

INSPECTION REPORT

MUSCHAMP PRIMARY SCHOOL

Surrey

LEA area: Sutton

Unique reference number: 130934

Headteacher: Ms Helen Underwood

Lead inspector: Ruth Frith

Dates of inspection: 15–18 March 2004

Inspection number: 256983

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3–11
Gender of pupils:	Mixed
Number on roll:	465
School address:	Muschamp Road Carshalton Surrey
Postcode:	SM5 2SE
Telephone number:	020 8669 2514
Fax number:	020 8669 5764
Appropriate authority:	Governing body
Name of chair of governors:	Mr Alex Fitzgerald
Date of previous inspection:	30 March 1998

CHARACTERISTICS OF THE SCHOOL

Muschamp Primary School is a very large community school which provides for boys and girls aged 3 to 11 years. Pupils come from a range of social backgrounds but overall, the socio-economic status of families is well below average. A higher than average percentage of pupils receive free school meals. When children join the school, attainment in communication, language, literacy and personal development is well below average. In the last school year, approximately 13 per cent of pupils either left or joined the school other than at the usual times. In the 2002/3 academic year, 32 per cent of the Year 6 pupils had been admitted after the Reception Year and 22 per cent had not taken the National Curriculum Year 2 tests at Muschamp. The school also has a 52 place Language Opportunity Base. Pupils who use this facility frequently come from outside the immediate school catchment area, with a few coming from other local education authorities. All these pupils have Statements of Special Educational Needs. Currently, across the school, 208 pupils are identified as having special educational needs, including 60 with a Statement of Special Educational Needs. Those receiving regular additional support display a wide range of social, emotional, behavioural, communication or learning difficulties. Approximately 85 per cent of pupils are from White – British heritage, with others in the school representing a range of minority ethnic groups. Currently, 17 pupils are identified as coming from a home where it is believed that English is spoken as an additional language and seven are at the early stages of learning English. There are seven pupils who come from families holding refugee or asylum seeker status and two pupils come from the Traveller community. Generally, each year there are a few pupils who are looked after by carers other than members of their birth families. Muschamp received the School Achievement Award in 2001. The school is a partner in the LBS Regeneration Scheme, Sure Start and the LBS Excellence Cluster. All these initiatives recognise the relatively high levels of deprivation in the area and aim to improve educational experiences for children.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
2490	Ruth Frith	Lead inspector	Foundation Stage English as an additional language Science
9519	Sue Pritchard	Lay inspector	
20063	Gerard Slamon	Team inspector	Mathematics Information and communication technology Physical education Religious education
19827	Mary Henderson	Team inspector	Geography History Special educational needs
20534	Nichola Perry	Team inspector	English Art and design Design and technology Music

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Muschamp Primary School is a good school. Staff work hard to provide a secure and supportive environment where pupils are encouraged to do their best and enjoy their learning. The quality of teaching and learning is good overall, and this helps pupils to achieve well in most subjects apart from writing, where pupils achieve satisfactorily. The school provides good value for money.

The school's main strengths and weaknesses are:

- Overall, standards are rising owing to recent improvements in teaching and provision. However, staff have not been as successful in raising standards in writing.
- Most pupils, including those with special educational needs, achieve well.
- Pupils' personal qualities are developed well and this leads to good behaviour, good relationships and good attitudes to learning.
- Despite good efforts by the staff to encourage pupils to arrive at school regularly and on time, attendance rates are well below average.
- The curriculum is satisfactory overall, but the organisation of the curriculum and teaching groups in Years 1 and 2 makes it difficult for staff to meet the wide range of need, particularly for those straight out of the Reception classes. The school's resources are good except for the unsatisfactory outdoor provision for Reception children.
- Leadership by the headteacher and senior managers is good, as are the management and governance of the school.
- Good systems are in place to ensure that pupils are well cared for and that the school is a safe place in which to learn.

Overall, the school has shown satisfactory improvement since the last inspection, but improvement over the last year or so has been good. This is a reflection of new leadership and management systems, and a reviewed focus on raising standards. Staff have successfully addressed most issues identified in the last report, but recognise the need to place a greater emphasis on improving pupils' writing. The good quality of teaching has been sustained and significant improvements have been made in the way teachers assess pupils' learning and monitor their progress. Staff now place a greater emphasis on providing appropriate challenge for all pupils, particularly higher attainers.

STANDARDS ACHIEVED

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

*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.*

Owing to recent improvements in provision and teaching, **pupils are now achieving well** in most areas. Children make a good start in the Nursery and Reception classes and develop their personal and social skills well. Although most achieve well in their early reading, writing and number work, quite a few have not reached the standards expected for their age when they enter Year 1. Pupils achieve satisfactorily in Years 1 and 2 and are currently working at well below average levels in English and mathematics and below average levels in science and religious education. In art and design, information and communication technology and physical education they are working at levels appropriate for their age. Currently, the year group organisation hinders the rate of progress for pupils in Year 1. Pupils' achievement in Years 3 to 6 is good. Although standards are improving and some pupils in Year 6 are working at levels appropriate for their age or above, overall, the level of

attainment remains below average in English, mathematics and science, average in information and communication technology and religious education, and above average in art and design and physical education. Pupils with special educational needs achieve well owing to the effective support provided. Pupils from minority ethnic groups and those who speak English as an additional language achieve well, in line with their abilities. So, too, do higher-attaining pupils.

Provision to develop pupils' personal qualities, including their spiritual, moral, social and cultural education, is good. Most pupils enjoy school and show interest in their learning.

Teachers have high expectations of how pupils should behave and expect them to work hard and become aware of their own needs and the needs of others. This results in pupils behaving well and developing good attitudes and relationships.

QUALITY OF EDUCATION

The quality of education provided by the school and the quality of teaching are good overall.

Teachers have good subject knowledge and use this well to gain the interest of the pupils and encourage them to learn. Expectation and challenge are good for most pupils, but in Years 1 and 2, the work is sometimes too difficult. Teachers, particularly in Years 3 to 6, work hard to maintain the pupils' interest and this improves learning. Specialist teachers use their skills well when working with pupils in the Language Opportunity Base and are effective in meeting their needs and developing their confidence and self-esteem. Teaching assistants make a positive contribution to the pupils' learning. The curriculum is satisfactory overall, with strengths in the provision for art and design, special educational needs, extra-curricular activities and personal, social and health education. Resources are good, but the school lacks appropriate outdoor accommodation for Reception children. Staff work hard to ensure that pupils are well cared for and feel supported. Pupils' views are taken into account well so they become involved in school developments. Staff have satisfactory links with parents, the community and other schools and colleges.

LEADERSHIP AND MANAGEMENT

Leadership of the headteacher and senior managers is good, as are the governance and management of the school. The headteacher and governors have a clear vision of how the school should develop and are fully committed to running a school where all pupils' needs are met and where pupils are helped to achieve well, both academically and socially.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Most parents have positive views about the school, particularly those with children who are taught in the Language Opportunity Base. They are pleased with the way children settle when starting school. They think teaching is good and pupils are expected to work hard. A few have concerns about behaviour and would like more information about their children and how they can help them. However, some parents do not take up the opportunities already provided by staff. All but a few pupils have positive views about the school. Most feel they could approach a member of staff if they had a problem and that teachers encourage them to work hard and show them how to improve their work.

IMPROVEMENTS NEEDED

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

- Raise standards of writing in English and other subjects.
- Review the management and organisation of the curriculum and teaching groups for pupils in Years 1 and 2 so that teachers are more readily able to meet the needs of all pupils.
- Improve pupils' attendance and punctuality.
- Improve the outdoor provision for Reception children, thereby developing a wider curriculum.

and, to meet statutory requirements:

- Ensure that all relevant information is provided in the Governors' Annual Report to Parents.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Standards overall are below average. Pupils' achievement is good, especially in the Foundation Stage and in Years 3 to 6.

Main strengths and weaknesses

- Overall, standards are improving.
- Pupils achieve well in mathematics and this results in pupils reaching average standards at the end of Year 6 when compared with pupils in similar schools.
- Pupils do not achieve as well as they should in writing, and this affects overall standards in English and some other subjects.
- Pupils achieve particularly well in art and design and physical education so that, by the time they leave school, standards are above those expected for pupils of that age.
- Pupils with special educational needs, including those in the Language Opportunity Base, generally achieve well and make good progress against their prior attainment.

Commentary

1. On entry to school, children's attainment overall is well below average, particularly in their early literacy, social and behavioural skills. This is because, although some display skills which are similar to those of other children of the same age nationally, a significant number experience difficulty in communication and being with other children in a more formal setting. Owing to the good teaching overall and provision of an interesting curriculum, most children achieve well. In the Nursery, staff focus on developing their personal and social skills and on encouraging communication with adults and each other. This is successfully built upon in the Reception classes where staff place a greater focus on developing the children's literacy and numeracy skills more formally in preparation for work in Year 1. Progress is good, but a significant number of the lower attainers and those with special educational needs do not reach the national standards expected for their age in all areas of learning. This means that many enter Year 1 with skills in speaking, reading, writing, mathematics, knowledge and understanding of the world and social development which are below average. In creative development, they reach average standards and in physical development their standards are above average. Inspection evidence indicates that children's attainment in the current Reception Year is higher than in previous years, even though some children are not likely to reach the standards expected for their age.

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

Standards in:	School results	National results
reading	12.9 (13.3)	15.7 (15.8)
writing	12.3 (11.7)	14.6 (14.4)
mathematics	13.1 (13.8)	16.3 (16.5)

There were 58 pupils in the year group. Figures in brackets are for the previous year.

