

# INSPECTION REPORT

## **ROMAN ROAD PRIMARY SCHOOL**

London

LEA area: Newham

Unique reference number: 120740

Headteacher: Mrs V Clarke

Lead inspector: Mrs L Woods

Dates of inspection: 13 – 16 October 2003

Inspection number: 257347

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:	220
School address:	Roman Road East Ham London
Postcode:	E6 3SQ
Telephone number:	0207 476 1602
Fax number:	0207 511 1836
Appropriate authority:	The governing body
Name of chair of governors:	Mr T Dunn
Date of previous inspection:	July 1999

## CHARACTERISTICS OF THE SCHOOL

Roman Road Primary School is an average-sized primary school in the London Borough of Newham. Pupils come from a rich variety of cultural backgrounds, with over a third from ethnic minority families. Attainment on entry is well below average, reflecting the well below average socio-economic circumstances in the immediate locality of the school, where almost all pupils live. Fifteen per cent of pupils are learning English as an additional language, and 15 per cent are on the school's register for special educational needs, although both of these percentages are increasing on an almost daily basis, as the school experiences a turnover of over 40 per cent of pupils in any one academic year. A quarter of pupils is known to be eligible for free school meals, although the actual percentage is likely to be higher. The school also welcomes a significant number, around 10 per cent, of children from refugee families.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21079	Mrs L Woods	Lead inspector	Provision in the Foundation Stage Special educational needs Science Information and communication technology
14214	Mrs G Smith	Lay inspector	
21121	Mr D Houghton	Team inspector	English Art and design Design and technology Music Physical education
25925	Mrs E Pacey	Team inspector	Mathematics Geography History Religious education Personal, social, health and citizenship education
7420	Mrs A Simpson	Team inspector	English as an additional language

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

The school provides a **satisfactory** education for its pupils and **satisfactory** value for money. Following a period of significant problems in recruiting experienced staff, teaching is now **satisfactory** overall, and standards are beginning to rise. Standards, however, are currently **below average** in the core subjects of English, mathematics, science and information and communication technology (ICT), which is a significant weakness. The headteacher and senior staff provide **good** leadership for the school, and raising standards is at the heart of all their efforts.

The school's main strengths and weaknesses are:

- Below average standards in English, mathematics, science and ICT
- Good leadership by the headteacher and senior staff, and staff working together closely to raise standards
- Pupils with special educational needs and those learning English as an additional language are well supported and achieve well
- Teaching assistants are a considerable asset to the school
- Communication with parents is improving and the headteacher and staff are always available at the end of the day, although some parents are not fully supportive of the school
- Effective assessment and analysis of national tests results in core subjects is good, although this needs developing in other subjects
- The governing body is seriously short of members, which affects its ability to monitor the school's work

The school appears to have declined since its last inspection, but the nature of its population has changed significantly since that time. Standards are lower, but the school has developed effective assessment systems to pinpoint areas where efforts need to be focused, and already begun implementing effective strategies to raise standards. The effectiveness of governors was an issue at the last inspection. It continues to be an issue, because of difficulties in recruitment.

### STANDARDS ACHIEVED

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

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

Pupils' attainment on entry is **well below** average, and the school has a high percentage of pupils learning English as an additional language. These pupils **achieve well** in relation to their abilities, as do pupils with special educational needs, as a result of effective support. By the end of the Foundation Stage, children do not reach the goals they are expected to achieve in communication, language and literacy and mathematical development, largely as a result of poor communication skills. Their physical development is above expectations. By the end of Year 2, standards in reading, writing, mathematics and ICT are **below average**, and a similar picture is seen at the end of Year 6. In the 2002 national tests, attainment in mathematics and science was in the **lowest 5 per cent** nationally, and the school is working hard to improve this picture. Results for the 2003 tests show some improvement, although national comparisons are not yet available.

Pupils' spiritual, moral, social and cultural development is **satisfactory**. Effective strategies and good relationships have improved pupils' attitudes and behaviour, and these are now **satisfactory**. Attendance has also improved significantly, from well below average to **satisfactory**.

## QUALITY OF EDUCATION

The quality of education is **satisfactory**. Teaching has improved and is now **satisfactory** overall. It is **good** in the Foundation Stage and was **good** or **better** in half of lessons seen. Teachers work hard to make lessons interesting and relevant, and the quality of learning is **good** where this is successful. Behaviour management, however, takes up a considerable amount of teachers' time, and this can slow the pace of learning, making it **satisfactory** overall. The school makes **good** provision for pupils with special educational needs, and their quality of learning is significantly enhanced by effective small group support provided by teaching assistants. **Good** provision for pupils learning English as an additional language means that these pupils **achieve** well.

