of Reception. This is due to the wealth of well-planned experiences and the good quality of teaching they receive. Children are achieving appropriately in their physical development and creative development and in their knowledge and understanding of the world. Most will achieve the Early Learning Goals for these areas of learning by the end of their time in Reception.

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

Standards in:	School results	National results
reading	16.7 (17.5)	15.7 (15.8)
writing	15.2 (15.9)	14.6 (14.4)
mathematics	17.9 (18.4)	16.3 (16.5)

*There were 60 pupils in the year group. Figures in brackets are for the previous year*

2. The results of national tests in reading and writing in 2003 for pupils at the end of Year 2 were above average in comparison with those of all schools and similar schools based on the percentage of pupils eligible for free school meals. Standards have fluctuated each year but have generally shown an upward trend since the last inspection. Generally, girls perform better than boys but not significantly so. Inspection evidence indicates that the current group of Year 2 pupils are attaining similar above average levels and achieving appropriately in relation to their capabilities. Pupils present their work neatly and have good grammar, spelling and handwriting skills. They generally listen carefully to their teachers and the views of other pupils.
3. The results of national tests in mathematics in 2003 for pupils at the end of Year 2 were well above average in comparison with those of all and similar schools. Generally girls perform better than boys. Inspection evidence indicates that standards of attainment are above average in all aspects of mathematics and that pupils are achieving well. More able pupils achieve particularly well but work is not always sufficiently adapted to meet the needs of lower-attaining pupils and this limits their achievement.

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<sup>1</sup> Early learning goals – The goals children are expected to reach by the end of Reception. There are many goals for each area of learning, for example, in language and literacy pupils should be able to write their own name and other things such as labels and begin to write simple sentences.

4. Teachers' Assessments for Year 2 pupils in science were below average in 2003. Inspection evidence indicates that pupils attain average standards and achieve appropriately in relation to their attainment on entry to Year 1. This difference between the two groups of pupils is more to do with the accuracy of Teachers' Assessments rather than to do with differences between cohorts, as Year 3 pupils' standards of attainment are at expected levels. Pupils make satisfactory progress during Years 1 and 2. They develop a good knowledge of scientific facts and an appropriate understanding of scientific enquiry and what makes a test 'fair'.
5. Standards in religious education, design and technology, geography, history and information and communication technology are at expected levels at the end of Year 2 and pupils' achievement satisfactory. There was insufficient evidence to make a judgement of pupils' attainment in other subjects where lessons were only sampled.

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

Standards in:	School results	National results
English	27.8 (27.7)	26.8 (27.0)
mathematics	28.2 (28.4)	24.6 (22.3)
science	29.7 (29.3)	28.6 (28.3)

*There were 60 pupils in the year group. Figures in brackets are for the previous year*

6. The results of national tests in English in 2003 for pupils at the end of Year 6 were above average. Inspection evidence indicates that standards in the current group of Year 6 pupils are also above average. The school's target for the percentages of pupils who would achieve Level 4 in 2003 was exceeded but the percentage of pupils who achieved a Level 5 fell well short of the target set. Standards had shown a downward trend but have improved since 2002. Generally, girls perform better than boys but not significantly so. However, relatively fewer girls than boys achieved the higher Level 5. This is a concern identified by the new headteacher's careful analysis of the test results last year and improving their performance is a current target in the school development plan. In Year 6 pupils have too few opportunities to use the library or find out information for themselves, which renders their achievement unsatisfactory but these pupils are making satisfactory progress and achieving appropriately in all other aspects of the subject.
7. The results of national tests in mathematics in 2003 for pupils at the end of Year 6 were above average in comparison with those of all schools and well above average in comparison with those of similar schools based on their achievement at the end of Year 2. Standards have fluctuated from year to year but are comparable with standards at the time of the last inspection. Generally, boys perform better than girls but not significantly so. Fewer girls than boys achieved the higher Level 5. The school's target for the percentages of pupils who would achieve a Level 4 or 5 was not reached but results were not far off these figures. Inspection evidence indicates that standards in the current group of Year 6 pupils are above average and that, overall, pupils' achievement is satisfactory. Pupils achieve better in Years 3 and 6 than they do in Years 4 and 5. This is due to the quality of teaching they receive and the better provision made for lower and higher-attaining pupils.
8. The results of national tests in science in 2003 for pupils at the end of Year 6 were above average in comparison with those of all schools and well above average in comparison with those of similar schools. The trend in results has varied from year to year but standards are not as high in national tests as they were at the time of the last inspection. Generally, boys perform better than girls but this is not always the case. Inspection evidence indicates that standards in Year 6 are on track to be above expected levels this year. Pupils make particularly good progress in their knowledge of scientific facts but their attainment in scientific enquiry is average.

9. In ICT, music and art and design standards of attainment at the end of Year 6 are below average and pupils' achievement is unsatisfactory owing to the unsatisfactory provision made for these subjects. Standards in geography, history, design and technology and religious education are average and pupils achieve as well as they should. In French standards are good and pupils are achieving well.
10. In Year 7 pupils' standards of attainment in English and science are above average and pupils are achieving appropriately in relation to their attainment at the end of Year 6. However, pupils' standards in mathematics are average and pupils' achievement unsatisfactory because the teachers' planning of work fails to extend these pupils and expectation of what these pupils can achieve is too low.
11. In ICT standards of attainment at the end of Year 7 are below average and pupils' achievement is unsatisfactory. Standards in religious education, geography, history and design and technology are average and pupils achieve as well as they should.
12. Achievement and progress of pupils with special educational needs are unsatisfactory. The attainment of pupils with special educational needs is frequently below average because of the nature of their learning needs. The Individual Education Plans of these pupils are out of date and too broad to enable staff to plan appropriately to meet pupils' needs satisfactorily and their learning and progress are hindered because of this.
13. The school's analysis of the most recent national tests for pupils at the end of Year 6 shows that those whose first language is not English, but who have reached basic competence in English, do not do as well as they should. This is because the school is not offering them the support they need to develop the higher levels of written and comprehension skills they need to reach the nationally expected levels for Year 6 pupils.
14. Children who are new to learning to speak English when they start the Foundation Stage sometimes start with lower standards across the areas of learning compared with their classmates. The good support they get from teaching methods which stress learning through repeating words and phrases in songs, rhymes and books helps them catch up by the time they start Year 1. However, pupils with English as an additional language do not always achieve as well as they should in Years 1 to 7, particularly in lessons which require a great deal of reading and writing. This is because they do not get the right support through being introduced to the key phrases they need and because teachers do not use enough visual resources to help their understanding.

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

Pupils' attitudes and values are good. Their behaviour is satisfactory overall. Their spiritual and cultural development is satisfactory and their social and moral development is good, making these aspects of their development satisfactory overall. The rate of attendance and unauthorised absences meet the national norms and are satisfactory overall.

### **Main strengths and weaknesses**

- Pupils are proud of their school, are keen to learn and, attend regularly and on time.
- Personal and social development in the Foundation Stage is good.
- Behaviour in a few lessons deteriorates when pupils work in groups or do not understand how to do their tasks.
- The school's strategies for attendance and punctuality work well.
- Parents support the school by notifying their children's absence on the first day.

## Commentary

15. Pupils are enthusiastic about their school and interested in their work, and they relate to each other and the adults in the school well. Parents are happy with the way the school promotes good attitudes and behaviour. Nearly all the pupils, including those with special educational needs, are keen to succeed in lessons. At lunchtimes and in the playground, pupils sit or play amicably alongside each other and they are interested in sharing opinions and ideas. The children in the Reception classes are keen to choose activities and say what they plan to do.
16. Pupils' behaviour in assemblies, at break and lunchtimes and as they move around the school is good. They are keen to greet and open doors for visitors. Behaviour in lessons is usually good, but it sometimes becomes restless and boisterous when they do not understand what they need to do, or when they are set to work together in groups on a task, such as finding information and preparing a presentation. This is because they have not had enough guidance in how to work as a team to share and complete investigations. There have been no exclusions in the last reporting year.
17. Assemblies are central to the school's promotion of pupils' spiritual, moral, social and cultural development. They aim to build pupils' self knowledge and spiritual awareness through a range of 'experiences' assemblies, which enable them to reflect about their personal development and their role as a member of the school community. However, there is too little direct recognition of spiritual feelings and assemblies do not always contain a daily act of collective worship. The promotion of social and moral responsibility is a high priority in the school and is promoted effectively through assemblies, class discussions called 'circle time', the School Council, charity fundraising and projects. These enable pupils to think for themselves about right and wrong and to develop a sense of citizenship and responsibility for the school community. The school promotes pupils' cultural development satisfactorily. There is a strong focus on reflecting the cultural diversity of the school but there is scope for broadening the opportunities for pupils to learn more about the different cultures of the British Isles.
18. Since the last inspection, the good attitudes and good provision for social and moral development have been sustained, but the tendency of behaviour to be affected by restlessness in some lessons has been more marked.