2. Attainment in the 2003 national tests for pupils in Year 2 was well below average in reading and writing and very low in mathematics when compared with pupils' achievement in all schools and also in schools with a similar number of pupils receiving free school meals. The results in mathematics placed the school in the bottom five per cent of schools nationally and show a fall in standards from the previous year. Teacher Assessment in science indicates that pupils

attained well below average standards. Over the last five years, the overall trend of improvement in relation to annual test results is below the national trend. In response to the specific and often quite complex needs of their pupils and these test results, staff have focused on raising standards by implementing a range of strategies to enhance literacy and numeracy skills. As yet, these have not made a significant difference in improving standards. A key factor which has hindered this improvement is the wide range of abilities which can be found in each mixed Year 1/2 class and the difficulty teachers find in meeting these needs. For example, teachers have to provide for children who have come out of the reception year with standards below those expected for their age and teach these alongside pupils of varying abilities including higher attainers in Year 2.

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

Standards in:	School results	National results
English	24.1 (24.7)	26.8 (27.0)
Mathematics	25.1 (25.9)	26.8 (26.7)
Science	26.7 (27.1)	28.6 (28.3)

There were 74 pupils in the year group. Figures in brackets are for the previous year.

3. Attainment in the 2003 national tests for pupils in Year 6 was well below average in English, mathematics and science when compared with pupils' achievement in all schools. These results show a slight fall in standards from the previous year in all three subjects. When compared with attainment in schools whose pupils scored similarly in their Year 2 National Curriculum tests, Year 6 pupils at Muschamp attained below average standards in English and science and average standards in mathematics. However, this kind of comparison can be misleading as Muschamp is quite different from most schools in relation to the high number of pupils with special educational needs, including those with statements. The school was not successful in meeting its targets for the percentage of pupils reaching the standard expected for their age in English and mathematics in this year. Over the last five years, the school's trend of improvement was below the national trend for English, mathematics and science.
4. Evidence from this inspection shows some improvement due to better teaching and assessment and a sharper emphasis on raising standards brought about by improved leadership and management systems. Also, a range of additional strategies has been adopted to support lower attainers, particularly in literacy and numeracy. This has resulted in most pupils achieving well in the Foundation Stage of learning and in Years 3 to 6. Standards in speaking and listening are well below average in Years 1 and 2 and below average elsewhere, although closer to the national average in Year 5. Planning to develop pupils' speaking skills is good and this is an improving area of the school. Standards in writing are an area of weakness across the school and limit pupils' attainment in many subjects. Overall, standards in English are well below average in Year 2 and in Year 6 and pupils' achievement over time has only been satisfactory until recent improvements have begun to impact on learning. In mathematics, standards have risen owing to good quality teaching and learning and pupils in Year 6 are now working at below average levels. In Year 2, standards are well below the national average. This is mainly due to the issues related to the teaching of mixed Year 1/2 classes as mentioned above. Standards in science are rising owing to a better curriculum and improvements in teaching.
5. Pupils currently in Year 2 are working at below average levels in religious education and at average levels in art and design, information and communication technology and physical education. Those in Year 6 are working at average levels in information and communication technology and religious education, and above average levels in art and design and physical education. High expectations, a rich curriculum and good leadership based on very good

subject knowledge are key factors influencing the pupils' achievement in art and design. The good teaching and learning, together with the good range of extra-curricular activities and pupils' interest in the subject, help to maintain good standards in physical education.

6. Pupils with special educational needs make satisfactory progress in Years 1 and 2 and good progress in Years 3 to 6. Progress for younger pupils is sometimes limited when they are asked to attempt work that is beyond their competence. Pupils in the Language Opportunity Base make good progress against prior attainment. Frequently this progress is very good, even though it is clear that many pupils have other difficulties in addition to their communication needs. Achievement is also good and pupils become increasingly confident in communicating both in the base and in mainstream classrooms. During their time in the base they make good progress in developing personal and social skills and are well involved in setting their own targets and reviewing them. They show considerable perception, for example, in how much progress they have made in holding a conversation.
7. There are not enough pupils from specific minority ethnic groups to allow a secure analysis of any trend in their progress and attainment, but, according to the information provided by the school, individual pupils from all groups achieve well. Pupils who speak English as an additional language are well supported and achieve in line with their peers and their level of English acquisition. Pupils of higher attainment are generally appropriately challenged and the good support given to gifted and talented pupils helps them to achieve well in their particular area of expertise. No significant difference was noted in the achievement of boys and girls, although some differences in attainment have been recorded in the national tests. The school continues to address this by developing new strategies, for example, to raise boys' interest in reading. However, the large number of pupils with special educational needs, a larger proportion of whom are boys, affects the overall statistics. Overall, boys were not judged to be underachieving in lessons, although they have not done as well as girls in the national tests.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are good. Their attendance is well below average and their punctuality is unsatisfactory. The overall provision for pupils' spiritual, moral, social and cultural development is good.

Main strengths and weaknesses

- Pupils' moral development is very good as the school has placed much emphasis on developing this fundamental aspect of their work.
- All achievement is celebrated well.
- Pupils are polite and welcoming and relate well both to adults and to each other.
- The recently formed School Council has quickly become embedded in the school's culture.
- The legal requirements for completing attendance registers are strictly applied.
- Pupils still do not attend school as often as they should, and too many arrive late.

Commentary

8. Pupils' attitudes to school are good and have improved since the previous inspection. The school has developed good systems to ensure that all teachers get to know and understand pupils' individual needs. Staff act as one in encouraging good behaviour and responsible attitudes from all pupils. Children in the Nursery and Reception classes learn the routines of school life and gain the skills to work together but some still lack confidence and self-esteem. As a result, a small minority will not attain the national standards expected for their age in personal, social and emotional development by the time they enter Year 1.

9. Pupils appreciate the opportunities they are afforded through the provision of extra-curricular activities, educational visits and the 'golden time' they can earn at the end of the week if their behaviour and effort warrant it. Behaviour rules are made explicit, as are the consequences of not following them. As one pupil knowingly pointed out, "Everyone knows how to behave; some just have problems doing it." The school explores every opportunity to support pupils who struggle with their behaviour and, for most pupils, the strategies work well. Inspection evidence indicates a significant reduction in the number of incidents recorded and a very significant reduction in the number of exclusions from that indicated in the table below. A series of fixed-term exclusions combined with praise when things go well has proved to be effective in this respect.

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	412	102	0
Mixed – any other mixed background	9	6	0

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

10. At the pre-inspection meeting, and in written returns, most parents confirmed that they thought behaviour was good and that there was little bullying at the school. Whilst a small number of parents held a different view, there was no evidence of pupils behaving aggressively during the inspection. On the contrary, most pupils were polite, well mannered and were keen to show how well they could behave towards adults and each other. Through their role as 'Playground Friends' the pupils do much to encourage the safe and happy playtimes that are enjoyed in school.
11. Most pupils with special educational needs have a positive attitude to their work. On entry, they frequently lack social skills and concentration. During their time in school many require additional support to develop these qualities. The school provides equal access to opportunities to extend their personal and social skills as well as key learning skills. Pupils with emotional or behavioural difficulties make good progress in acquiring socially acceptable standards of behaviour.
12. Teachers provide good opportunities for pupils to put their personal and social skills into practice. In pairs and small groups, pupils are praised for co-operating well and helping each other. Assemblies provide good opportunities for pupils to reflect on the sort of personal qualities the school tries hard to promote. Good relationships, family values and concern for others are often linked into the themes. Seeing a need, pupils set about raising funds for worthy causes. At class council meetings, they not only identify issues for improvement but also their part in bringing this about.
13. Spiritual development is good. Good opportunities exist for pupils to reflect on feelings and values, discover new things and find a point of view. They use their imagination well. In the Nursery, they saw the colours of a rainbow emerging from the lines of fruit they had just managed to cut up. In a Year 4 literacy lesson, both the boys and the girls enjoyed conjuring up images of strange and exciting man-made machines. "I am a flying machine. I have never been seen. What could I be?" asked one pupil.
14. Cultural development is satisfactory. Contributions from art and design are good and there are elements found elsewhere, such as the classroom displays that help pupils empathise with life in various world cities. These opportunities give pupils an insight into cultural

diversity, but their understanding and appreciation of the interdependence of cultures is limited and not a strong feature of the school. The school has already identified this as an area for improvement and made plans to tackle the matter.

15. As shown by the table below, pupils' attendance is much worse than it is in most other primary schools. Lateness is also a problem. Pupils, who are keen to start work, will often lose out by missing the introductory part of a lesson. Unless there is a really good reason for it, the school does not regard lateness after 9:10 a.m. as being acceptable and therefore refuses to authorise it. This impacts on the overall figure for unauthorised absence as shown below.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	6.5	School data	1.0
National data	5.4	National data	0.4

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

16. Strict attention is paid to ensuring entries in registers accurately reflect reasons for absence. The high level of authorised absence recorded is mostly due to parents reporting a higher than average incidence of illness suffered by their children. However, the negative effect of absence is not emphasised nearly enough. The annual progress reports on pupils with below average records of attendance seldom show parents exactly how and where this has affected their children's learning.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good. The curriculum is satisfactory with good opportunities for enrichment. Pupils are well cared for and their views are sought so that they contribute to the development of the school well. Links with parents and the community are satisfactory and links with other schools and colleges are good.

Teaching and learning

Teaching, learning and assessment are good in the Foundation Stage of learning and in Years 3 to 6. They are satisfactory in Years 1 and 2.

Main strengths and weaknesses

- Teaching and learning are good overall, but satisfactory in English, science and religious education in Years 1 and 2. Also, some unsatisfactory teaching was seen in Years 1 and 2.
- Expectations of pupils' behaviour are high and pupils respond well. This helps to create a good ethos for learning.
- Teaching assistants support the pupils well and help them to make very good progress.
- In the Foundation Stage of learning and, in Years 3 to 6, staff use their knowledge of the pupils, gained through thorough assessment, to plan work which ensures they are able to succeed.
- Assessment is generally good and very good in the Language Opportunity Base.
- Teaching is good for pupils in the language base so they achieve well.