The curriculum is **satisfactory** overall, with **good** provision for pupils' personal and social development. Pupils have **good** equal access to all opportunities provided. Links with other schools make a **good** contribution to pupils' personal development, which is **good** overall.

## LEADERSHIP AND MANAGEMENT

The leadership by the headteacher and other senior staff is **good**. Management overall is **satisfactory**, because so many co-ordinators are very new to their roles, but is rapidly improving. Staff and governors share fully the headteacher's vision for the school's development. Governors fulfil statutory responsibilities satisfactorily but, being so short of members, are not able to provide sufficient strategic support for the school.

## PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The majority of parents are supportive of the school, but a significant minority express reservations about aspects of its work. The school does all it can to communicate its intentions to parents, and provides good quality of information. Most pupils like their school and feel that behaviour has improved.

## IMPROVEMENTS NEEDED

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

- continue implementing strategies to raise standards across the curriculum, particularly in the core subjects of English, mathematics, science and ICT;
- develop the role of subject co-ordinators in the other, foundation, subjects to include in particular assessment and monitoring of standards, teaching and learning;
- make every effort, in communicating with parents, to improve relationships with a significant minority of them;
- make every effort to recruit governors, so that the governing body can fulfil its strategic monitoring role effectively.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

Standards are **below average** in English, mathematics, science and information and communication technology (ICT) by the end of both Year 2 and Year 6. This is a **significant weakness**, which current teachers are working hard to redress. Children in the Foundation Stage **achieve well** in relation to their abilities. Achievement for pupils with special educational needs is **good**. Achievement for pupils learning English as an additional language is also **good**.

#### Main strengths and weaknesses

- Standards in the core subjects of English, mathematics, science and ICT are below average.
- Children in the Foundation Stage, pupils with special educational needs and pupils learning English as an additional language achieve well as a result of good, focused teaching.
- Standards in children's physical development are above expectations.
- Detailed analysis of results in national tests gives the school a clear picture of where to focus its efforts to raise standards.

#### Commentary

1. Standards in core subjects appear to have declined since the last inspection, but there are a number of factors which impact on this unsatisfactory picture. Chief amongst these is the changed nature of the school's intake, with the result that children's attainment when they join the school is now well below average, particularly in their personal, social and emotional development and in their communication skills. A significant proportion of children in the nursery and reception, around a third, are learning English as an additional language, and many of these children are not fluent in their own language. Attainment at the end of the Foundation Stage is below expectations in communication, language and literacy and mathematical development, but above expectations in children's physical development, and children make good progress in relation to their abilities. The school experiences a significant turnover of pupils, with 44 per cent of pupils joining or leaving during any one year, as a result of family circumstances. The proportion of pupils with special educational needs in the school as a whole is increasing. All these factors present the school with a significant challenge.

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

Standards in:	School results	National results
reading	13.7 (14.8)	N/A (15.8)
writing	11.0 (13.8)	N/A (14.4)
mathematics	14.5 (15.0)	N/A (16.5)

*There were 30 pupils in the year group. Figures in brackets are for the previous year*

In the 2002 national tests at the end of Year 2, attainment in reading and mathematics was well below average, and was below average in writing. The results for the tests in 2003 are lower, although national comparisons are not yet available. However, this group of pupils, now in Year 3, has a high proportion of pupils with special educational needs. Current Year 2 pupils are making steady progress, but their attainment in English and mathematics is currently below average. In science, their attainment is closer to average, but in ICT it remains below expectations. The school has set challenging targets for individual pupils to improve this position.



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

Standards in:	School results	National results
English	25.5 (23.4)	N/A (27.0)
mathematics	24.2 (23.2)	N/A (26.7)
science	25.2 (25.0)	N/A (28.3)

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

- In the 2002 tests for pupils in Year 6, attainment in English was well below average, and was in the lowest 5 per cent nationally in mathematics and science. Results in the 2003 tests show a slight improvement, although national comparisons are not yet available. The school failed to meet the targets set in both years. Targets for attainment in 2004 are much more realistic, but the school has every determination to exceed them. Detailed evaluation of pupils' performance in the tests has provided the school with a clear focus to target improvement, and effective strategies are already in place, including support and booster groups in English and mathematics. Teaching has also improved and, whilst attainment in English, mathematics, science and ICT is currently below average, it is improving.
- Pupils with special educational needs are well supported both in class, in small groups and on a one-to-one basis. As a result of good teaching in these sessions, pupils make good progress and achieve well in relation to their abilities.
- Children entering the school in the early years with little or no familiarity with English make good progress in their learning. The positive emphasis on speaking and listening in the nursery and in the reception class helps them to develop their spoken English, and to achieve alongside their peers in other aspects of the curriculum. They continue to make good progress throughout the school, and some achieve high standards before they leave at the end of Year 6. For some pupils who enter the school later, progress is less rapid because they struggle with the demands of a complex curriculum.