## Attendance

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

Authorised absence		Unauthorised absence	
School data	5.0	School data	0.3
National data	5.4	National data	0.4

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

19. The attendance rate is broadly in line with the national average and unauthorised absences are slightly below the national average. Punctuality is good, overall. The school has established good strategies to raise attendance level and to improve punctuality. The strategies include checking on all unexplained first day absences. Pupils are willing to come to school and keen to learn. They know what is required of them at the start of the school day and they settle down quickly and quietly to their tasks. This makes a positive impact upon the quality of learning in the school.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a satisfactory quality of education. Teaching and learning are satisfactory overall. The curriculum is unsatisfactory overall. Staffing, accommodation and learning resources are satisfactory. Links with parents, the community and other schools are good. Pupils' care, guidance and support are good.

### Teaching and learning

Teaching and learning are satisfactory. The quality of assessment of pupils' work is satisfactory but the use made of this information in planning work for more and less able pupils is unsatisfactory.

### Main strengths and weaknesses

- The encouragement and engagement of pupils in their learning are good.
- The teaching of children in the Foundation Stage, music in Years 1 to 3, French in Years 6 and 7 and in mathematics is good.
- The teaching provided for pupils with special educational needs and those with English as an additional language is unsatisfactory.
- Teachers' marking is good and often informs pupils of how they could improve their work.

### Commentary

#### *Summary of teaching observed during the inspection in 69 lessons*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (1%)	5 (7%)	27 (39%)	31 (45%)	5 (7%)	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.*

20. The strengths in the teaching outweigh the areas for improvement except with regard to pupils with special educational needs and those with English as an additional language. Teachers successfully encourage pupils and engage them in their learning. Pupils are always informed about what it is they are expected to have learned by the end of lessons and are involved in evaluating how successful they have been at the end of the session. Teachers manage pupils well and enjoy good relationships with them. However, in most of the unsatisfactory lessons seen during the inspection, the weak management of a few pupils' inappropriate behaviour was the cause of the lack of progress that many pupils made in these lessons. This resulted in too much time being wasted in controlling the class rather than effectively promoting their learning. Where teaching is good, teachers provide stimulating experiences and have high expectations of what all pupils in the class can achieve. Lessons are tightly structured so that pupils work quickly and concentrate well. This was evident in a Year 3 English lesson when pupils learned to write a portrait of a character in a story 'Pandora's Box'. The teacher's enthusiastic and lively approach ensured pupils were attentive and involved. The teacher kept his instructions short and used short periods of time to get the pupils to first develop a bank of describing words that they would need, then write a number of good quality sentences before finally writing a short written portrait of Pandora. When some pupils appeared to be struggling, good examples of work from other pupils were shared with the class. However, teaching in Years 1 to 7 is too variable in its quality and as a result pupils make satisfactory progress and achieve appropriately in relation to their above average attainment on entry to Year 1.
21. The Foundation Stage co-ordinator has very effectively built a team where teachers and support staff all make strong contributions to planning, teaching and assessing children's learning tasks. As a result, the quality of teaching and learning is consistently good and frequently very good. She has encouraged support staff to build areas of expertise, such as

using the computers or planning make-believe activities. The good targeted planning and teamwork now offer the children a consistently good and stimulating learning programme, so that they achieve well overall. The co-ordinator and her team use the accommodation imaginatively and effectively to ensure that the children develop their understanding strongly in all the areas of learning and through indoor and outdoor activities.

22. The teaching of mathematics is good overall, particularly in Years 1, 2, 3 and 6. In these year groups teaching is lively and there are high expectations of what pupils can achieve; staff successfully challenge and motivate pupils to effectively develop their number, shape, space and data handling skills and to apply these to everyday situations. However, teaching in Year 7 does not sufficiently build on the good standards attained by pupils in Year 6. As a result, pupils, particularly those with below average and above average ability, underachieve.
23. The quality of teaching and learning in music in Years R to 3 is good. Teaching is provided by a visiting music specialist, who makes effective use of her good knowledge and understanding of the subject to provide stimulating learning activities which successfully promote pupils' musical vocabulary and skills. For example, Year 2 pupils successfully followed instructions, such as "We are thinking about beat, rhythm and pulse", when moving to a marching song or clapping different beats. The teacher makes good use of a range of resources, such as compact discs, sign cards, graphic scores and various instruments, to promote effectively pupils' learning.
24. The teaching of French in Years 6 and 7 is provided by a specialist French teacher. The topics pupils cover are well-planned and executed and successfully engage pupils in speaking, listening, reading and writing the language. The pace and challenge of the work provided are good and ensure pupils work hard and enjoy their learning. A residential visit to France organised by the school further promotes pupils' learning.
25. Lesson plans are often not adapted to meet the needs of pupils with special educational needs. They are expected to do the same tasks as their peers, which is inappropriate. Work in books of lower-attaining pupils is frequently incomplete, which hinders their progress. Individual Education Plans usually include general literacy and numeracy targets and these do not aid staff in their planning or monitoring of progress. Generally, teaching assistants support pupils with Statements effectively in class or in groups withdrawn from classes. A few lessons do meet pupils' needs; however, on most occasions this does not happen. Assessment records for these pupils are unsatisfactory. A few individual teaching assistants keep good records of some pupils' progress and attainment; however, this is not consistent. The school is aware of the areas in need of improvement and these are detailed in the school development plan.
26. The teaching of pupils with English as an additional language is not as effective as it should be because staff lack training and guidance on how to do this effectively. Teachers' planning rarely includes provision for these pupils' needs. This is partly because they are not given the school's assessments of individual pupils' skills and needs in English by the co-ordinator. A few teachers and support staff use methods that highlight key vocabulary and they use lots of repetition to help the pupils understand. However, too little has been done to train those support assistants whose role it is to develop these pupils' language skills through withdrawal sessions. They often focus on teaching isolated vocabulary which is not closely related to the subject matter the pupils are learning, and it does too little to build the language understanding they need in lessons. Not enough account is taken of the pupils' knowledge and understanding in their own language, for example, by providing older pupils with bilingual dictionaries or translated materials, although pupils new to learning English are sometimes encouraged to work with classmates who speak the same language but whose English skills are more advanced. Improving provision for pupils with English as an additional language is a key priority in the school development plan.

27. Pupils' work and teachers' planning does not always identify sufficiently challenging activities for pupils of different abilities within the class, particularly lower-attaining pupils and the more able. As a result, pupils make satisfactory rather than good progress in their learning. Staff are developing their assessment practices across the school and are gathering some useful information about individual pupils' attainment. This information and information from teachers' evaluations of the work pupils completed in the previous lesson are being used to plan future lessons. However, the activity provided in many lessons is the same for all pupils and is not sufficiently structured to guide the development of pupils of differing abilities. As a result, lower-attaining pupils are not supported well enough and their work is often unfinished or of poor quality. Work provided for more able pupils is frequently the same as for other pupils in the class and extension activities provide more of the same work. The specific needs of individual pupils are not always suitably met and this hinders the progress they make and their achievement.
28. The school's good marking policy is consistently applied. Pupils' work is regularly marked and comments are always supportive. Many ask questions of pupils to ensure their understanding and older and more able pupils frequently respond to teachers' comments in their work. In many cases teachers' comments celebrate pupils' achievements by pointing out what they have accomplished in their work and what they need to do to improve it and this impacts well on their learning.

### **The curriculum**

The curriculum is unsatisfactory. The opportunities for learning outside the school day and for learning French enrich the curriculum well.

### **Main strengths and weaknesses**

- Statutory requirements for ICT and for collective worship are not met.
- The Foundation Stage curriculum is good
- The curriculum provides well for pupils' personal, social and health education.
- Unsatisfactory provision is made for pupils with special educational needs or those with English as an additional language.

### **Commentary**

29. The curriculum is unsatisfactory overall because it fails to provide adequately for pupils with special educational needs or those with English as an additional language. In ICT the school does not provide opportunities for pupils in Years 3 to 7 to sense physical data using computers and there is not a daily act of collective worship. Apart from these elements the curriculum is organised well in most subjects. Work in books shows that there is consistent coverage of subjects in the different classes in year groups.
30. The curriculum for children in the Foundation Stage is very good and is a strength of the school. Since the last inspection, the previously unsatisfactory Foundation Stage curriculum and scope for outdoor activities have been much improved. Curriculum planning is very closely based on the nationally recommended guidance for these children. The learning activities are planned for the whole group of children, which has improved the range, quality and consistency of the learning and play activities from the previous organisational base of two parallel Reception classes. For example, it has considerably improved provision for the children's mathematical development, and ensures that they now have daily opportunities for indoor and outdoor play and learning. A "carousel" approach is used effectively to ensure that all the children experience the same learning activities over a day or a week, and it also provides flexibility to enable children to carry on with an absorbing task and complete the set activity at another time. Children with special educational needs are provided for well.