Commentary

17. Most pupils are currently achieving well. This is because of the good overall quality of teaching and the effective support given to pupils with emotional, behavioural and learning difficulties.

The chart below gives an outline of the quality of lessons seen during the inspection. Teachers demonstrated a consistent approach to teaching based on a good knowledge and understanding of the school's policies, procedures and expectations. Over the last year, senior managers have spent a considerable time on improving standards of teaching and this is beginning to have significant impact on pupils' learning. Over three-quarters of the teaching was good or better and nearly a quarter very good or occasionally excellent. Three lessons in Year 1/2 were unsatisfactory as the teaching did not sufficiently maintain pupils' interest and the pace of learning slowed considerably. Teachers found it difficult to meet the wide range of needs within each class in several subjects because some children were not ready to start the National Curriculum and needed more learning in line with the Foundation Stage curriculum.

Summary of teaching observed during the inspection in 77 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3 (4%)	12 (16%)	44 (57%)	15 (19%)	3 (4%)	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.

18. Teachers' knowledge of the subjects they teach is generally good and in the best lessons this is used well to plan lessons which stimulate pupils' learning, particularly in Years 3 to 6. Most teachers here have a clear idea of what they want pupils to learn and share that with them at the start of the lesson. They use assessments of pupils' work well so that the activities provided build systematically on prior learning. Most teachers use their knowledge of pupils well in lessons and encourage them to improve and work harder if they think they can or offer support, when appropriate. Some are also effective in indicating through their marking how pupils can improve their work, although this practice is not consistent. The decision to focus on developing pupils' oracy skills has resulted in work which is beginning to raise the levels of achievement for most pupils. Many teachers encourage pupils to talk with their partners and this is proving an effective way of encouraging pupils to develop their communication and thinking skills and use of language.
19. The quality of relationships between staff and pupils is good and this has a significant influence on how staff successfully manage the pupils in their care. Teachers are very encouraging and supportive, which results in pupils becoming confident in their abilities. Staff have consistently high expectations of behaviour and pupils respond well to these as they know what is expected of them. This creates a good climate for learning.
20. There are strengths and weaknesses in the organisation of teaching groups. Setting arrangements in Years 3 to 6 are effective. This is because teachers are more readily able to meet the needs of pupils in each group as they have similar levels of ability. Classes lower down the school have pupils from different year groups in them. Teachers find it difficult to meet the wide range of ability within each class, particularly at the beginning of an academic year when a significant number of children have not reached the goals set for work in the National Curriculum. Many of these children are not yet ready for the more formal learning associated with pupils of this age nationally. Consequently, their learning is restricted.
21. Pupils who speak English as an additional language progress in line with their peers and currently have their needs met well within mainstream classes and through additional specialist support. Teachers and support staff are effective in ensuring their good participation in lessons by teaching the meaning of unfamiliar vocabulary and enabling them to ask and answer questions. Pupils from minority ethnic groups and people of different faiths and backgrounds are well supported, so that they are included in all class activities and progress at a similar rate to their peers, in line with their abilities. Staff are sensitive to the needs of such pupils and value the diversity within the school. This was seen, for example, when a pupil was encouraged to speak about the beliefs of Muslims from her own personal experiences.

22. The school has improved its work with higher-attaining pupils and those that are gifted and talented. Within the setting arrangements for literacy and numeracy, pupils of higher attainment were seen being well challenged. Teachers have consistently high expectations and set work which interests the pupils and encourages their thinking. Talented pupils are well supported, for example, in art and design, when they have opportunities to develop their skills in an art club and are mentored by the art and design subject manager, who has high expectations of what they can achieve. Teachers are also aware of differences that may occur in the responses and learning of girls and boys and so use a wide range of methods to ensure that all are included and interested.
23. The quality of teaching for pupils with special educational needs is generally good, as is learning. Teaching assistants give very good support to learning and behaviour. Teachers from the Language Opportunity Base also support pupils well when they are included in mainstream classes. Most teachers show a satisfactory match of teaching to the prior attainment of pupils, particularly in literacy and numeracy. In some other subjects, insufficient account is taken of the needs of pupils with learning difficulties in the initial presentation of the lesson. The school lacks a range of strategies to deal with this and so pupils' learning is not as good as it could be.
24. Teaching of pupils in the Language Opportunity Base is good overall, with some lessons being excellent or very good. The best teaching is supported by a wide range of communication aids to enable pupils to develop speaking and listening and communication skills. This includes the use of Makaton signing and finger spelling. Pupils develop a very good style of learning and older pupils have learnt to check that they have understood instructions and explanations correctly. Members of the teaching team are very effective in supporting pupils' learning and development. Potentially difficult behaviour is very well managed and this contributes to the good progress pupils make. Occasionally, teaching lacks sufficient opportunities for higher-attaining pupils to go at a faster pace or there is insufficient visual material to aid learning. This affects their rate of learning.
25. Assessment practice in relation to special educational needs is very good. Preparation for annual reviews is thorough and many parents attend. Therapists as well as the school staff contribute and reports are of a good quality. Feedback and praise is used well in lessons to motivate pupils and frequent assessment of progress has a good influence on teaching. Increasing use is made of 'P' scales¹ to assess progress for lower-attaining pupils. There is a need to correlate this information with the Early Learning Goals of those children in the Foundation Stage of learning.

The curriculum

The curriculum offers pupils a satisfactory range of learning opportunities in Years 1 and 2, and good opportunities in Years 3 to 6. Opportunities for enrichment are good and so, too, is the provision for pupils with special educational needs. The accommodation is satisfactory overall and resources for learning are good.

Main strengths and weaknesses

- The curriculum provided for pupils in the Language Opportunity Base is very good, but there is insufficient specialist speech and language therapy to meet the requirements of pupils' Statements of Special Educational Needs.
- The curriculum for pupils in Year 1 is not well enough adapted to meet the needs of those children who have not reached the levels expected for their age in the Foundation Stage of learning.
- Pupils do not have sufficient opportunities to develop their writing or information and communication skills through subjects of the curriculum.

¹ A measurement scale used to recognise the progress pupils make before they reach Level 1 of the National Curriculum, developed by the Qualification and Curriculum Authority (QCA) in 2001.

- A good range of extra-curricular activities enhances the curriculum.
- Pupils are well prepared socially and emotionally for the next stage of their education.
- Pupils from the Language Opportunity Base are included well in mainstream classes wherever this is appropriate.

Commentary

26. The school has strengthened curriculum planning for different groups of pupils since the last inspection. The curriculum in the Nursery and Reception classes is relevant to pupils' needs, but the lack of a suitably equipped outdoor area for the Reception classes is unsatisfactory. This restricts the children's learning. There is a good match of well-trained teachers and support staff to teach the curriculum. The accommodation for pupils in Years 1 to 6 provides satisfactory space for teaching. There is a good range of resources to support teaching and learning.
27. With the exception of that provided for pupils when they first join mixed Year1/2 classes, the planned curriculum is good in breadth and balance, particularly in Years 3 to 6. The school is well aware of the problem in Year 1 and is urgently seeking ways to address this concern so as to support teaching and learning. All subjects are allocated a proper amount of time. Provision for art and design is a strength of the curriculum. Pupils' completed work in the subject is carefully displayed by staff and enhances the learning environment. There is a proper focus on English and mathematics, and effective use is made of the national strategies for these subjects. The school has begun to adapt the structure of lessons to meet the particular needs of different groups of pupils. Setting arrangements in Years 3 to 6 help to ensure that the curriculum meets the needs of pupils at different stages of learning. The main weaknesses in provision are that pupils have too little time for writing in English lessons and in other subjects, or to use the information and communication technology skills taught in lessons in the suite to support their learning across a range of subjects. Pupils working in the Language Opportunity Base make satisfactory use of information and communication technology.
28. The daily acts of collective worship are thoughtfully planned and meet statutory requirements. Pupils are well prepared socially and emotionally for secondary school. Provision for their personal, social and health education, including sex and drugs education, is good. There are good curricular links with the secondary schools to which most pupils transfer. For example, pupils at the end of Year 6 begin a literacy project which is further developed when they are in Year 7. Trips and visits, including residential trips, are well used to support the curriculum as well as pupils' social and cultural development. Curriculum Weeks are well used to provide pupils with an interesting range of activities and to excite their interest, for example, in science. A range of visitors such as authors, those running Roman Workshops, and Ecology Centre speakers are also well used to enhance the curriculum during these events. Pupils agree that they are provided with a good range of learning opportunities and that they find the work in lessons interesting.
29. The school works hard to ensure that boys and girls of different abilities and backgrounds are fully included in all curricular opportunities. The school identifies pupils who are gifted and talented and makes some additional provision. A particularly good feature is that each of these pupils has a mentor with whom they meet regularly to review their work and set additional activities.
30. Overall, the quality of the curriculum is satisfactory and all statutory requirements are met. The organisation of learning and classes is good in Years 3 to 6. Here, there has been a commendable range of new learning interventions to support the development of basic skills of pupils with special educational needs and others who need additional support. In Years 1 and 2, however, the mixed-age and mixed ability class groupings make it more difficult to ensure that the needs of the large proportion of pupils with special educational needs are well

met. Children who have not met the standards expected for their age by the end of the Reception Year are inappropriately expected to start learning based on the National Curriculum and this restricts their progress.

31. Curriculum planning within the Language Opportunity Base is very good. There are very good opportunities for the development of social and motor skills as well as for teaching a wide range of literacy and language skills. However, there is insufficient specialist speech and language therapy provided by the local Community Health Trust. There is one part-time therapist instead of two full-time therapists.