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

Having dipped over the previous school year, attendance is now **satisfactory**. Attitudes, behaviour and pupils' spiritual, moral, social and cultural development are **satisfactory**. Attitudes and behaviour are **good** in the Foundation Stage.

**Main strengths and weaknesses**

- The good relationships in the school, which have led to improved attitudes, behaviour and attendance.

**Commentary**

- The school has put in a lot of effort into promoting attendance and its importance to parents, carers and pupils. All now appreciate the need for regular and punctual attendance at school. There is a low level of exclusions, at less than one per cent, and there are no permanent exclusions.

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

Authorised absence	
School data	7.1

Unauthorised absence	
School data	1.2

National data	5.4
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National data	0.5
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*The table gives the percentage of half days (sessions) missed through absence for 2001 / 2002.*

6. More recent analysis of reports show attendance rates up to 94.2 per cent, with an absence rate of 5.8 per cent and unauthorised absence down to 0.5 per cent. Although there are no comparable national figures, this represents a considerable improvement, and attendance is now satisfactory.

#### **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	220	2	0
White – any other White background	12	0	0
Mixed – White and Black Caribbean	2	0	0
Mixed – White and Black African	6	0	0
Mixed – White and Asian	5	0	0
Mixed – any other mixed background	6	0	0
Asian or Asian British – Indian	6	0	0
Asian or Asian British – Pakistani	12	0	0
Asian or Asian British – Bangladeshi	15	0	0
Asian or Asian British – any other Asian background	5	0	0
Black or Black British – Caribbean	13	0	0
Black or Black British – African	4	0	0

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

7. Pupils enjoy their work and most like being at school, particularly in the nursery and reception classes, where children thoroughly appreciate the wide range of opportunities provided throughout the day. They take a pride in their achievements and show real delight when praised for their successes. Teachers encourage good behaviour by talking quietly and effectively with pupils. Adults in the school set good examples, and relationships between pupils and adults are good. Pupils co-operate well with one another and make sure that no one is lonely during playtimes. No incidences of bullying or harassment were seen during the inspection. Pupils grow in confidence and are happy to talk about their lessons. Most teachers provide stimulating, interesting work. However, where work is less relevant, pupils' behaviour in class is not so good. In the majority of classes, teachers set high expectations for good behaviour and use the 'traffic light' system consistently and fairly to establish a sense of what is right and wrong. Pupils understand this system and respond to it well.
8. Acts of collective worship make satisfactory contributions to pupils' personal and spiritual development. For example, when students from the neighbouring special unit visit to sing and sign in assembly, pupils show sensitive respect and consideration for their achievements and talents. The care that teachers show when preparing special cards for achievement assemblies is appreciated by pupils and makes an effective contribution to their self-esteem. Teachers successfully encourage pupils to respect the beliefs of others by using their own beliefs to make lessons relevant and interesting. Major festivals are celebrated and members of the community visit to talk about their faith and what it means to them. As a result, pupils are tolerant, and understand that religious beliefs are important to believers. Pupils are encouraged to respect the various cultural groups represented in the school. Displays and library books value the diversity of language and cultures, and help pupils to understand how to live together

in a modern multicultural society. A school council is being set up. Its members are aware of its purpose and their role, but it has not had time to make an impact on pupils' awareness of the privileges and responsibilities of citizenship.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is **satisfactory**. Although standards in the core subjects are **below average**, which is a significant weakness, teaching has improved, and pupils are beginning to make steady progress. Teaching is **satisfactory** overall, and was **good** or better in half of lessons seen. The school provides a **satisfactory** curriculum and makes **good** provision for pupils with special educational needs and **good** provision for the personal, social and health education of all pupils.

### Teaching and learning

The quality of teaching is **satisfactory**. Teaching in the Foundation Stage is consistently **good**, and teaching was **good** or better in half of lessons seen in the school as a whole. As a result, the quality of learning is improving, and is now **satisfactory**.