31. The curriculum provides effectively for pupils' personal, social and health education, including sex and relationships education and drugs awareness. Frequent opportunities are given in discussions called 'Circle Time' lessons for pupils to have opportunities to talk about personal and relationship issues and to solve any problems they may have. In science, pupils learn about the importance of a healthy diet in maintaining a healthy lifestyle.
32. The curriculum provided for pupils with special educational needs or English as an additional language is unsatisfactory. Pupils' Individual Education Plans do not help in planning to meet their needs and the tasks are often unsuitable. Too little is done to ensure that the curriculum meets the needs of pupils with English as an additional language. Opportunities are missed to draw on expertise and resources in the school which could help them learn, for example, by drawing on the support of adults in the school or the wider community who speak the pupils' home languages. Pupils with special educational needs, lower-attaining pupils and those with English as an additional language are regularly withdrawn from a range of subjects for extra support in literacy and numeracy. This withdrawal is not well organised and means that pupils regularly miss out on the curriculum in other subjects; also it does not ensure, as mentioned in the school development plan, that they have equality of access to the same curriculum as other pupils.
33. The instrumental tuition provided by visiting tutors for pupils is of a high standard. A good number of pupils are able to participate in these sessions and there is a school orchestra. The school stages a range of performances by pupils, which are very well attended. The 'After-School Club' and 'Holiday Club' are now run by the school and are valuable additions to the curriculum. A number of pupils attend a wide range of well-run extra-curricular clubs. French in Years 6 and 7 is a valuable addition to pupils' learning opportunities. This is further enhanced by a trip to France for Year 7 that includes stimulating activities covering a range of other subjects, such as English, geography, art and history.
34. Overall, the accommodation is satisfactory. However, the computer suite is housed in the same room as the library; this reduces the effectiveness of both in supporting learning. It is cramped and is not used well. Resources for most subjects are satisfactory. They are good in the Foundation Stage and in physical education but are unsatisfactory for supporting pupils with English as an additional language. The library is housed in the computer suite and has a limited range of books.

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

The school provides good care, guidance and support for all its pupils. The school's procedures for welfare, health and safety of pupils are also good.

### **Main strengths and weaknesses**

- Pupils feel valued and respected, and this raises their self-esteem and self-confidence.
- Teachers know their pupils well. Trust, respect and positive rapport exist between pupils and all adults in the school.
- The school takes into consideration views expressed by pupils through the School Council and is willing to take remedial actions.
- Induction procedures in the Foundation Stage are good.

### **Commentary**

35. The school is a happy, harmonious and well-organised community, providing a safe, secure and caring environment for all its pupils. It meets the educational needs of most pupils well, making a positive contribution to pupils' academic attainment and progress as well as providing for pupils' welfare and well-being.

36. There is a strong ethos of care and consideration for others, which permeates through the whole community. The school instils a sense of fairness and justice, trust and friendship between teachers and pupils. Good rapport exists amongst the pupils. Staff provide good role models for pupils by demonstrating ways of working co-operatively in classrooms and about the school, welcoming visitors and being constantly courteous in their relationships. The commitment shown by the school to pupils with special educational needs is inclusive and all these pupils are considered as integral parts of the school community. Pupils with English as an additional language are equally well supported in classrooms. The school uses a local authority scale to assess the English language skills of pupils, but this is not necessarily done at the point where the pupil starts school and the information is not passed to teachers. There is no prepared programme to help these learners find their way round the school in their first days, and find out key information about what is expected of them. However, the majority of these learners join the school in the Foundation Stage, and the good induction programme run for all the Nursery children helps them by focusing on “My new school” and getting to know the names of key people and places around the school.
37. The school has established appropriate procedures for child protection. The diligent and highly motivated site manager makes a positive contribution to the integrated approach to the care, health, safety and security of pupils in the school. The school’s welfare officer provides necessary first aid to pupils suffering from any minor injuries and maintains all records of injuries suffered by pupils.
38. There is very good involvement of pupils in the life of the school. Pupils are involved in target setting. Each pupil has individual targets to develop their skills in literacy and numeracy. Guidance and support is readily available to all pupils, thereby addressing individual needs. The school takes pride in acknowledging pupils’ efforts and achievements. Pupils value the weekly ‘celebration assembly’ where their successes, both in classrooms and out of the school, are acknowledged and rewarded. The school values pupils’ views, evaluating them through surveys, and through a very effective School Council. Pupils consider the School Council as an important forum to voice any concern they may have and provide ideas for the school’s development.
39. Care and consideration given to pupils is evident from the way younger pupils are introduced to school life in the Foundation Stage, how they are nurtured and supported as they progress through the school each year, and how their induction to secondary education is prepared and implemented. The school recognises that pupils join at times other than the start of the school year and it provides positive support to those who do so to enable them to settle quickly to the daily school routine.

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

The school has established good links with parents and the local community, and this is having a positive impact on pupils’ attainment and progress. It has good links with local pre-school nurseries and high schools.

### **Main strengths and weaknesses**

- Since the arrival of the present headteacher, the links with parents have improved significantly. The school is successful in establishing a strong, positive and purposeful partnership with parents.
- Parents have very positive views of the school. The school evaluates parental views about a range of issues and considers these views when reviewing its policies and procedures.
- The school works effectively with parents, involving and encouraging them in their children’s learning at home.
- The school’s involvement of parents with children who have special educational needs or English as an additional language is in need of improvement.
- Good links with the local community benefits pupils.

- Effective links exist with other high schools.

### **Commentary**

40. The school has been successful in improving the links with parents, the community and other schools. The school values the views of others and this has become one of the school's priorities. Whilst recognising that there is still more to be done, more parents are coming forward, supporting the work of the school. The school seeks the views of the parents in a number of ways, such as questionnaires or the visible presence of the headteacher by the school entrance at the start of the school day. Parents, pupils and the school benefit very much from this strong partnership.
41. The new headteacher and her staff work closely with parents and the community, who hold the school in high regard. The partnership between the school community and parents is good. It has been constantly nurtured and developed in recent months by the incoming new headteacher. This is one of the strengths of the school. Parents find the staff helpful and approachable and welcome the school's 'Open Door' policy. The school listens to parents, invites their views, considers the issues that they raise and responds swiftly to their concerns.
42. Arrangements for communicating routine information to parents work well. Class teachers provide helpful information to parents about what pupils will learn each half term. The school has recently initiated 'Learning Meeting' with parents. It is a tripartite, child-focused, consultation meeting, involving the school, parents and their child. The communication between the school and home on homework enables parents to contribute well to their children's learning. Parents see the homework tasks marked by teachers so they know how their child has done and what needs to be improved. The school holds formal and informal consultations with parents throughout the academic year. There is good consultation between parents, pupils and teachers about targets for learning. End-of-year written reports give some good information about pupils' progress and include the National Curriculum levels attained. Parents support the school in a number of ways that improve the quality of education. The school has trained a small group of some 20 parents, who act as reading partners. They are being used effectively to raise pupils' standards, achievement and self-esteem.
43. For pupils with special educational needs, there is no evidence of parents' involvement in the decisions made about their children's learning or provision for their needs. It is difficult to find any information regarding their involvement in reviews of pupils' progress. Individual Education Plans for pupils are frequently incomplete; for example, the sections relating to parents and carers have no signatures.
44. The school's positive links with the local community impact well on pupils personal and academic development. The school participates in local events, such as the Summer Fayre. Pupils enjoy taking part in music concerts and are pleased when the community members support them. The school has established links with a local supermarket and pupils have used it well to enrich their curriculum. Different community groups use the school premises for meetings and events. Positive links exist with the pre-school nurseries, which ensure the smooth transition into mainstream education. Entry into the Foundation Stage is made as easy as possible for new parents. Good systems are in place for supporting both parents and pupils from Year 7 into next the stage of secondary education.
45. The school does not provide well enough for the parents of pupils with English as an additional language. Although it establishes good relationships with all parents, particularly through the effective system used in the Foundation Stage, the school has yet to have key documents translated into the home languages of the parents and pupils, or to build up support networks amongst the local communities of foreign language speakers.

## LEADERSHIP AND MANAGEMENT

Leadership of the school is good and management satisfactory. The governance of the school is satisfactory and improving.

### Main strengths and weaknesses

- The very good leadership of the headteacher has united pupils, parents, staff and governors by their involvement in establishing a clear action plan for moving the school forward.
- Rigorous systems for monitoring the quality of teaching and learning have been established.
- The role of subject leaders in monitoring the work of the school is satisfactory and developing.
- The governing body has a clear understanding of the strengths and weaknesses of the school.
- The leadership and management of the provision for pupils with special educational needs and those with English as an additional language are unsatisfactory.
- The leadership and management of the provision for children in the Foundation Stage are very good.