Care, guidance and support

The systems to ensure the care, welfare, health and safety of pupils are good and good account is taken of their views and their personal needs. Pupils' access to well-informed support and guidance is also good.

Main strengths and weaknesses

- Pupils quickly form good and trusting relationships with the staff.
- The facilities and procedures for welfare and first aid are very good.
- The monitoring of pupils' behaviour and the support for their personal needs are good.
- Pupils' views are valued, and they are encouraged to show initiative and be responsible.

Commentary

32. In the pre-inspection survey of their views, both parents and pupils came to the same conclusion that it is easy to approach staff with their questions or concerns. The ethos of the school is good and focuses on pupils developing a secure and confident approach to their learning. A significant number of children enter the Nursery with well below average personal and social skills, but bond easily with the adults who care for them. This is enhanced by the good induction procedures when staff encourage parents to become involved in their children's learning. The good quality support pupils receive over their time in school makes a noticeable and positive impact on their personal development. Staff exercise a high degree of patience, kindness and goodwill in their dealings with all pupils. They employ a sophisticated range of persuasive and supportive tactics that work well in encouraging co-operation and participation in lessons and other activities.
33. As they get older, the pupils get a good introduction to the principles of citizenship and democracy and, in their terms, fair play. They elect class and school councillors, and hold interviews for pupils wishing to become 'Playground Friends'. In doing so, they acquire a good understanding of the way the school operates and what they, as pupils, can do to improve it.
34. First aid procedures work very well. The well-appointed welfare room is ideally situated for any of the four fully trained first-aiders on the staff to keep a close watch on sick or injured pupils. At lunchtimes, the older pupils consider it an honour to be given the job of assisting the first-aider on duty and they do this sensibly. The combined availability and in-house expertise of trained staff mean that ailing pupils receive prompt attention and spend the minimum amount of time away from their lessons.
35. Child protection procedures are good and well known to staff. Staff are aware of the likely indications of a child failing to thrive. They are clear about confidentiality issues and their responsibilities towards children at risk and 'looked-after' children. They are eager to develop their knowledge of the law and how it applies to child protection issues. Plans are in place for key staff to receive training in this important area. Reporting procedures for racial incidents are followed correctly. The school is able to manage most situations for these different groups of pupils within the defined procedures.
36. Staff have developed effective procedures that show how pupils have achieved and developed

personally. This information is then used to target specialised support to ensure that pupils' personal needs are met. Systematic assessment procedures help staff track pupils' academic progress, but the data is not used well enough to guide pupils into tasks aimed at helping them achieve the next level of knowledge, skills or understanding, for example, as they move from the Foundation Stage to Year 1.

Partnership with parents, other schools and the community

Links with parents and the community are satisfactory overall. Links with other schools and colleges are good.

Main strengths and weaknesses

- Links with parents of children in the Language Opportunity Base are well established.
- Parents who attend them find annual review meetings helpful.
- Pupils' literacy, numeracy and physical education skills are enhanced by the good links with other schools and colleges.
- Information to parents on attendance matters is not directly linked to the impact on learning.
- The general view of the school is that partnerships with parents needs strengthening and staff are developing strategies to enhance these.

Commentary

37. The majority of parents who attended the meeting with inspectors had children in the Language Opportunity Base. They were pleased with the support their children receive, particularly for their personal and social development, and saw this as a strength of the school. The inspection evidence supports their view. The school endeavours to work with all families, but not all parents see this as a welcome intervention in their lives. Co-operation between school and home is not easily achieved.
38. Not all parents attend the consultation evenings when their children's progress is reviewed. Those that do appreciate being told what their children need to do to achieve and what they can do to assist them. However, this helpful style of feedback is not always followed through in the formal written reports sent out in the summer term. These vary in their usefulness, particularly for pupils whose attendance is a cause for concern. Information on attendance matters is mostly about interpreting figures rather than the negative impact that absence has on learning. Few parents automatically relate unsatisfactory attendance to unsatisfactory progress.
39. Recently, the school has made a step forward by acquiring a useful piece of software that translates official school documents into the main home languages. Parents who speak English as an additional language have indicated how much they appreciate this. The governors' annual report contains most of what must be reported to parents, with the exception of an update on progress made since the last inspection. By omitting this legal requirement, governors miss a valuable opportunity of publicising some of the recent improvements made. Governors intend to rectify the omission in their 2004 edition.
40. The school has not found it easy to promote a sense of camaraderie and enthusiasm amongst parents for the school and its work. However, there are signs of renewed interest from certain sectors of the parental community. A small core of a dozen or so parents has resurrected the parents' association. A cash flow has been built up to support a series of planned events. This is encouraging; as are the self-help group for parents of children with special needs and the interest shown in family literacy sessions. Both groups invite people from the community to speak on matters of particular interest to them.
41. Volunteers from the local community and church groups help out in the day-to-day life of the school. Some of the longer serving governors are valued for the continuity of support they

provide and their in-depth knowledge of local issues. Staff work closely with local services, visiting specialist teachers and health and social workers to support all pupils and, in particular, those with special educational needs. A programme of carefully planned exchange visits to other schools develops pupils' skills and experiences well. For example, pupils and teachers in Years 6 and 7 work together on transition units of work and Year 7 boys from a local school act as 'buddies' to those in Year 6. This, together with visits to the local high school, helps pupils transfer confidently to the next stage of their education. The school takes advantage of its geographical location by arranging year group visits to London galleries and to Sussex seaside towns. This helps to enrich the curriculum and pupils' learning.

LEADERSHIP AND MANAGEMENT

Leadership and management of the school are good overall. The leadership of the headteacher and other senior managers is good, as is the management and governance of the school.

Main strengths and weaknesses

- The headteacher provides good leadership and has a very clear vision for the future of the school.
- Governors have a very clear understanding of the school's strengths and weaknesses and are effective in shaping the development of the school.
- Most subjects and areas of learning are well managed and co-ordinated.
- Identified priorities are being addressed systematically to bring about improvement, but these have not yet impacted on standards in end of year tests.
- There has been satisfactory improvement since the previous inspection, but good improvement during the last eighteen months.
- The Language Opportunity Base is very well led and managed.

Commentary

42. The headteacher is an effective leader with a very clear vision for the future of the school. This has motivated staff well to bring about improvements. She has successfully developed a shared vision with all staff, demonstrated through the strong sense of teamwork which pervades the school. The newly formed senior management team works very well together under the headteacher's leadership and is becoming increasingly effective. Members take an active part in providing advice and support, including staff training, so that their credibility in whole-school matters and school development is good. The headteacher has very high expectations of all staff. She recognises and values individual strengths so that staff are enabled to carry out their roles effectively.
43. Identified priorities are well linked to teaching, learning and curriculum leadership and these are fully reflected in staff objectives. This has brought about good improvements to the curriculum and the way it is taught, particularly in Years 3 to 6. Setting in Years 5 and 6 is enabling teachers to focus strongly on appropriate learning objectives and this, along with the dynamic way teachers are motivating pupils to learn, is helping them to achieve well, even though this is not yet reflected in end of year test results. Changes implemented in Years 1 and 2, whilst effective strategies in themselves, have not yet been sufficiently far reaching so as to bridge the very significant gaps in pupils' early learning and very low attainment on entry to the school, particularly in communication, language, literacy and social skills. The headteacher and senior managers are aware of the need to reshape the curriculum in Years 1 and 2 to take account of this and are already considering an appropriate range of options.
44. The school makes good use of self-evaluation to improve its practice. This is reflected in the improved monitoring of subjects through looking at teachers' planning, studying pupils' work and classroom observations during planned release time for subject leaders. Subject leaders show good knowledge of their subjects through well-designed action plans which identify priorities to ensure change. English, mathematics, science, art and design, information and communication technology, physical education and provision for special educational needs

and for children in the Foundation Stage of learning are all co-ordinated well. Subject leaders are more involved in monitoring teaching and planning than they were at the time of the previous inspection.

45. The school is very inclusive and has a good reputation for meeting complex and significant needs. Great effort is made to include pupils who join the school late, many of whom have significant special educational needs. Pupils identified as having specific strengths across the curriculum are encouraged to develop these skills through the wide range of additional activities provided.
46. The leadership and management of key staff responsible for special educational needs across the school are good. Responsibility is shared by the special educational needs co-ordinator and the deputy headteacher. The high proportion of pupils with both stated and non-stated special educational needs makes this a complex area for management. There is a very good deployment of staff, who support well. The school makes very good use of the delegated budget for special educational needs, but also has to subsidise this support from the rest of the school budget.
47. Leadership and management of the Language Opportunity Base are very good, with some excellent examples of focused monitoring and evaluation. Insufficient use is made of performance data across the base to set overall targets for improvement. Opportunities for the inclusion of pupils from the base are very well organized, but there is a need to ensure that teachers in the mainstream classes use a wider range of support material when teaching pupils from the base.
48. Leadership and management of the Foundation Stage are good. The manager has a clear understanding of how young children learn and has planned the curriculum well to support their development in all areas. She recognises that the curriculum needs to reflect the very low attainment of pupils who join the school, especially in the development of social skills and communication, language and literacy.
49. The governing body operates efficiently through its system of committees and, as a result, governance is good. Governors work closely with the headteacher and senior managers. They are increasingly involved in monitoring with subject leaders so that they are well informed of policy and practice, and are developing closer links with staff. As a result, they are well informed and knowledgeable about the school's performance, and very clear about improvements and areas requiring development. They are well placed to challenge the school rigorously and do so. There is a minor omission in the governors' annual report to parents, of which the school is aware.
50. Finances are well managed and governors ensure that financial resources, including specific grants and additional funding, are used effectively. Principles of best value are implemented satisfactorily through use of data, methods of consulting those connected to the school and targeted use of the budget. School finances indicate relatively high expenditure per pupil, but figures are complicated by inclusion of funding for the Language Opportunity Base. The contingency statement shows that the high carry forward is earmarked for the ICT suite, redecoration of the older and larger part of the school, and other identified priorities. Taking this into account the school offers good value for money.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	1,619,167
Total expenditure	1,629,307
Expenditure per pupil	3,346