### Main strengths and weaknesses

- Consistently good teaching in the Foundation Stage enables children to achieve well in relation to their abilities.
- Teachers effectively encourage pupils to be interested in their lessons, and work hard to include all pupils in every lesson.
- Shared expectations of good behaviour are consistently implemented in almost all lessons.
- Teaching assistants are used well to support pupils' learning in class and in small groups.

### Commentary

#### *Summary of teaching observed during the inspection in [number] lessons*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0 (0%)	2 (5%)	18 (45%)	19 (47.5%)	1 (2.5%)	0 (0%)	0 (0%)

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

9. The school has experienced a high turnover in teaching staff, which has significantly impeded its ability to ensure a consistently good standard of teaching and learning, and improve standards over the past four years. This has resulted in the school being of concern to the local education authority. Very few of the current teachers have been in the school for more than a year, but they are working hard to build effective teams and raise attainment. The success of this is already evident in lessons, although overall standards remain below average.
10. The good teaching in the Foundation Stage is explained fully in the section covering the areas of learning in this age group. Teachers in the rest of the school have a sound understanding of the subjects they teach, and this is reported in detail in the individual subject sections. Common to almost all lessons, however, is the shared expectation from teachers of good behaviour and hard work, which is effectively improving pupils' attitudes. Teaching assistants are fully involved in this, and provide valuable support for teachers in maintaining a calm working atmosphere in class. Teachers work hard to ensure all pupils contribute fully in lessons, although this is sometimes an up-hill struggle because of pupils poorly developed communication skills. The school makes full use of the skills of the deputy headteacher in supporting teaching and learning, principally in the oldest class, and this makes an invaluable

contribution to the quality of learning. Additional support, from a visiting expert teacher, is providing a positive role model in class management and good teaching for less experienced teachers.

11. Support is good, in small groups and on a one-to-one basis, for pupils with special educational needs. Well-qualified and experienced teaching assistants have a secure grasp of the support programmes they are using, and generate a good quality of learning through good relationships and effective questioning. As a result, pupils make good progress in these sessions.
12. The quality of teaching for pupils with English as an additional language is variable. Some teachers are skilled in modelling good spoken English, in using lots of visual reinforcement and in planning practical experiences. Other teachers are less confident and pupils are very occasionally left unsupported. Teaching is good in the Foundation Stage and gives children a good basis for further learning.

### **The curriculum**

The school provides a **satisfactory** curriculum, which meets the needs of pupils appropriately.

### **Main strengths and weaknesses**

- Teaching assistants are a significant asset to the school.
- There is good provision for pupils with special educational needs.
- Good provision exists for equal opportunities and for pupils' personal and social education.
- Foundation Stage accommodation and resources are good.
- The organisation of resources at Key Stages 1 and 2 needs reviewing.

### **Commentary**

13. The curriculum fulfils all statutory requirements, including religious education, health education, sex education and education about drugs misuse, and good personal and social education. Good provision is made for pupils with special educational needs. The school is fully inclusive and has good procedures for making sure that all pupils have equal opportunities, especially when withdrawn for additional help.
14. Clubs organised in half term blocks provide a satisfactory variety of activities, and include as many pupils as possible. Effective booster classes in literacy and mathematics are offered to pupils after school but, unfortunately, fewer pupils attend than the school would wish. A satisfactory range of visits and visitors support the curriculum, such as the local police visits to support education about drugs misuse. The neighbouring secondary school and special unit visit regularly to perform music and drama and to help organise sports. This also provides a valuable contribution to preparing pupils for the next stage of education. Residential visits to an activity centre provide older pupils with good opportunities to extend their personal and social skills, as well as promoting sporting activities. Links with the Royal Ballet School provide valuable opportunities for joining a variety of dance experiences and cultural events.
15. Following a period of high staff turnover, and difficulties in recruiting beyond the school's control, there are now sufficient qualified and experienced teachers to meet the needs of the curriculum. They are supported well by well-qualified and experienced teaching assistants. These teaching assistants are an asset to the school, and are instrumental in raising the achievement of groups of pupils, especially those with special educational needs and those learning English as an additional language. Accommodation and resources for pupils in the Foundation Stage are good and contribute well to their development. Accommodation and resources for Key Stages 1 and 2 are satisfactory. However, space for organising and storing resources is at a premium. As a result, many resources lie unused in teachers' cupboards, when they could be used in classes where they are more appropriate to pupils' needs. The

school is fortunate to have a pleasant grassed area as well as hard areas for playing. However, there are some problems with subsidence in the grassed area that the school is struggling to resolve. The books in the small library are of appropriate quality but the non-fiction books are barely adequate for the needs of the school.