### Commentary

46. The headteacher, who has only been in post for two terms, provides very good leadership that is strong and purposeful and has established a clear educational direction for the work of the school. On appointment, the headteacher, in full consultation with pupils, parents, staff and governors, made a careful and thorough analysis of the work of the school and identified six key areas that required attention. These make up the targets of the current school development plan. As a result, recent impressive changes have been made to improve the management systems in place and put the pupils at the heart of the school and its work.
47. The headteacher has established a clear agenda for improvement which involves supporting and challenging staff to improve upon the satisfactory quality of education that is provided. She is well supported in this endeavour by the two assistant headteachers. Together they are establishing effective systems for raising the standards of teaching and learning in the school by closely monitoring the work of their colleagues. Unfortunately, it was not possible to make a judgement about the work of the deputy headteacher as she was absent during the inspection. The roles and responsibilities of the senior management team have been clearly established and the headteacher and the two assistant headteachers have been instrumental in monitoring teaching and learning to improve their quality and to ensure that they are consistent across the school. Members of the senior management team have given demonstration lessons and worked with and alongside colleagues to improve the standard of education that pupils receive and this is having a positive impact on pupils' learning. However, they are well aware that there is much work still to do. They are not helped by the high turnover of staff and the significant number of temporary and overseas trained teachers at the school. The headteacher has set out a clear policy for the recruitment and retention of teaching staff and plans to involve the school more closely in initial teacher training.
48. The role of subject leaders in monitoring the provision made for their subjects is satisfactory. They are being supported by the school's curriculum team in reviewing the curriculum for their areas and also auditing the resources available to support staff. Many subject leaders now have a clear idea of the improvements that are needed, and how they will address them is set out in clear actions plans. Training to enable them to monitor their colleagues teaching is taking place. However, all these initiatives have only recently been established and it is too early to judge how effective they will be in improving pupils' achievements.
49. The governing body have spent a great deal of time and effort in ensuring that they appointed the right headteacher to re-establish the sense of community in the school noted at the time of the last inspection and to lead the school forward and improve the standard of education the school provides. Their full involvement in drawing up the school development plan has ensured that they are well aware of the schools strengths and weaknesses and the action necessary to

make improvement. They are supportive of pupils, parents and staff and work well with the headteacher in monitoring the work of the school. Governors are beginning to have a clearer role in monitoring and evaluating school improvement and in discussion were aware of the school's recent performance in national tests. Individual governors' roles in monitoring have recently been reviewed and school visits to carry out these responsibilities is being organised. Appropriate systems are being set up for the performance management of staff and they are clear about their roles in setting targets for the headteacher. However, the governing body do not fulfil two of its statutory requirements, namely the need to ensure that there is a daily act of collective worship and that the National Curriculum Programme of Study for ICT is fully covered. The headteacher and the governing body are reviewing what constitutes a collective act of worship while being sensitive to the range of different religions represented in the school.

50. The co-ordinator for pupils with special educational needs (SENCO) was absent during the inspection so it was not possible to consult with her about her role. The documents and records relating to the organisation of provision for these pupils are disorganised and contain little information. Individual Education Plans are out of date and reviews appear not to have taken place. Members of the teaching staff talk of good aspects in the management such as in-service training for 'circle-time'. In one teaching assistant's records, there are a few good, helpful monitoring comments by the SENCO but overall the leadership and management are unsatisfactory. The governor with responsibility for pupils with special educational needs and the headteacher are aware that this aspect of provision needs improvement.
51. The leadership and management of provision for English as an additional language are unsatisfactory because the co-ordinator has not developed the expertise needed to train teachers and support staff on how to support these pupils. The headteacher and governors are aware of the limitations of the present provision and have made a good evaluative analysis and plans for improvements. These include the development of language-friendly teaching approaches, and the use of bilingual resources, such as multi-lingual word processing.
52. The Foundation Stage co-ordinator has very effectively built a team where teachers and support staff all make strong contributions to planning, teaching and assessing the tasks. She has encouraged support staff to build areas of expertise, such as using the computers or planning make-believe activities. This is a good model for developing the effective deployment of support staff across the school. The good targeted planning and teamwork now offer the children a consistently good and stimulating learning programme, so that they achieve well overall.
53. The resources committee of the governing body is appropriately involved in the budget setting process and in monitoring spending on a termly basis. Day-to-day financial procedures are effective and the school administrative officer, who also minutes governors' meetings, keeps governors well informed. Governors, for their part, ensure that the principles of best value are applied to all major spending decisions. As a result of staffing changes over the past few years and the lack of a permanent headteacher, the school has built up a larger than average carry over figure. This is likely to decrease when the budget is set for 2004-2005. The chair of the resources committee is clear about the need to evaluate these decisions in terms of their impact on pupils' achievements and raising standards, and systems for doing this are being established. When all factors are taken into account the school provides satisfactory value for money.

## Financial information

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

Income and expenditure (£)	
Total income	1,166,347
Total expenditure	1,164,517
Expenditure per pupil	2,520

Balances (£)	
Balance from previous year	70,402
Balance carried forward to the next	72,233

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

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

54. Children in the Foundation Stage achieve well overall. Children are admitted to one of the two Reception classes in either September or January, depending on their birth month in the year in which they become five. Almost all have attended a nursery or playgroup before they begin. They begin school with a range of attainment, but overall their attainment for all the areas of learning matches the averages found nationally for children starting school. They are in line to reach the nationally expected learning goals by the end of the Reception year. Many are likely to exceed those for communication, language and literacy, mathematical development and personal, social and emotional development. Children with special educational needs are provided for well and make good progress.

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

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

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

- The teaching team uses every opportunity to encourage the children to take as much responsibility for themselves as possible.
- Children show interest in and consideration for each other.
- The children are on track to reach above average standards for their age by the time they start Year 1.

#### **Commentary**

55. The teachers and support staff build the children's day well around class and group discussions through which the children learn from the time they start school to sit quietly and listen when they need to, and to say what they plan to achieve during each section of the day. They learn from the start to greet or thank teachers and other adults politely at registration and going home times. Well-managed support for the children with special educational needs helps them play a full part. The children enjoy each other's company and learn and play companionably alongside each other. They line up quietly when it is time to go to another area or out to play. They proudly take turns to take on special responsibilities such as opening doors or taking the register to the office and they are keen to help put books and equipment away when it is clearing up time. Children change for organised physical education sessions in the hall with very little help.

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

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

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

- The teaching team links the systematic learning of letters and words well to the activities of the day.
- There is a good range of activities which encourages children to write.
- There is an excellent approach to teaching the children to use the school library.
- There is scope for improving the provision of support for children who are learning English as an additional language.

## Commentary

56. Most children are on track to reach above average standards for their age by the time they start Year 1. The children's achievement in speaking and listening is promoted well by the range of activities they do in pairs or small groups. The teachers have short, well-focused times when they work effectively with the children on learning key letters and the most common words and this is reinforced well by the real life optician's chart in the 'doctor's surgery', where the children read out the letters they know. There are many opportunities for the children to practise the letters they are taught to write, such as writing appointments in the Receptionist's book. There are good opportunities to share books with staff and parent volunteers at different times in the day. Excellent guidance is given to the children on how to use the school library.
57. The teaching team has good awareness of the needs of pupils who are learning English as an additional language, and includes many opportunities for listening to and joining in rhymes and stories, such as "The Very Hungry Caterpillar", which repeat simple key phrases and sentences. However, there is scope for providing "rehearsal" sessions, in which the teachers introduce these children to books or activities which are going to be shared with the whole class, so that the children are then well prepared to join in. There is also scope to make available tapes and matching versions of books in the children's home languages to help build their understanding.

## MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

### Main strengths and weaknesses

- A good range of daily activities ensures that children learn early number skills well
- Teachers provide well for children at different stages of mathematical learning

## Commentary

58. Teachers start the day when they take the register by inviting the children to count on their fingers the number of classmates who are away, and how many children and adults are in the room. It was clear during the inspection that this meant that most children were familiar with talking about and counting numbers up to and often beyond twenty. Teachers help children make the most of the attractive mathematical displays and activities, such as sorting games, by labelling them with a range of symbols, including dots, numerals and words, which enable children at different stages of mathematical achievement to understand and use them. A typically successful learning task was led by a teaching assistant who worked with groups of six children on counting out numbers of objects such as blocks and triangle shapes corresponding to dots on dice. Some high achieving children counted into the twenties, and all the children counted to at least ten. The great majority of the children are likely to reach above average standards by the time they complete the Reception year

## KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

### Main strengths and weaknesses

- There are good links to other areas of learning.
- Theme based planning enables the children to build up their knowledge.
- There is scope for giving the children more opportunities to study animals and growing plants and to widen the use of ICT as a learning tool.

## Commentary

59. The main theme of the inspection term curriculum was "Learning about ourselves". In the previous term it was "My New School". These themes enable the team to plan learning activities which are close to the children's interests and concerns and to link them well with other areas of learning. During the inspection, the children enjoyed lessons where they took turns to choose and tie labels to parts of each other's bodies, such as ankles, arm and elbows. They began the lesson with lively singing of the familiar "Heads, shoulders, knees and toes" song, so that they built a good understanding of the relationship between the words, the parts of the body and where the labels ought to go. Although the children have opportunities to plant bulbs and other plants, and there are extensive opportunities to study living creatures in the summer term, they are missing the benefits of being able to watch them growing and changing, and to play some part in their care, during the rest of the school year. The team provides a good range of tools for the children to use to explore and investigate, including magnifying glasses and mirrors, and these are invitingly placed for them to try out. When the children play outdoors, there is a good range of equipment that enables them to explore and mould the properties of sand and water. The teachers and support staff are always ready with questions like "Why do you think...?" and "What do you notice...?" that help the children develop their understanding. Children use the classroom computers to explore what they can do with a paint program and they rapidly learn to use the mouse to select the program icons which will give the effects they want. However, they do not yet have opportunities to use the school's ICT facilities to investigate and record what they see, for example by taking pictures with a digital camera, or by using a "talking" word bank program to create some simple sentences. The children are on track to reach average standards by the time they start Year 1.

## PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

### Main strengths and weaknesses

- There is very good teaching of organised PE lessons.
- The children move confidently and carefully in restricted spaces.

## Commentary

60. The very effective way the Foundation Stage co-ordinator teaches PE lessons helps all pupils, including those who are new to the school, those who have high levels of special educational needs and those whose first language is not English, to achieve well. She uses simple props like a ruler and a plastic ball to signal the shapes to make with their bodies when she tells them to stretch or curl up. Children rapidly become familiar with the well-organised sequence of challenges and enjoy responding as they go through vigorous but short bursts of varied movements, such as running and then stopping. They show good control of their bodies and their movements, even at speed. They confidently handle buttons and shoe straps when they change for PE.
61. There are many opportunities for the children to use scissors, paintbrushes, rollers and pencils, and to learn skills in handling different media and materials, such as glues and paints.
62. The children use tricycles and wheeled vehicles carefully in the relatively small courtyard so that they enjoy steering them about but avoid colliding with others. They use pencils, pens and small tools carefully, and almost all children hold them correctly. Most children are likely to reach above average standards at the end of the Reception year.

## CREATIVE DEVELOPMENT

Provision in creative development is **satisfactory**.

### Main strengths and weaknesses

- The teaching of musical skills is good.
- There are good opportunities for role playing, well linked to other areas of learning.
- There is scope for broadening the range of media and materials for children to work in.

### Commentary

63. A visiting music specialist provides good weekly lessons which enable the children to build a repertoire of songs and tunes and to understand how different instruments make musical sounds. During the inspection, she started off by using taped music to introduce a greeting song with repeated phrases of “say hello” and “how do you do”, which had the children smiling broadly as they moved around shaking hands in time to the music. She introduced more songs with actions and hand movements which the children followed and which helped them learn the words and the tunes. The children were fascinated when she produced a guitar and demonstrated how the strings produced different sounds.
64. The team provides a range of role-play settings which enable the children to enjoy acting fantasy and real life scenes. There is a large, well equipped make believe kitchen and dining area in the outdoor courtyard where the children typically play out family scenes and fairy tales. During the inspection, the good props in the pretend doctor’s surgery, such as the magnificent appointment ledger, the hospital coats and stethoscopes, health posters and eyesight chart encouraged the children to sustain long “seeing the doctor” dialogues.
65. There is a sound range of colouring and modelling media for the children to work in. Teaching assistants who work with the children as they experiment with modelling media use questions such as “How did you make that?” to encourage the children to respond with comments which show their awareness of how to control their work, for example, “You have to roll up your sleeves—look, I am scratching it, then stretching it.” Almost all the children are likely to reach above average standards at the end of the school year.

## SUBJECTS IN KEY STAGES 1, 2 and 3

### ENGLISH AND MODERN FOREIGN LANGUAGE

#### English

Provision in English is **satisfactory**.

### Main strengths and weaknesses

- Attainment at the end of Years 2, 6 and 7 is above average.
- Pupils’ library, personal enquiry and reference skills are undeveloped and the range of books unsatisfactory.
- Lesson planning is not always adapted to meet pupils’ different needs or to include the use of information and communication technology (ICT).
- Teachers’ marking is good.
- Teaching is frequently good in whole-class activities.
- In some lessons teachers do not manage group learning effectively and pupils do not always apply themselves to their work satisfactorily.

## Commentary

66. Pupils' attainment in Years 1 to 7 is above average overall in listening, speaking, reading, writing, spelling and handwriting. Their achievement is satisfactory. A number of pupils in each class are working at levels which are well above average, notably those who write fluently and independently producing very good extended texts. Pupils generally listen well to staff and peers and a number are confident enough to question staff to explore their understanding. They are confident speakers. Most pupils have good spelling and handwriting skills. The presentation of most work is good, although there are examples of higher-attaining pupils whose presentation skills do not do justice to the quality of their work.
67. Although pupils' reading skills are above average and many can talk about different books and authors confidently, their library, reference and research skills are undeveloped. Even the oldest pupils are not secure in their knowledge of the library classification system. They are very critical of the library and the range of books. Their access to the library is limited to the time, when they are waiting for their turn on the computer in ICT lessons. Pupils in Year 6 speak of reading books from home because they do not like the books in school or they are too easy. However, with the support of parents, the school is setting up class libraries and improving book resources to improve these inadequacies.
68. Teaching and learning are satisfactory overall. In almost all lessons teachers lead whole-class activities well, introducing or summarising activities and learning opportunities effectively. However, in several lessons throughout the school, teachers do not handle group activities well. The management of pupils' behaviour is not always effective at these times and learning is limited. In parts of a significant minority of lessons many pupils are noisy and inattentive and staff have to regain their attention frequently. Teachers' planning for pupils of different needs is unsatisfactory. In many lessons activities are the same for all pupils. This is unchallenging for higher-attaining pupils, who have often learnt the objective early in the lesson yet are expected to complete tasks which do not develop their knowledge or understanding. Work in the books of lower-attaining pupils is frequently unfinished, which indicates that they are not able to do the work or have insufficient time to do so. Planning does not address the learning targets of pupils with special educational needs or of those learning English as an additional language and this limits their achievement. There are examples of good support for these pupils by teaching assistants in class or in groups withdrawn from lessons. However, this frequently depends on teaching assistants adapting the task rather than focused planning for the pupils' needs. Occasionally, groups of pupils are withdrawn for extra support during whole-class sessions and they miss important activities such as work on characters or stories.
69. Teachers' marking is frequently good or better. Teachers in Year 6 create a dialogue with pupils about their work and indicate areas for development. However, teachers frequently correct work for pupils, even the oldest; this limits their opportunity to learn from their own errors.
70. The subject leaders are well qualified and experienced and carry out their roles effectively. With good support from the headteacher, they have carried out a detailed analysis of national tests and identified areas in need of improvement and drawn up an effective action plan to tackle them. This has led to the identification of pupils who are not achieving as well as they might so that they can given the support they need. Pupils' work is sampled and teachers' panning monitored to ensure that the curriculum is soundly based on the National Literacy Strategy.

## Language and literacy across the curriculum

71. Pupils' language and literacy skills are used satisfactorily across the curriculum and this aspect has improved since the previous inspection. However, pupils' research skills are not developed through enquiry work in subjects such as history and geography.

## French

Provision in French is **good**.

### **Main strengths and weaknesses**

- Teaching and learning is good.
- Residential trips to France are planned annually.

#### **Commentary**

72. Attainment in Year 6 is above expectation. Pupils listen, show understanding and answer the teacher's questions about where they live (Où habites-tu?) and the names of rooms in a house. Most speak confidently and a number make good attempts to speak fluently in sentences. Books show they have learnt to read and write the vocabulary for numbers to 100, and personal information such as birth dates, body parts and zodiac signs.
73. Attainment is in line with expectation in Year 7. The topics planned for Year 7 are similar to those for Year 6 but include further vocabulary and expressions; for example, when asking 'Où habites-tu?' (Where do you live?), a wider range of answers is expected orally and in written form and pupils are encouraged to complete the statement 'J'aimerais habiter ... (I would like to live...) making a choice from a range of vocabulary and phrases. A number of pupils need a lot of prompting for some of these activities, which then become a matching and copying activity. A few pupils lack confidence in speaking independently.
74. Teaching and learning are good. The teacher makes very good use of her native French. Clear enunciation and encouragement of listening, speaking, reading and writing skills ensure pupils make good progress. The pace of lessons is good and keeps pupils on task and the learning enjoyable. In the lessons in Year 7 the teaching was good but not as effective as in Year 6 because the pupils spent too much time matching pictures and written statements rather than exploring the language more actively.
75. The planning and work in books show a comprehensive coverage of a few topics and that pupils make sound progress between Years 6 and 7. The teacher has also introduced an extended writing activity to challenge pupils further. However, planning is not adapted to meet the needs of different pupils.
76. The French teacher and other staff take pupils on a valuable trip to France for Year 7, which encompasses other areas of the curriculum such as English and geography. This enhances pupils' learning greatly.

### **MATHEMATICS**

Provision in mathematics is **satisfactory**.

### **Main strengths and weaknesses**

- Teaching is good in Years 1, 2, 3 and 6 and, as a result, standards are above national expectations.
- In Year 7 standards of attainment are satisfactory but pupils do not achieve as well as they should.
- In most classes, assessment information is not used well enough to provide work that is well matched to all pupils' needs.
- The subject is led and managed well.
- The use of mathematics skills in other subjects is not well developed.