Balances (£)	
Balance from previous year	186,347
Balance carried forward to the next	176,207

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The good provision noted during the last inspection has been maintained and good improvements have been made so that current practice generally reflects national guidance. Liaison between the Nursery and Reception class staff is good and helps to ensure a good curriculum in many areas across this stage of learning, and good transfer from the nursery to the reception class. However, the curriculum is only satisfactory overall due to weaknesses in the outdoor provision for reception children, which is restricted by unsatisfactory accommodation and resources. Teachers and support staff form a good team and use their good knowledge of how young children learn to provide activities which stimulate learning in all areas. Provision for pupils with special educational needs, some of whom have quite severe learning difficulties, is good. This results in these children making good progress and achieving well. Children for whom English is an additional language also achieve well because their needs are recognised, and good support is given to extend their language and ensure that they fully understand what is said to them. The focus on improving communication through signing is effective and most children respond well. All staff assess the children's learning on a day-to-day basis through careful observations and use this information successfully to build up an individual profile of learning for each child. This area of the school is well led and managed and good induction practice helps children, some of whom are barely three on entry to the Nursery, to settle quickly. Children attend part-time in the Nursery for either a morning or afternoon session and, after a year, move full-time to the Reception year.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Staff work hard to develop good relationships with parents and there is a good induction programme.
- The quality of teaching is good.
- Children are encouraged to develop good behaviour, relationships and attitudes to learning.
- Children achieve well overall, but by the time they enter Year 1, a significant number do not reach the standards expected nationally for children of that age.

Commentary

51. Staff in the Nursery work well with parents and encourage them to be involved in their children's learning. They try hard to develop good relationships and offer to visit families in their homes. Some parents do not take up this offer and so alternative arrangements are made for staff and parents to meet in school. These early introductions help children to settle into school routines. In both the Nursery and the Reception classes, a caring learning environment is created where children understand the structure of the day and by the time they enter Year 1, a significant number develop good attitudes to learning. Children are also encouraged to play and work with each other and consequently are helped to develop relationships. Teachers and support staff pay particular attention to meeting the needs of those children who find it difficult to communicate with others and encourage interaction through activities such as the imaginative play areas and playing in the outdoor Nursery area. Teachers and support staff make appropriate comments to encourage co-operation and children learn how to share and take turns. Children's skills are continually developed through the positive interactions between staff and children.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Children receive a good range of activities, which develops their speaking, listening, reading and writing skills.
- The quality of teaching and learning is good and helps children to achieve well.
- Children receive good support from the teaching assistants.
- Some children are not expected to reach the standard expected for their age by the time they enter Year 1.

Commentary

52. Although most pupils achieve well, overall standards are below average when children enter Year 1 as insufficient time is available for them to progress from their well below average attainment on entry. Staff adopt a good range of strategies in the Nursery to encourage the development of the children's oracy and literacy skills. Some good examples were observed, for example, when the teaching assistant was encouraging children to prepare fruit and present it in the form of a 'rainbow'. This developed their knowledge of colours and use of vocabulary. In the Reception classes, children respond well to stories as they are encouraged to listen and put forward their views. Children's speaking skills are also systematically developed through the provision of specific activities, such as in the imaginative play areas. Many children in the Nursery do not readily talk with each other unless prompted, but make good progress. In the Reception classes, most have the confidence to speak with adults and each other. Children benefit from specific sessions when they learn the sounds that letters make and use this knowledge when trying to sound out unfamiliar words. On entry to the Nursery, children develop their writing skills by learning how to hold the pencil correctly and recognising and writing their own names. This is extended in the Reception classes when children write for a variety of purposes. Teaching is good because it recognises the children's needs and is aimed at developing their skills in a supportive environment. Teaching assistants use their expertise well to encourage responses from the children and develop their confidence and self-esteem.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Teaching and learning are good, and help children to achieve well.
- Although many children in the current Reception Year are likely to reach average standards by the time they enter Year 1, a significant number will not. Consequently, standards are below average overall.
- A good range of activities reinforces the children's learning.

Commentary

53. The children's mathematical skills and understanding are taught during specific sessions, and consolidated through daily play activities. A good range of appropriate activities is provided, to develop learning and maintain their concentration. For example, in the Nursery, the children's skills of number recognition were developing well as the teacher worked with individuals, encouraging them to count to five and point to the numbers. They are successful when doing this in sequence, but are unable to recognise individual numbers when placed outside this pattern. One child with severe special educational needs was observed working well on the

computer matching squares, circles and triangles. Support for this child is good as his needs are great and he is making slow but steady progress. In one good lesson, the teacher quickly captured the Reception children's attention by getting them to clap, hop, nod or sing numbers, and targeted the task well to match the differing abilities of children. They then went on to develop an understanding of repeating patterns and, because the activities were practically based, they achieved well. Children from the Language Opportunity Base are well supported and they also achieve well. Most children enjoy their work and respond well to the activities provided.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- The quality of teaching and learning is good and children achieve well.
- Many children in the current Reception Year are likely to reach the standards expected for their age by the time they enter Year 1 but a significant minority will not. This makes standards overall below average.
- Good links are made with other areas of learning and children are well prepared for their Year 1 work in science and religious education.

Commentary

54. Through speaking with the children and staff, looking at displays and looking at the teachers' planning, it is clear that children receive a good range of learning experiences and achieve well. Children in the Nursery develop an understanding of their immediate environment when they walk around the school looking for signs of spring. They also develop an understanding of basic food hygiene when they wash their hands before cutting up fruit. They learn about the names of different fruits and are encouraged to recognise their colour and shape. The practical nature of these activities engages the children's interests and enhances their learning. Children in the Reception Year develop good understanding of forces as they look at a range of toys and talk about how they move. Great fun is created when they then blow bubbles and party blowers to see what happens. This was a good lesson where children achieved well because the activities were interesting and built well on the children's prior learning. Another good lesson was observed when children were introduced to the Easter Story. They achieved well here and learning was good, because the teacher was knowledgeable and used a good range of resources to link the story of Jesus to how Easter is celebrated today. Children knew the sign for Jesus and related this to his crucifixion. Children use the computers regularly and produce some good work; for example, in the Reception Year they use a program to create their own towns.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Teaching and learning are good and help children to achieve well.
- Children reach standards above those expected for their age by the time they enter Year 1.
- The outdoor area has been improved for the Nursery children and they develop their physical skills by, for example, playing with small equipment and riding bikes. Children in the Reception classes do not have the same opportunities because resources and accommodation are unsatisfactory.
- Overall, the children's confidence is developed well, particularly through using the gym equipment in the hall.

Commentary

55. Children in the Nursery receive regular opportunities to use and enjoy playing with a range of small equipment, for example, when kicking balls or trying to pass them through a hoop. They also enjoy using wheeled toys and move around the area having sufficient control to avoid crashes. Most gain in confidence as staff encourage them to be adventurous and play with others. Children also show awareness of space during their good, formal physical development sessions, which take place in the school hall. Here, a good range of activities are provided which develop their listening skills and their ability to follow instructions as well as improving their physical skills. Good demonstrations by the teacher enhance learning as she helps them to throw underarm. Although, in the reception class, teachers make the most of the equipment and accommodation available, children do not have sufficient opportunities to regularly develop their physical activities outside. This restricts their experiences. The school has already identified this as an area for development and is working to improve facilities. However, Reception children achieve well in their formal physical development lessons because expectations are high and a good range of challenging activities are presented. They use equipment well to move up, down, over, under and through with due regard for their own safety and the safety of others. They say they "... need to concentrate to be safe". The older children develop a satisfactory sense of space and move around the school well with due regard for others, holding doors open when appropriate. Many handle items such as scissors, pencils and paintbrushes well. They use construction materials confidently and the younger children enjoy using objects when developing their small world play.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Children enjoy their creative work and achieve well.
- Teaching and learning are good and children are likely to reach the standards set nationally for children of their age.
- Good links are made with other areas of learning.

Commentary

56. The children's creative skills are developed well through a range of activities which are linked successfully to other areas of learning such as knowledge and understanding of the world, and personal and social development. In one lesson observed in the Nursery, children worked well developing their understanding of different roles within the family and of people who help them, such as nurses and members of the police. They did this through dressing up and using the imaginative play area. These activities encouraged children to play with others and developed their social skills well. Children also present their work in the 'art gallery', make snowman pictures and stick and paste different coloured paper to create Elmer the Elephant. Their cultural development is also enhanced as they make masks for Chinese New Year. Skills are more formally developed in the Reception Year as children are encouraged to make Mothers' Day cards. They develop good understanding of this celebration through discussions with the teacher and each other and the finished products are of a good quality. These older children also develop their imaginative skills as they act out the roles in the 'clothes washing area', or act as postmen when matching number cards to the postboxes. The older children developed their responses to music as they listened to pieces which encouraged them to gain an understanding of tempo.

SUBJECTS IN KEY STAGES 1 AND 2

English

Provision in English is **good** overall.

Main strengths and weaknesses

- Teaching and learning are effective, especially in Years 3 to 6 where the curriculum is well developed.
- Speaking and listening skills are used effectively in all subjects.
- Pupils with special educational needs achieve well in relation to their abilities.
- The subject leader and staff are working very hard to improve achievement in all aspects of English, but standards are not high enough, particularly in writing.
- Assessment and procedures for monitoring pupils' progress are now in place, but are not yet impacting on attainment.
- Pupils are not sufficiently aware of what they have to do to improve.