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

Arrangements to ensure pupils' care, welfare, health and safety are **satisfactory** overall. The school provides its pupils with **satisfactory** support, advice and guidance. The extent to which the school seeks, values and acts upon pupils' views is **satisfactory**.

### **Main strengths and weaknesses**

- The standard of care, welfare and health and safety within the nursery and reception classes is good.
- Individual education plans are carefully written and provide very good support for pupils with special educational needs.
- The academic progress made by all pupils is closely tracked and this helps them to learn effectively and make steady progress in their work
- Analysis of national tests at the end of Year 6 is thorough, and this helps the school to develop strengths and correct weaknesses within the curriculum.
- The physical restraint of pupils is not formally recorded and parents are not informed.

### **Commentary**

16. Children in the nursery and reception classes are well looked after during the school day. Links with parents are close and members of staff work as a very good team in order to ensure that the children are safe and carefully supervised at all times. Although the welfare of the older pupils is effectively promoted, discrete records of physical restraint are not maintained. Governors should ensure that adults follow statutory procedures relating to the physical restraint of pupils and that parents are informed if their child has been involved.
17. Procedures for assessing pupils' work are developing, and pupils' progress in English, mathematics and science is monitored especially closely. Each pupil is tracked consistently, and teachers provide pupils with good educational guidance and support. The results of national testing at the end of Year 6 are closely analysed, and the information gained helps co-ordinators to identify and develop areas of relative strength and weakness within the curriculum.
18. Provision for pupils with special educational needs is good. The social and academic targets within pupils' individual education plans are clear and very specific. This enables teachers to monitor their progress carefully. Liaison with the parents of pupils with special educational needs is close and they are fully informed about, and agree with, their children's targets. Their good support helps to motivate their children and encourages them to work hard and to do their best.
19. Responsibility for pupils who are learning English as an additional language lies with the class teachers. There is little, if any, external support for pupils who may be learning within new and unfamiliar circumstances. The local education authority currently does not provide any specialist language support, except for teachers, or identification for the increasing numbers of pupils who are at an early stage of learning English. Care is taken, however, to raise the profile of other languages around the school in order to boost pupils' self-esteem. Pupil achievement is well monitored and tracked, and the school has a clear picture of progress. Teachers' planning is monitored to ensure that pupils with English as an additional language have access to the work of the class. This enables the co-ordinator to give effective feedback and advice.

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

Links with parents and the local community are **satisfactory**. Links with other schools and with the local pre-school playgroup are **good**.

### **Main strengths and weaknesses**

- Parents are well informed about the day-to-day life of the school.
- Reciprocal links with other primary schools and the receiving secondary school are developing well.
- The 'Friends Association' is making a good contribution to the life of the school.
- Annual reports for pupils in Years 1 and 2 do not state the National Curriculum level at which each pupil is working.

### **Commentary**

20. This school is keen to work closely with parents and, in order to enable them to do so, it provides good information about various day-to-day developments and events within school life. The headteacher and staff are always available at the end of the day. Informal meetings, such as coffee mornings and questionnaires, also give parents regular opportunities to air their views. Parents' responses to these initiatives, however, vary widely. Whereas some appreciate this open approach, many others have failed to respond. The school is situated in an area of high mobility and many of the families live there for only a short time. This makes it difficult for the school to establish a good relationship with many of the parents concerned. The school has recently established a 'Friends Association' and, although only a small number of volunteers are prepared to be involved, initial indications are that it will continue to provide good social and financial support.
21. Although pupils' annual reports contain useful information about pupils' work, reports for pupils in Years 1 and 2 do not refer to the National Curriculum level at which they are working. Parents, therefore, do not have a clear idea about whether or not their children are making the expected amount of progress, or whether their work is above or below the national average.
22. Links with other primary and secondary schools are increasingly close and mutually supportive. The principal receiving secondary school, Brampton Manor School, is keen to strengthen ties. Through the primary liaison forum, contributing primary schools are able to plan their activities and organise their curriculum so that the move to secondary school is as smooth as possible. During the inspection, a group of secondary pupils sang during assembly and pupils in Year 5 are also taught by some of the teachers from the two receiving secondary schools. There are many other opportunities for pupils to participate in a diverse range of activities, often involving the arts and sport. This informal style of contact helps pupils to get to know some of the people they will meet when they move up.