#### **Commentary**

77. Standards at the end of Years 2 and 6 are above average. Pupils achieve well in Years 1 and 2 and satisfactorily in Years 3 to 6. Year 2 pupils' understanding of important concepts is promoted well through teachers' clear explanations that give the pupils confidence to contribute their own ideas and to explain how they arrived at their answers. In Year 3, lively and well-focused teaching challenges and motivates pupils to explain their thinking as they count in tens to 200. In Year 6, pupils develop a good understanding of using their knowledge of mathematical facts to solve problems and of making use of mathematic terms, such as 'reflex', 'acute' and 'obtuse' to explain the size of angles of turn.
78. In Year 7, pupils' standards of attainment are average and their achievement unsatisfactory. Teachers do not build sufficiently on the good standards attained by these pupils in Year 6. The expectations of the pupils, particularly those with average and above average ability, are not high enough and their different needs are not sufficiently catered for, leading to their progress being slower than it should be.
79. Teaching and learning are good. A broad range of mathematics is taught, which pupils often enjoy. Teachers' expectations are generally high and lessons are well paced. Tasks are occasionally set to suit pupils' different needs reasonably well but there are too many lessons where this is not the case and all pupils do the same work, reducing progress, especially for lower-attaining pupils. The teaching is slow moving in some lessons in Years 4 and 5 and so time is not always used as well as it could be. Good use is made of setting by ability in Year 6 and teachers' expectations are high. In Years 4 and 5, mathematics teaching is satisfactory, rather than good, and pupils' progress is not as rapid as that in other age groups. Expectations of pupils are not always high enough and there are few examples of work being made different to suit the particular needs of pupils.
80. Staff are developing their assessment practices across the school and are gathering useful information about individual pupils' mathematical attainment. However, in all year groups, except Year 6, this information is not used well enough to provide work which is well matched to the abilities and needs of each pupil. In many lessons, exactly the same task is given to all pupils. In others, the extra challenge for more able pupils is essentially to do more of the same. The specific requirements of pupils with special educational needs are not always suitably met, even with the competent support of teaching assistants. Marking, however, is thorough and encouraging throughout the school. Nevertheless, at present this does not always sufficiently help pupils to know what they should do next to improve their work.
81. The mathematics subject leader is fairly new to the role. With considerable, valued support from the headteacher, he has accurately identified many of the development needs, analysed test results, and has produced a clear one year action plan to address some issues with a suitable longer-term vision. He ensures that the curriculum is progressive and broad, based on the National Numeracy Strategy, and is beginning to support and monitor colleagues effectively as well as developing the quality and availability of resources. The subject has a high profile in the school, as shown by the many displays of mathematical work around the building, and is well placed to improve in future.

### **Mathematics across the curriculum**

82. There are some examples of mathematics being used effectively in other subjects. However, this is not yet progressively or coherently planned for the whole school, instead depending mainly on the interests and decisions of individual teachers. There are insufficient examples of information and communication technology being used to support mathematical learning.

## SCIENCE

Provision in science is **satisfactory**.

### Main strengths and weaknesses

- Standards of attainment of pupils at the end of Years 6 and 7 are above average. Pupils achieve well in Year 6.
- There are few opportunities for older and more able pupils to design and carry out their own investigations in response to a question set by their teachers.
- The quality of marking of pupils' work is good and often indicates how they can improve their work.
- Procedures for tracking pupils' attainment and progress have only recently been introduced.

### Commentary

83. Pupils' attainment at the end of Year 2 is average. Pupils have a satisfactory knowledge and understanding of the areas they have covered in science and higher ability pupils understand what makes a scientific test fair and draw appropriate conclusions from their investigations. Average-attaining pupils tend to describe what they have done rather than draw any conclusions.
84. Pupils in the current Years 6 and 7 are on track to achieve above average standards by the end of the year. Pupils' achievement is good in Year 6 and satisfactory in Year 7, particularly in their knowledge and understanding of most aspects of the subject. Attainment in pupils' scientific enquiry skills is average and pupils' achievement satisfactory. A scrutiny of their work indicates that there is a wide variation in the opportunities provided for pupils to carry out scientific investigations. Although more frequent opportunities are provided in Year 6, there are limited opportunities for them to design and carry out their own investigations in response to a question posed by their teacher.
85. Teaching and learning are satisfactory overall and good in Year 6. Teachers have a secure knowledge and understanding of the subject but there is little evidence in pupils' books of their adapting work for different ability groups and average and more able pupils often complete the same work. Overall, teachers' expectations of what more able pupils could achieve are not always high enough and this limits the achievement of a few pupils. Teachers make good use of questions and discussion to establish pupils' understanding and are aware of the need to include pupils of different abilities when asking for answers, such as when Year 2 pupils consolidated their knowledge of the different constituents of foods like carbohydrates, proteins and vitamins. There is evidence of lower-attaining pupils and those with English as an additional language being assisted to write up their experiments by teaching assistants. Teachers' planning often indicates the technical vocabulary that pupils are expected to learn and good use is made of this in teachers' explanations. This particularly helps pupils with English as an additional language to improve their vocabulary.
86. Across the school, there is no evidence in pupils' work of differing standards between boys and girls or between different groups of pupils. However, in discussions boys had more positive attitudes to the subject than girls and generally enjoyed the work that teachers provided.
87. The curriculum leader, although only in post for a short while, has a clear view of the strengths and weaknesses in the subject. She agrees that, although standards are good, they are not high enough and that some girls are underachieving, particularly those with English as an additional language. This has come to light through the school's detailed analysis of the national test results at the end of Year 6. Strategies to improve this situation have been established through a clear and effective action plan for the subject. Attainment data in science has only recently been entered onto the school's assessment database and will be used to more effectively track pupils as they progress through the school. Resources are satisfactory

but are in need of better organisation so that they are more easily accessible. Satisfactory use is made of pupils' literacy and numeracy skills but there is little evidence of pupils using their ICT skills in science.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision is **unsatisfactory** for pupils in Years 3 to 7; this is less satisfactory than at the time of the previous inspection, though subject requirements are different now.

### **Main strengths and weaknesses**

- Attainment and achievement are below expectation in Years 3 to 7.
- Planning in all subjects rarely includes the use of information and communication technology.
- The computer suite is too cramped for pupils to use the computers easily and this limits their learning.
- The computer suite is not used efficiently.

### **Commentary**

88. In Years 3 to 7, there is a limited range of work in pupils' books and not all aspects of the curriculum are covered. Observations of lessons and work in books indicate that there is insufficient use of ICT in all subjects. Some pupils have a high level of skill and knowledge but this is not extended through the activities planned in school.
89. Standards in Year 2 are in line with those expected nationally. Pupils show familiarity with the routines of the computer suite. Many can log on independently, use icons to select relevant programs such as 'Word' and use the keyboard to write simple sentences independently when describing a picture. They save or print their work independently.
90. Teaching is satisfactory. Teachers have a satisfactory knowledge and understanding of the curriculum. They encourage pupils to share their knowledge and skills and they support pupils well considering the demands made for help and guidance. However, teachers' planning is rarely adapted to meet the needs of different groups of pupils such as those with special educational needs or English as an additional language. Teaching was unsatisfactory in one lesson where the teacher's ineffective behaviour management had very little impact on pupils' unsatisfactory behaviour and little learning took place.
91. The quality of teaching and learning is affected negatively by the cramped conditions in the computer suite. There is insufficient space for classes to work comfortably and some pupils are unable to be seated near a computer and are left to watch over their partner's shoulder until their turn comes. Pupils are critical of the computer suite and say that usually the class is split in half, with one group looking at books while waiting their turn for the computer, it is unsatisfactory for both aspects of learning. Staff often hold the introductions to lessons in the classroom. While this is understandable in light of the accommodation difficulties, this further reduces pupils' time for 'hands on' experience. One lesson took place in the classroom and pupils did not use the computers or any other resources at all. Lessons are frequently rushed as teaching periods in the computer suite are short, especially when pupils have to take turns using the machines, and this hinders their progress and achievement.
92. The computer suite is not in use for significant parts of the week. Pupils do not use it for personal study, which further limits their attainment and achievement. Teachers in Year 7 use the interactive white boards effectively in their teaching but pupils do not have many opportunities to use them.

93. Leadership and management are satisfactory. The subject leader, who has only been in post for a short while, has a clear view of the improvements needed in the subject and has begun to address a few of the weaknesses. He has worked alongside colleagues and made improvement to teachers' planning. The use of ICT across the curriculum is a current focus for development.

## HUMANITIES

### Religious education

Provision for religious education is **satisfactory**.

### Main strengths and weaknesses

- Teachers and pupils consistently show positive attitudes towards faiths other than their own.
- Year 7 pupils benefited from a challenging course on values and beliefs.
- Many pupils enjoy opportunities to contribute information about their faiths.
- Teaching on a few occasions focuses too much on fact-finding.
- A few teachers lack confidence because they do not know enough about the faiths they teach about.
- More could be done to involve visiting clergy and other knowledgeable adults in contributing to lessons.