Commentary

57. Although standards across the school are below average, this does not reflect the significant effort the school is making to bring about improvement. Staff have found it difficult to raise standards significantly owing to pupils' poorly developed social skills and the low attainment in communication, language and literacy skills when they enter the school. The very high proportion of pupils with special educational needs in all age groups, including many who join the school late, also affects the school's ability to make the necessary difference to end of year test results. Standards in speaking and listening skills are below average in Years 3 to 6, although they are closer to the national average in the current Year 5. In Years 1 and 2 they are well below average.
58. Pupils with special educational needs are well supported so that they achieve well in line with their abilities. Support staff are particularly good at helping pupils to remain focused on activities. They maintain a good dialogue with pupils so that pupils practise their speaking skills and rehearse their ideas prior to sharing them with the class. This contributes strongly to developing their self-confidence during lessons. The significant differences between the achievement of boys and girls noted in end of year test results were not evident in lessons observed nor in the scrutiny of pupils' work.
59. A significant strength in teaching is the use of 'chat partners' and group discussions, so that the teaching of speaking and listening is good. Planning to develop pupils' speaking skills in all subjects is very effective. Teachers value pupils' contributions highly and allow plenty of time for less confident speakers to gather their thoughts and express their ideas. This contributes strongly to the increasingly confident attitude many pupils have towards using language as a means of expressing their ideas and feelings and is resulting in good achievement in Years 3 to 6.
60. Teaching and learning are good in Years 3 to 6. In these year groups, planning and teaching styles are well focused so that planned activities are appropriately matched to meet individual needs and frequently include greater challenge for higher-attaining pupils. The setting of classes in Years 5 and 6 has been introduced as a strategy to raise standards. In these lessons, teachers are focusing well on appropriate objectives so that pupils are achieving well, based on their prior learning. Overall, teaching and learning in Years 1 and 2 are only satisfactory. This is mainly due to the inappropriate curriculum and teaching arrangements which are not suitable for pupils who have not yet achieved the expected national standard when they enter Year 1, and who require a curriculum designed to meet their specific needs. The school is very aware of this and has already implemented some changes. However,

these are not having the desired effect because they do not go far enough and, as a result, achievement is only satisfactory. Teachers' oral feedback is very effective in rewarding pupils' efforts, challenging them to try harder, think deeper, and to come up with a better word to improve their work. Marking, whilst very positive, relies too heavily on unwarranted praise and not sufficiently on exact requirements for improving their work. One excellent English lesson was observed.

Example of outstanding practice

A Year 3/4 lesson with a focus on writing a character portrait.

The very good subject knowledge and very high expectations of the teacher are key features in this successful lesson. The teacher quickly captures the pupils' attention by making references to the text and encouraging them to work with their partners to identify adjectives and adverbs to describe the key character. Her questioning is outstanding and pupils are constantly challenged as they work hard to identify words which clearly build a good picture. Their use of 'destructive', 'hideous', 'disgusting', 'scruffy' and 'evil' reflect their interest in the text and their understanding of what the teacher wants them to achieve. Her excellent modelling of a character profile helps pupils understand how to carry out the exercise and supports their good self-esteem as they feel confident to 'have a go'. The teacher focuses very well on good learning which 'can be fun'. Pupils thoroughly enjoy the lesson because they are interested in what they are doing and feel they can achieve despite some having low attainment in writing. The pupils achieve far more than might be expected as this teacher gives them the confidence to believe in themselves and change 'I can't' into 'I can'.

61. Pupils' technical reading has improved significantly as a result of good teaching in guided reading sessions arranged outside of literacy lessons, in groups, individually and with the whole class. Comprehension skills are markedly less well developed and this relates directly to pupils' very limited language and oracy skills on entry to the school and the need to catch up on this over time. Whilst there is appropriate emphasis on the teaching of letter sounds in Years 1 and 2 to help pupils develop a secure knowledge of their use in reading and spelling, this does not take sufficient account of their low starting point. Greater emphasis on early learning skills is required in order to make the significant difference needed to improve achievement by the end of Year 2. Reading resources are good and books are used well throughout the school so that the status of reading is improving. The reading club and electronic library offer pupils good opportunities to develop their reading skills outside of literacy lessons. Reading records are generally well maintained and are monitored by support staff each day. However, parents' contributions to their children's learning are poor overall.
62. Writing is a weakness across the school. This is because pupils have not developed the necessary skills to enable them to be successful writers over time and each year teachers are attempting to fill the gaps in pupils' learning. Teachers in Years 3 to 6 have developed a dynamic style which is very effective in motivating pupils and developing their self-esteem. The excellent emphasis on oracy in lessons, including opportunities for role play, drama and 'hot seating' (where pupils dress up and take responsibility for answering questions from the class, often linked to a particular role) is having a major impact on improving achievement. However, it is very difficult for teachers to make up such a huge gap in learning and any difference to end of year test results. Handwriting is generally well taught and there is good evidence in pupils' work which shows a flowing and consistently joined style. Work in books is generally well presented.
63. The subject leader has a good understanding of strengths and weaknesses and is fully aware that standards are not high enough. Good leadership has ensured that effective strategies for improvement have been established, especially in planning, curriculum development and teaching and learning in Years 3 to 6 and in initial changes to provision for literacy in Years 1 and 2. Assessment procedures and targets for reading and writing are in place; however, pupils are not aware of how to attain higher levels. It is too early for recent changes to have had the necessary impact on raising attainment so that it is reflected in the end of year test results. The subject leader is aware that information and communication technology is not yet

being used sufficiently in English. Overall, management has only brought about satisfactory progress since the previous inspection because standards have not improved significantly. However, the rate of improvement has accelerated over the last year.

Literacy across the curriculum

64. There is limited development of pupils' writing in other subjects and this is preventing development of their basic writing skills. Speaking and listening skills are well planned for across the curriculum so that pupils are achieving well.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Overall, pupils achieve well as a result of the good teaching and learning.
- The subject is conscientiously led and managed.
- Setting arrangements in Years 3 to 6 are effective.
- The use of classroom computers to support learning is underdeveloped.

Commentary

65. Inspection evidence indicates that standards in the current Year 2 are well below the national average and below average for pupils in Year 6. In 2002 national tests, standards achieved by pupils were very low in comparison with the national average and with the average for schools in similar contexts. In national tests for pupils in Year 6, pupils attained standards that were well below the national average, but in line with the average for similar schools. Thirty-eight per cent of these pupils had special educational needs, and 9.5 per cent had statements. Test results from the years preceding and following the last inspection show that pupils in Year 2 are attaining similar standards, whilst pupils in Year 6 are attaining slightly higher standards. Although girls outperform boys in national tests, there was no evidence in lessons seen during the inspection of a difference in the attainment of boys and girls. Boys and girls are currently making similar progress. The school does well for its pupils, with all groups making good progress and achieving well. The school's data shows that pupils achieve well during their time at the school. This includes those who entered the school in the Nursery and the significant number of pupils who join at other times. The very high number of pupils with special educational needs are well supported by teachers and well-briefed teaching assistants and achieve as well as their peers. Pupils with English as an additional language are also well supported to achieve as well as other pupils of similar abilities. Setting arrangements for pupils in Years 3 to 6 provide well for different abilities and extend more able pupils. These arrangements make it easier for teachers to set work which matches the abilities of pupils in each group. All indications are that standards are rising because of improved assessment procedures and target setting for individual pupils; a thorough analysis of test results identifies areas for development and there is an increased emphasis on developing pupils' problem-solving skills.
66. The quality of teaching and learning is good overall, with some individual lessons which are very good or excellent. This helps pupils to achieve well. Strengths include:
- teaching which captures pupils' interest;
 - very good relationships, which encourage pupils to contribute with no fear of failure;
 - effective use of support staff to support the learning of pupils with special educational needs;
 - clear explanations, which ensure all pupils understand what they are to do;
 - teachers' secure knowledge of the subject;

- well-structured lessons, so that pupils move quickly onto group or individual tasks after stimulating mental mathematics sessions, and clear, brisk explanations of tasks;
- a good balance between direct teaching and independent learning, questioning and challenging all pupils as they work.

Excellent teaching of pupils with special educational needs was seen in two lessons.

Example of outstanding practice

Teachers in these lessons had an excellent understanding of how pupils with special educational needs learn.

They used a variety of strategies to ensure that pupils' interest did not wane and successfully encouraged all pupils to play a full part. Outstanding relationships resulted in all pupils wanting to do their best and to succeed. A great strength was how teachers and support staff continued to encourage and challenge as pupils worked on tasks. In the Year 3/4 lesson, for example, the outstanding teaching resulted in most pupils understanding that $89 + 5 = 89 + 1 + 4$, which is very high achievement for these pupils. This concern for pupils with special educational needs is a strength of the school.