### Commentary

94. Standards and achievement are as expected for pupils at the end of Years 2, 6 and 7. This is because the school closely and consistently follows the well-planned locally agreed syllabus for religious education. This ensures that pupils build up their knowledge and understanding of Christianity and the major world religions during the time they are in school. Pupils of both sexes and all abilities and those from different ethnic groups achieve comparably over time, though pupils' workbooks show that the lowest achievers and a few of those with English as an additional language make less progress in a few written tasks because these tasks are not well enough adapted to their needs.
95. When pupils in Years 1 and 2 learn about a range of Christian and other faiths' special days and celebrations, their understanding develops from looking at familiar and unfamiliar religious events from other people's perspectives. This includes writing the Christmas story from Joseph's point of view or thinking about how the parents of the fallen soldiers feel on Remembrance Day. In Years 3 to 6, they develop a good knowledge of the beliefs and practices of Christianity and the other faiths followed. For example, Year 6 pupils learn what Jews believe about the Torah, the Sabbath and the rules they follow in their daily lives. They compare the different ways in which Christians, Hindus, Jews and Moslems mark the transition to adult status and its responsibilities. Year 7 pupils follow a stimulating course which enables them to consider why those who believe in God do so, and where they themselves stand on this and on issues like vegetarianism. During the term before the inspection, they gained a broader world perspective on famous Christians because they studied the lives and impact of such people as Archbishop Tutu, Mother Theresa and Martin Luther King.
96. Teaching and learning are satisfactory. The most successful teaching involves well-briefed, knowledgeable believers sharing their experience of their faith with pupils. These have included a teacher and a pupil who talked to different classes about their experience of Judaism. During the inspection, Hindu pupils proudly and enthusiastically described how the images of gods such as Ganesh are important in helping them feel supported in their daily lives. A Year 2 teacher used a large format book on Sikhs' visits to their temples well as a starting point for pupils to discuss how these compared with their own visits to special places such as their family church or mosque. The very positive attitudes and enthusiasm she communicated to

her class about learning about Sikhs were infectious, creating an equally receptive response from the pupils. Some good writing tasks and marking were seen in Year 4 workbooks, where a number of pupils had written from the heart about their longing to see a relative who had died. Their teacher had responded sensitively with comments such as “Your uncle lives on in your family’s memories.” However, teachers sometimes stress fact-finding about faiths at the expense of seeking to understand how believers experience them. In some less successful teaching seen, pupils spent most of the lesson searching for and reporting back key information from duplicated fact sheets and had no opportunities to learn what such ceremonies as Confirmation or Bar Mitzvah mean to the young people and their families who celebrate them. Because the pupils were not well prepared in how to manage working as a group team to complete the set task, many plunged into preparing attractive looking designs for their presentation without checking what it was they were trying to find out. Some unsuccessful teaching was seen where the teacher asked pupils from different faith groups to contribute as experts without first checking what the pupils knew. This resulted in pupils giving their classmates inaccurate information, such as Sikhs believing there are ten gods who created the world.

97. Teachers do not yet make regular written assessments of pupils’ achievements in the subject, so they do not usually set tasks which make the most of the pupils’ expertise or build their knowledge from different starting points. They do not yet use the school’s ICT facilities, such as the Internet, to extend pupils’ knowledge and understanding, for example, by visiting the web sites of churches, temples, synagogues and mosques or creating email exchanges with the orphanages they have raised funds for.
98. The headteacher has taken responsibility for co-ordinating the subject, which has enabled her to build strong links between the well-organised programme of assemblies and RE lessons. She has acted as a good role model through her work on developing a new and challenging Year 7 programme. She has a good understanding of the strengths and priorities for improvement in the subject, and is aware that she has yet to check the teaching in RE lessons. Since the last inspection, the range and quality of what is taught in Year 7 has improved but the lower standards and achievement of the pupils reflect the impact of staffing changes and a long period without a subject leader.

## **Geography**

Provision in geography is **satisfactory**.

### **Main strengths and weaknesses**

- Pupils have a sound grasp of many geographical concepts, which develops well as they move through the school.
- There are not enough opportunities for children to find things out for themselves and develop geographical skills.
- Too many worksheets are used, which restrict pupils’ opportunities to make choices and plan their own work.
- The subject leader is aware of how well pupils are doing and how standards can be raised further.

### **Commentary**

99. Pupils’ standards of attainment are average at the end of Year 2, 6 and 7. The geography curriculum is progressive, enabling pupils’ understanding to build up effectively in all year groups. By the time they reach Year 7, for example, pupils are able to discuss ideas such as life span and quality of life with some maturity and can link this sensibly to issues about developed and developing countries. Pupils in Year 5 are knowledgeable about rivers and river systems, using technical vocabulary with confidence and accuracy.

100. Key strengths of the teaching, which lead to this effective learning, are teachers' good subject knowledge and clarity of explanations given to pupils, supported by class discussions and some class based tasks. There are good levels of consistency between classes in the same year group.
101. There are, however, also key areas for development. Throughout the school, pupils have too few opportunities to carry out enquiry work, in which they should find out answers to geographical questions, sometimes setting these questions themselves. There are insufficient opportunities for pupils to use geographical skills, such as map reading, or to use fieldwork techniques. Information and communication technology is underused. In discussion, the pupils identify correctly that 'a lot' of worksheets are used in geography lessons. These tend to restrict pupils' opportunities to develop skills and communicate their learning in ways of their choice, as well as taking up time which could be used for more enquiry-based work.
102. Having sampled work and visited some classes, the curriculum leader has identified correctly that standards in the subject are broadly in line with national expectations throughout the school. She has led improvements on the subject well, for example, ensuring that sufficient time is given and that the curriculum is progressive. Rightly, she has identified that the next key area for improvement is that of pupils' enquiry skills. She is very realistic and aware that staff professional development, and improved resources, will be necessary to bring this about effectively. Fieldwork opportunities, such as a local walk, a visit to Harrow-on-the-Hill and a residential visit to France are established.

## History

Provision in history is **satisfactory**.

### Main strengths and weaknesses

- There are too few opportunities for pupils to develop historical skills.
- Pupils throughout the school, however, have generally good historical knowledge.
- The subject leader has good ideas about how to move the subject forward.
- Pupils do not have sufficient access to a range of interesting historical resources.

### Commentary

103. Pupils' standards of attainment are average at the end of Year 2, 6 and 7. Generally, pupils are interested in their history work and show good attitudes to the subject. However, in discussion, they are clear that there are a lot of lessons which could be more interesting still. During the inspection, one older pupil said (with feeling) that these were 'where teachers talk all the time and you don't get to do anything'. Inspection evidence indicates that this is a fair comment. In many lessons, there is a considerable amount of factual work, mainly from teacher input, with too few opportunities for children to select from their historical knowledge, find out about events for themselves, or use a range of information sources to give reasons for historical events and changes. In work on Florence Nightingale, for example, although younger pupils are given chances to look at, and think about, a small number of pictures for themselves, the main emphasis is on teacher talk, with pupils then writing about this in their books. There are isolated exceptions to this general pattern. For example, in Year 7, pupils actively use historical evidence, such as facsimiles of the Domesday Book, in studies of the Normans. These older pupils, however, are not yet readily able to evaluate the helpfulness of different sources of information for specific purposes.
104. The quality of teaching in history, overall, is satisfactory. The main strengths are the clarity of learning objectives and teachers' explanations, an appropriate pace in many lessons, good levels of encouragement from staff, opportunities for pupils to contribute confidently to discussions and the fact that the curriculum is progressive and well organised throughout the

school. Marking of pupils' work is also thorough, careful and supportive of pupils' learning. Overall, the teaching allows pupils to develop a sound understanding of historical facts and reach national expectations.

105. The curriculum leader accurately recognises these strengths in teaching and has a good vision for the future development of the subject. She has identified that, in order for standards to rise further, it will be important to improve the availability and use of high quality resources and to use creative techniques, such as role-play, more frequently and effectively. She is aware of the need to develop pupils' historical skills and identifies correctly that this will need further staff training and clear planning. Limited progress has been made already in these areas and she is keen to take this further.

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

106. There was not enough evidence to make a judgement about provision in **art and design** because few lessons were observed. Only three lessons of art were seen. A discussion was held with the co-ordinator, documentation and samples of pupils' work were studied, and a discussion held with Year 6 pupils.
107. This evidence indicates that standards are below average at the end of Year 2 and Year 6. Pupils of both sexes and all abilities and ethnic groups make comparable progress. Pupils in Year 2 show attention to detail when they draw natural objects such as shells and stones in pencil and wax crayon. They use a fragment from a photocopied illustration as a starting point to create the rest of the picture, using their experience and imagination. Pupils in Year 6 use a wider range of media and show inventiveness when they create collages of people and objects in movement. However, the amount of work they do is too limited for them to reach the nationally expected standard. There was little evidence seen during the inspection of three-dimensional work. Good use of sketchbooks to develop visual observation was seen in samples of pupils' work from one class in Year 7, supported by good comments from the teacher, for example, "Try opening one of the cupboards when you draw; it will give lots of interesting shadows." Evidence was seen in Years 4 to 6 that the progress of pupils with low achievements in English in using sketchbooks was limited by the requirement to copy out the lesson objectives. This resulted in their having too little time to attempt the main tasks of developing visual ideas.
108. Teaching, learning and achievement were satisfactory in two lessons observed and very good in a lesson seen in Year 6. The lessons included a good focus on detailed observation and planning of how best to use the materials. However, there was too little use made, as a starting point, of inspiring work by artists working in similar media. This limited the pupils' achievement and is a weakness common in almost all art evidence seen during the inspection. The co-ordinator is keen to improve standards but has not yet had the training needed for her role, or opportunities to see the full range of nationally expected levels of work and outstanding practice in other schools. She has checked planning, sampled pupils' work and begun to improve resources, but has not yet observed lessons.
109. There was insufficient evidence to make a judgement about the provision for **physical education**. Only three lessons were seen during the inspection. Discussions were held with pupils, the co-ordinator and a member of the senior management team.
110. The teaching was good in two out of the three lessons. Teachers demonstrated a good knowledge and understanding of the subject and used this effectively to engage pupils and improve their performances. In one outside games lesson, the blustery and cold weather made it difficult for pupils to successfully practice their tennis skills. However, as in the two good lessons observed, teachers employ a tight time structure and change activities regularly and progressively, to keep pupils' interest and ensures that they improve their performance.

111. The co-ordinator has started to develop an action plan for the development of the subject. Resources have been audited, weaknesses identified and equipment ordered and delivered. Therefore, the level of resources is satisfactory. The co-ordinator has only been in post a short time and has observed extra-curricular sports activities but has yet to observe her colleagues teaching. Teachers' planning is monitored by the headteacher and ensure that all aspects of the curriculum are appropriately covered, including swimming and outdoor and adventurous activities. The school has adequate hard-surfaced areas for games activities but there is no grassed area available for team sports, such as for football matches with other schools.

## **Design and technology**

Provision for design and technology is **satisfactory**.

### **Main strengths and weaknesses**

- Standards have improved since the last inspection and are in line with national expectations.
- Good links are made with other subjects, such as science.

### **Commentary**

112. Standards at the end of Years 2, 6 and 7 are at expected levels. This is an improvement since the time of the last inspection. By the end of Year 2 pupils demonstrate satisfactory skills in designing and making wheeled vehicles. They join and mould materials using a range of simple techniques, such as sticking, stapling and cutting. Pupils make evaluations of their finished products and consider the purpose for which they were constructed and how they could be improved. The work of Year 6 pupils shows good quality in designing for a particular purpose. Using techniques such as stitching and gluing and a wide range of colourful materials they have designed slippers. In their books and through responding to their teachers' comments they consider fitness for purpose of the materials they choose. Work in Year 7 shows that pupils develop an understanding of the importance of marketing when designing toys and how this will ensure the successful sale of the finished product.
113. From the evidence in lessons, pupils' work displayed around the school and discussions with teachers and pupils it is evident that teachers provide pupils with regular opportunities for designing, making and evaluating a range of products. Good links are made with other subjects, such as electrical circuits in science, when Year 4 pupils disassemble different types of lights to find out how they work. Teaching and learning are satisfactory and pupils enjoy their work. This was seen in a Year 6 lesson when pupils looked at a range of products, such as a record player or vacuum cleaner, with the purpose of evaluating how they used a pulley or a drive belt to make them work. In discussion pupils were able to transfer this knowledge to how a car or a washing machine works. Teachers have a good knowledge and understanding of the subject and provide activities which interest and motivate pupils of different abilities. This was seen in Year 4 when pupils were making pop-up cards. Teachers demonstrated a range of different techniques and pupils enthusiastically set about copying some of them. Good support was given by support staff and teachers to pupils who experienced difficulties.
114. Leadership and management are satisfactory. The subject leader has recently left the school and the SMT are overseeing the subject at the moment. Together with the headteacher, they monitor teachers' planning and ensure that the curriculum is appropriately covered. They sample pupils' work and identify areas in need of improvement and any further training that staff might need. Resources for the subject are satisfactory.

## Music

Provision for music is **unsatisfactory**.

### Main strengths and weaknesses

- Standards are below average in Years 2 and 6, and achievement by the end of Year 6 is unsatisfactory.
- A visiting specialist provides good teaching in Years 1 to 3.
- There are good opportunities for gifted and talented pupils through individual instrumental tuition and performance in the school orchestra.
- Pupils take part in a good range of school musical performances.
- Teaching in Years 4 to 6 is too narrowly focused on singing.
- There are no procedures for assessment.
- Subject improvement is being held back because of lack of focused, coherent leadership.

### Commentary

115. Standards at the end of Year 2 and Year 6 are below average. Too little was seen of the standards reached by pupils in Year 7 to enable make a judgement to be made. Year 2 pupils are making satisfactory progress because of the impact of the good teaching and learning in classes introduced by the visiting music specialist teacher since the start of the school year. Pupils' achievement is unsatisfactory by the end of Year 6 because changes in staffing have led to inconsistencies in the teaching of the subject. As a result, pupils' musical skills and knowledge have not been developed progressively as they should have been. Pupils in Years 4 to 6 learn a wide repertoire of songs. They have a few opportunities for composition using keyboards but have relatively little experience with tuned and untuned percussion instruments. They have too few opportunities to appreciate and discuss music of different styles from a range of cultures.
116. Pupils with musical talent have good opportunities to achieve well where their parents opt for the paid musical tuition offered by visiting specialists in a range of instruments. All pupils have the opportunity to learn the recorder and take part in the school choir. Although lessons in Years 1 to 3 provide well for pupils of all abilities and backgrounds, lessons for Years 4 to 6 do too little to provide the right level of challenge for the wide range of musical knowledge and skills in each class.
117. The quality of teaching and learning in music lessons observed during the inspection was satisfactory. It was good in Years 1 to 3. Good and very good teaching was seen in lessons for Year 1 and 2 led by the visiting specialist. For example, Year 1 pupils were helped by her good use of CD-based music resources and good questioning to identify whether they were clapping the beat or the rhythm. They repeated syncopated rhythm patterns by clapping them and went on with the teacher's well directed help and questioning to identify rhythm and beat in a range of songs. They enjoyed the tasks and went on to enjoying singing a range of songs. A good lesson in Year 7 was given by a teacher who had prepared recorded samples of electronic, electric and acoustic guitar music by classic American blues and folk singers and Jimi Hendrix so that pupils could listen and identify the distinctive characteristics of each instrument. Less successful teaching was seen in a Year 6 class, where the teacher struggled to teach a very demanding song based on a musical setting of some of Shakespeare's poetry to pupils who mostly showed low skills and knowledge. Most were unable to sing it in tune. Because the song was in a modernist compositional style unfamiliar to most pupils, a number responded by singing in mocking voices or disrupting the lesson. As in other music lessons, the teacher missed the opportunity to enable those pupils in the class with high musical skills to contribute by leading and demonstrating parts of the song.

118. The music co-ordinator was absent during the inspection and it is not possible to make a secure judgement about leadership and management of the subject. The engagement of the visiting specialist has improved the music curriculum and teaching and learning for Years 1 to 3 since she took up her post at the start of the school year. However, there is not an equivalent programme of improvement for Years 4 to 6. For example, the curriculum for these years is too focused on developing singing, often for assembly performance. As yet there is no assessment system, so teachers do not know what skills pupils have when they start each class and do not check the rate at which they learn. Too little is being done to help non-specialist teachers develop their confidence in teaching the subject and to use ICT to help pupils compose and record.

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

119. Only two lessons were seen in this area of the school's work and so no judgements are made about overall provision. The curriculum includes appropriate plans for sex, relationships and drugs education supported by visits from outside agencies. Policies for most aspects of the subject are due for review and the programme of work is to be introduced later this year. The School Council is now fully in place. It is organised well and enables pupils throughout the school to fully participate in making decisions about life in the school community. Council members have been actively involved in drawing up the school development plan and are working with parents and governors to improve the school environment.
120. 'Circle time' when pupils have the opportunity to talk about personal and relationship issues, is timetabled for all classes. In one of these sessions the teaching was good and enabled pupils to use discussion to solve relationship problems and improve self-esteem. A citizenship lesson observed in Year 7 was satisfactory where pupils were discussing the reasons that can lead young people to commit crime, such as drug abuse.
121. Leadership and management are satisfactory. The subject leader has led staff training in using 'Circle Time' lessons to effectively promote pupils' personal skills and monitors provision for the subject. She is instrumental in ensuring that appropriate opportunities are provided for pupils to gain an understanding of personal, social and health education issues and to be aware of the dangers of drugs.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>4</b>
How inclusive the school is	5
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
<b>Overall standards achieved</b>	<b>3</b>
Pupils' achievement	4
<b>Pupils' attitudes, values and other personal qualities</b>	<b>4</b>
Attendance	3
Attitudes	3
Behaviour, including the extent of exclusions	4
Pupils' spiritual, moral, social and cultural development	4
<b>The quality of education provided by the school</b>	<b>4</b>
The quality of teaching	4
How well pupils learn	4
The quality of assessment	5
How well the curriculum meets pupils needs	5
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
<b>The leadership and management of the school</b>	<b>4</b>
The governance of the school	4
The leadership of the headteacher	2
The leadership of other key staff	4
The effectiveness of management	4

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