67. Although pupils in Year 6 attain standards in basic numeracy that are close to the national expectation, the school has recognised that their ability to use and apply mathematics is underdeveloped and there is an increased emphasis on this in lessons. Skills required to solve problems have not been progressively and systematically taught and so pupils' progress is not as good as it could be. Also, many pupils currently in Years 1 and 2 still experience problems in communication, language and literacy. This limits their ability to discuss their work in mathematical language and to give reasons for their answers. The school is working hard to develop pupils' problem solving skills and most teachers are adept at challenging pupils to explain their work during group or individual tasks. However, inspection evidence shows that the curriculum in Year 1 is not sufficiently well adapted to meet the individual needs of pupils when they leave the Foundation Stage of learning and this sometimes restricts their learning.
68. By the end of Year 2, most pupils are developing knowledge and understanding of place value and recall addition and subtraction facts to at least 10. They are taught to recognise number patterns and, because most teachers' questioning is effective, pupils try hard to describe their strategies for solving number problems. As pupils move up the school, the speed and range of mental calculations increases. Year 6 pupils, for example, are challenged to use their knowledge of place value to devise mental strategies for problems such as $2016 - 1208$. In a Year 6 lesson, higher-attaining pupils were rising to the challenge to devise strategies to find 37 per cent of 110. Most persevered to devise and use efficient methods such as finding one per cent and ten per cent before working out 30 per cent and seven per cent. Pupils gain a sound understanding of the relationship between fractions, decimals and percentages.
69. A thorough analysis of pupils' work shows that all aspects of the subject, including data handling and shape, space and measure, are given due attention. Pupils in Year 2 use mathematical names for two- and three-dimensional shapes and start to use every day standard units of measure for length, time and mass. By the end of Year 6, pupils have been taught to use formulae to calculate perimeter and area. Work on data handling shows that they understand and use the probability scale 0 to 1 and that they are given opportunities to construct and interpret graphs and diagrams, including pie charts. Leadership and management are good and effective in encouraging good teaching which, in turn, is bringing about better standards. The school is now monitoring how pupils are achieving and the standards they attain, and using this information to develop appropriate strategies for improvement.

Mathematics across the curriculum

70. Pupils are given opportunities to use mathematics in other subjects and consequently develop an appreciation of the practical uses of the subject. Examples of this were seen in work in geography and of pupils using information and communication technology to design spreadsheets and to present data graphically during lessons in the suite. In its quest to raise standards in using and applying mathematics, the school needs to look further at opportunities to challenge pupils to acquire and apply these skills in meaningful ways across a range of subjects, including information and communication technology in classrooms during everyday mathematics lessons.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- The good quality teaching and learning in Years 3 to 6 helps pupils to achieve well.
- There is a greater focus on the investigative nature of science and this is helping to maintain pupils' interests and develop their good attitudes to learning.
- Activities like Science Week raise the profile of the subject and enhance pupils' learning.
- Teachers do not systematically use science to develop pupils' writing skills.
- Good leadership and management have helped to identify areas for improvement and this is improving provision and teaching.

Commentary

71. Standards in science are improving. Pupils attained well below average standards in the 2003 Year 6 national tests and the current Year 6 pupils are attaining standards which are below average. So, too, are pupils in Year 2. Inspection findings indicate that most pupils make good progress and achieve well. Several factors have combined to make it difficult for some pupils to reach the standard expected for their age by the time they leave school. These include pupils' well below average attainment on entry, the high number of pupils with special educational needs and the poor attendance of some pupils.
72. However, the subject has been well managed with a focus on raising standards and providing a broad and interesting curriculum. Activities such as Science Week, when the whole school focuses on additional scientific activities to widen pupils' experiences, and a science visit for the younger pupils have raised the profile of the subject and enhanced learning.
73. Since the subject leader has been in post, the science policy has been revised and the scheme of work developed in line with national guidance. Expectations have been raised through the headteacher giving guidance on the role of subject leader and there is now a clearer focus on raising standards. Time has been allocated for the specific monitoring and development of the subject, and this has brought about a clear and appropriate action plan. Priorities include a greater emphasis on teaching certain parts of the science curriculum and a sharper focus on how the expertise of teaching assistants can be used to support learning.
74. Staff have focused well on developing the pupils' skills of scientific enquiry so that by the time they leave school pupils can select a suitable way of finding things out when trying to answer a scientific question. In a good Year 1/2 lesson, the teacher quickly captured the pupils' attention by asking, "How can I make this car move without touching it?" Pupils were keen to put forward their ideas and this quickly led to a revision of their work on forces. Pupils said they liked 'doing' science and this was confirmed later in the lesson when they went outside to test the suitability of materials for making a kite. Some Year 2 pupils identified that "...the tissue paper would be good because it is thin and light so the wind would blow and push it up".

Another pupil stated that the card would be no good "...as it is thicker and has layers". Pupils' understanding of materials was further extended in a very good Year 3/4 lesson when pupils investigated why certain objects were made of specific materials. For example, they studied the properties of rubber and understood that the thickness of the material and its hardness would determine its flexibility.

75. Pupils base their predictions on previously gained scientific knowledge and understanding, and identify key factors to be considered when a fair test is part of the investigation. This was clearly seen in a good Year 3/4 lesson when pupils compared the permeability of different soils. Pupils with special educational needs were keen to talk about their work and achieved well owing to the good demonstrations and explanations given by the teacher, which helped them to understand the process and record their own findings. The end of the lesson was used well to assess pupils' understanding, consolidate learning and reward good work. Pupils' enthusiasm was further enhanced in Years 5 and 6 during two good lessons, one on measuring pulse rate and relating this to heart beat and the other on day and night. In both these lessons, pupils achieved well because they were interested in what they were doing and the activities were aimed at a level where all could succeed. In one lesson, good use was made of information and communication technology to explain how day and night were created. In all the lessons observed, the pupils' knowledge and understanding was at a higher level than their written work suggested thus reflecting the impact of poor writing skills on this area of the curriculum.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Teaching and learning in the suite are good and pupils achieve well.
- There is a good scheme of work to support teaching and learning.
- Assessment to guide planning for different groups of pupils is not yet in place.
- The use of classroom computers to support learning is underdeveloped.
- Pupils' have a very good attitude to the subject and behave well in lessons.

Commentary

76. Standards attained by pupils at the end of Year 2 are in line with national expectations. Although standards at the time of the last inspection were reported to have been above expectations, pupils are achieving as well as they were then, because expectations of what pupils can do have increased very significantly since then. Standards in Year 6 are also in line with those expected for pupils of this age. All pupils in all year groups are taught appropriate skills in the computer suite.
77. Pupils' very good attitudes and the good quality teaching and learning are the result of good quality planning and high expectations. Pupils' enthusiasm for the subject is reflected in the high numbers who attend computer clubs run during lunchtimes by teachers and support staff. In two very good lessons, one in a Year 1/2 class and one in a Year 5/6 class, the teaching was well informed, highly stimulating and very well prepared. Tasks were well matched to the pupils' needs and built very well on pupils' prior learning and understanding. Time was used very well and pupils spent most of the time on computers while teachers and support staff continued to teach, guide and challenge at appropriate levels as pupils worked. This is especially effective since the school does not yet have the resources, such as a projector, to teach the class as a whole. Teachers work hard to ensure that all pupils are fully included, with due regard for those with special educational needs and those at the early stages of learning English. However, not all lesson plans take into account the different abilities of pupils, especially in the case of those who are capable of attaining higher levels, and this impedes

progress. The co-ordinators are aware of this and have good plans in place for the introduction of assessment procedures, as well as for the forthcoming development of the suite and increased resources. The support provided by the technician is very well managed so that computers are kept up and running and learning time is not lost. Overall, leadership and management of the subject are good.

78. In Years 1 and 2, teachers are good at giving pupils responsibility for logging on, finding correct files and printing and saving their work. Pupils respond very well to this. Pupils are taught to manipulate text by changing font, size, style and colour and produce work with text, maps, graphs and pictures. Work on display shows that pupils in Years 1 and 2 are taught to use drawing programs to create compositions in the style of Pollock and Mondrian. In lessons seen in Years 1 and 2, pupils were applying skills they had been taught to build up binary trees and to enter and store the information they had collated. Planning shows that during the year, pupils are taught to produce an accurate set of instructions to control a floor turtle and to predict the outcome. By the end of Year 6, pupils have experience of multimedia presentation and confidently access information, using CD-ROMs and the Internet. Although the subject managers have identified the need to provide teachers with further training in monitoring and control technology, pupils are covering the full range of work required by the National Curriculum. Planning shows that pupils in Years 5 and 6, for example, learn to monitor environmental conditions and changes to support their work in geography.

Information and communication technology across the curriculum

79. Good examples were seen of pupils using the computers in the suite to support learning in literacy, art and design, geography and mathematics. The school has recognised the need to improve the quality of classroom computers, so that pupils can consolidate the skills taught in the suite to further support their learning across the curriculum.

HUMANITIES

80. Inspectors observed two history lessons, two geography lessons and four religious education lessons. They also looked at pupils' work and teachers' planning. It was not possible to make overall judgements on provision in history or geography.
81. In the **geography** and **history** lessons seen there was evidence of some good teaching but insufficient use was made of resources to enliven the teaching and stimulate learning. The work scrutiny provided only sketchy evidence of topics covered this term. Insufficient time had been given to developing historical and geographical skills or to use these subjects to develop pupils' writing. Assessment is unsatisfactory owing to the lack of any grading against national levels and, frequently, comments that were unhelpful in identifying how pupils could improve their work. There has been some effective cross-curricular work between history and geography, for example, in the work done on the Ancient Greeks

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- The curriculum is not planned well enough to meet the needs of all pupils in Years 1 and 2 and consequently pupils' achievement is only satisfactory.
- Teaching and learning in Years 3 to 6 are good and pupils achieve well.
- Teachers do not fully realise the contribution the subject can make to pupils' writing skills.
- Limited use is made of information and communication technology to support learning.

Commentary

82. Standards in religious education are below the expectations of the agreed syllabus at the end of Year 2 and in line with expectations at the end of Year 6. The quality of teaching and learning is satisfactory in Years 1 and 2 and good in Years 3 to 6. Teachers in Years 1 and 2 do not adapt the content of lessons well enough to meet the needs of Year 1 pupils in particular, to take account of the weakness in their understanding and communication skills. This means that the work is too difficult and, consequently, pupils do not make the progress of which they are capable. One of the lessons seen in this age group was unsatisfactory for this reason and because the set task had little to do with religious education.
83. Teachers have very good relationships with their pupils and this gives pupils the confidence to join in discussions and to share their beliefs with the class. A good example of this was seen in a Year 5/6 lesson where a Muslim pupil was describing how she uses the Qu'ran as a guide for living. The rest of the class listened with respect and interest, and then discussed in groups how this particular holy book might help a person in times of trouble. The class teacher encouraged respect for others' beliefs and traditions by washing her hands before handling the Qu'ran. Where teaching is good, teachers use a good range of teaching methods to engage pupils' interest and to stimulate their thinking. An example of this was seen a Year 3/4 lesson where pupils were learning about Holy Week and events leading up to the Crucifixion. The class teacher made effective use of whole-class and group discussions, 'hot-seating' (where an individual acts in role or character and answers questions from the class) and the writing of diary entries, to stimulate pupils' interest and to lend pace to their learning. Pupils were highly motivated by these imaginative strategies, which helped them to remember what they had been taught. Through these effective, interesting teaching methods, teachers ensure that not only do pupils learn *about* religion, but also *through* religion. As a result, pupils link religious teaching with everyday life. They are taught that different religions share some common features, such as people caring for each other and the environment, and the importance to believers of festivals such as Christmas, Easter, Ramadan, Hanukah, Diwali and Eid. Good use is made of visits to Christian churches, but this has yet to extend to other places of worship. This, together with greater use of displays of religions studied, will further help to stimulate pupils' interest and to give them a greater understanding of different faiths and cultures represented in Britain today.
84. The subject leader provides enthusiastic leadership and ensures that the curriculum is covered in full. She has organised artefacts and other resources so that they are readily available to teachers. Overall, the subject is satisfactorily led and managed. Currently, little use is made of information and communication technology to support pupils' personal research of the religions studied.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

85. Only one lesson was seen in **design and technology**, and none in **music**. Further evidence was gained by looking at pupils' work and teachers' planning. It was not possible to make overall judgements on provision in these subjects. Music does not currently have a high status across the school. Pupils' singing in assembly is generally tuneful and they show some musical knowledge. The headteacher is currently managing the subject satisfactorily. Displays of design and technology show that pupils work with a satisfactory range of materials and techniques and the curriculum covered is appropriate. Literacy skills are not well developed in design and technology and insufficient attention is paid to the quality of labelling, lists, instructions and annotating of plans generally. There was no evidence seen of written evaluations of work completed. Resources are satisfactory.

Art and design

Provision in art and design is **good**.

Main strengths and weaknesses

- Art and design is a strength of the school and displays are outstanding.
- Pupils achieve well across the school and standards are above average in Years 3 to 6.
- The art and design curriculum is innovative and links very well with other subjects.
- Pupils love their art and design lessons and are well stimulated by the work. This results in their behaving very well.
- Staff subject knowledge and confidence are greatly improved and this has helped to raise the quality of teaching.
- Leadership and management of art and design are good.

Commentary

86. Effective leadership and management have impacted significantly on the status of the subject and pupils achieve well across the school. Standards are above average in Years 3 to 6 and broadly average in Years 1 and 2. The subject leader acts as a good role model through her own teaching and has been instrumental in expanding the range of work and raising expectations of what the pupils can achieve.
87. The new curriculum is innovative and imaginative so that pupils have access to a wonderfully wide range of materials and processes which stimulate their minds. As a result, they are increasingly creative in their ideas and approaches to learning and talk enthusiastically about what they have done. Teachers' enthusiasm and subject knowledge have also improved as a result of the curriculum and as a consequence they are now confident in their teaching. Teaching and learning in Years 3 to 6 are good overall and sometimes very good. Pupils are taught appropriate skills systematically and develop good knowledge, skills and understanding of how they can apply these to their artwork. This is evident in the quality of art around the school and in lessons. Pupils clearly love their art and design lessons. No lessons were observed in Years 1 and 2.
88. Sketch books are well used. Pupils are encouraged to experiment and 'play' with resources, such as charcoal or oil pastels, to see how they can be used in different ways. As a result, they are well prepared and confident to try different techniques when it comes to working on a final piece of work. The teaching of colour mixing techniques is very effective and good attention is paid to technical language such as 'hues', 'tints' and 'shades' as well as 'warm' and 'cold' colours, 'complementary' and 'neutral' colours. Older pupils show good understanding of colour mixing in their portraits in the style of Picasso. Art history is also well addressed when pupils look at and produce portraits in the style of Picasso's rose, red and blue periods. Observational skills are well developed and evident in the careful drawing of apples with use of pastels to create depth in the style of Cezanne. Perspective is well addressed so that pupils are taught different ways of seeing perspective, which includes teaching about the use of vertical and horizontal lines to create a vanishing point. Pupils' field sketches show developing understanding of how pencil can be used creatively. Younger pupils show satisfactory colour mixing skills in their seaside paintings, although their portraits are very immature, indicating gaps in their early creative development.
89. Opportunities for evaluation are excellent. The level of discussion is good as pupils consider how well each has performed and how they can improve their own work. They also evaluate their teacher's work as well as that of well known artists. This is contributing strongly to developing their speaking skills. The subject is very well resourced and teachers and pupils make very creative use of resources.

90. Display around the school is dynamic and outstanding. The school values pupils' work highly and much of it is framed or displayed imaginatively to show it at its best. The school uses a professional to frame work and the finished article is then 'sold' to parents, thereby placing very high value on the pupils' works of art. Pupils stop frequently to show their work and talk animatedly about it. The use of visiting artists during art week enriches the curriculum further. Also, the art club for pupils in Years 3 to 6 is very popular. It offers pupils the opportunity to be very experimental with a wide range of materials and techniques so that the early learning that most pupils have missed is developed appropriately. The subject leader knows where the gaps are and ensures that work is well planned to ensure that pupils experience a wide curriculum. There are plans to develop this in Years 1 and 2 to enhance pupils' creative skills as early as possible.
91. Links are well made across other subjects, in particular English, history and ICT. ICT is used effectively for shape designs in the style of Pollock and Mondrian using the 'Dazzle' program or of Matisse using the drawing tool. Pupils' cultural awareness is well developed through working in the style of a range of famous artists.

Physical education

Provision in physical education is **good**.

Main strengths and weaknesses

- The subject is well led and managed.
- The quality of teaching is good, particularly games skills, and by Year 6, overall standards are above those expected nationally.
- A wide range of extra-curricular sport enhances the curriculum.
- The subject contributes well to pupils' social development.
- Queuing to use apparatus in gymnastics lessons slows the pace of pupils' work and learning.

Commentary

92. Lessons in games, gymnastics and dance were observed during the inspection. Standards attained by pupils in games are in line with those expected nationally at the end of Year 2, and above those expected at the end of Year 6. This represents a significant improvement since the last inspection. Records indicate that pupils attain standards in swimming above those expected by the end of Year 6. Standards in gymnastics are as expected for pupils in Year 2 and Year 6. As only one dance lesson was seen, no firm judgement can be made on standards in this aspect of the subject. Teachers report that pupils achieve well in outdoor and adventurous activities during residential trips. The curriculum and pupils' social development are well enriched through a wide range of extra-curricular sports clubs and opportunities to take part in competitive sport with other schools. The school's results in these competitions reflect pupils' good attainment in games. Overall, pupils achieve well.
93. The quality of teaching and learning seen in games lessons was good overall. The overall quality of teaching and learning in gymnastics lessons was satisfactory. Teaching is guided by a broad and balanced curriculum which is designed to promote pupils' physical development and sense of achievement. Teachers manage behaviour very well so that all pupils work together happily and safely. As a result of teachers' high expectations and the very good relationships they establish in their classes, pupils enjoy their physical education lessons, behave well and work constructively together. Teachers and support staff are well aware of the needs of less able pupils and ensure that boys and girls of all abilities are fully included in lessons. They make good use of pupil demonstration as a stimulus for improvement, and of competitive, small-sided games so that pupils can apply the skills they have been taught. The weakness in the teaching of gymnastics is that, following stimulating floor work sessions, pupils are allowed to queue to take their turn on the apparatus. This slows the pace of work and diminishes the effects of warm up sessions.

94. Very good provision of extra-curricular sport such as dance, football, netball, judo, badminton and athletics, involving members of staff and outside providers, enhances pupils' learning and their sense of achievement. As a result, a significant number of pupils attain standards above those expected in games by the end of Year 6. The accommodation, both indoors and outside, and a good range of equipment, allow the subject to be taught effectively. The co-ordinator manages the subject well and provides knowledgeable advice for teachers. She has identified the need to provide teachers with further training in gymnastics.

PERSONAL, SOCIAL AND HEALTH EDUCATION

95. This area of the school's work was sampled by looking at provision throughout the school's everyday practice, in assemblies, during extra-curricular activities and through speaking with pupils.
96. Provision for **personal, social and health education** is good overall. There is a planned programme of work, which is used effectively to cover a range of appropriate issues. Also, 'Circle Time' (a lesson when pupils sit in a circle and talk about specific topics and listen to others' points of view) is used well to address issues as they arise, for example, disagreements at lunchtime. The programme, together with science and physical education lessons, covers work on drug awareness, health and sex education. The School Council and class councils introduce pupils to the concept of democracy, and they feel that they have a voice in managing the school. This helps to develop their understanding of citizenship.
97. Personal and social education is also implicit in most lessons, in assemblies and through the good range of extra-curricular activities. Teachers encourage pupils to express their views, to listen to others and to take responsibility. Pupils respond well to this by, for example, volunteering to be 'playtime friends'. Teachers have high expectations of behaviour and pupils are encouraged to behave well through a system of rewards and sanctions. 'Golden Time' acts as a good incentive for pupils as they are awarded 20 minutes each week during which time they can choose to take part in an activity which they particularly enjoy. This helps pupils to develop self-control and think carefully about their own behaviour. Similarly, during an assembly, pupils were encouraged to think about good behaviour whilst listening to a story with a good moral message.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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