## **LEADERSHIP AND MANAGEMENT**

The leadership of the school is **good**, with all staff now sharing the headteacher's clear vision for the future. The management of the school is **satisfactory** overall. Governors fulfil their statutory responsibilities **satisfactorily**, but because of difficulties in recruitment they are unable to perform other supportive duties effectively. The school has **sound** financial procedures.

### **Main strengths and weaknesses**

- The headteacher and deputy headteacher form an effective team, which inspires and motivates staff and pupils.
- The senior management team has a good knowledge of the strengths and weaknesses in the school.

- The school provides good support for pupils with special educational needs and for those who are learning English as an additional language.
- Senior managers make good use of the information available to analyse the strengths and weaknesses in pupils' learning and use this effectively in order to raise attainment.
- Communication with parents is not always effective.
- Because many co-ordinators are new this term, their monitoring role is, at present, under-developed.
- Because of difficulties in recruitment, the governors are unable to fulfil all their duties, such as helping to shape the vision and direction of the school.

## Commentary

23. The headteacher and deputy headteacher form an effective team to lead the school. They share a clear vision for the educational development of the school, together with all staff, in which raising pupils' achievements and improving pupils' attitudes to learning are at the heart. Unfortunately, this vision has not always been communicated clearly to parents and this has led to some misunderstandings, which has not helped relationships. Since the headteacher's appointment the school has been through a turbulent period in which there have been significant staff changes, and this has had a negative impact on pupils' learning. There have been difficulties in the past in recruiting and retaining experienced staff. The headteacher has managed these difficulties effectively, and has recently appointed some key members of staff. However, the additional costs involved will have a noticeable impact on the school's budget and limit the availability of funds for other areas, such as new resources. The dedication and commitment of new members of staff place the school in a good position to move forward and raise standards, and are contributing to the satisfactory, and rapidly improving, ethos. The school is receiving valued support from the local education authority advisory and inspection service. The latest report, whilst highlighting areas of concern such as staff turnover and low standards, notes that there have been recent improvements within the school.
24. The school now has clear lines of management, with the underlying commitment to ensuring pupils' learning is developed progressively and continuously. All staff are aware of their responsibilities. Subject co-ordinators, for example, have to manage their own budgets. As many co-ordinators are new in post, it is too early to assess the impact of the management structure on standards. The management of the growing number of pupils with special educational needs and of those who are learning English as an additional language is good. Both groups of pupils are well supported and achieve well in relation to their abilities.
25. The co-ordinator for English as an additional language is enthusiastic and well informed. She has a sound action plan to develop this area of provision, and she works closely with senior managers to put effective strategies in place. She has appropriately identified training for staff as a priority and is providing access to external information and expertise. Pupil achievement is clearly identified and tracked so that intervention and support can be effectively targeted. Good guidance is provided for other teachers and support staff.
26. The school makes good use of the test data that it has available. It uses the information very effectively to identify strengths and weaknesses within the curriculum, to set targets both for individuals and groups of pupils and to identify any staff training needs. All co-ordinators have written clear and concise action plans to raise attainment within subjects, and schemes of work have been implemented in order to ensure that skills are learned step-by-step. All these developments are making a positive contribution to raising standards. Monitoring of learning and teaching, whilst good in English and mathematics, is under-developed in other curriculum areas, and this limits development.
27. The chairman of the governing body ensures that governors fulfil their statutory responsibilities satisfactorily. The governing body, however, is not complete and has considerable difficulty in recruiting new members. Consequently, it is sometimes impossible to obtain a quorum at governors' meetings, especially for committee meetings. This means that it is unable to help

shape the development of the school and to challenge and support senior managers fully. Through no fault of its own, its work at present is unsatisfactory and it has been unable to address the key issue in the last report relating to governance.

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

Income and expenditure (£)	
Total income	754,747
Total expenditure	686,523
Expenditure per pupil	3398.63

Balances (£)	
Balance from previous year	45,817
Balance carried forward to the next	68,223

28. Financial control is satisfactory. The headteacher plans the budget carefully with a finance officer from the local education authority. It is then submitted to the governing body for approval. Unfortunately, although there are clear terms of reference for the finance committee, it often has difficulty in forming a quorum. At present, the school's finance officer prepares, submits and checks orders, with the approval of the headteacher. This is not good practice, as too much responsibility lies with one person. As far as possible, the school follows the principles of best value through comparing its results, challenging staff to raise standards, consulting a range of support agencies and obtaining competitive prices, although parents feel they need to be consulted further.



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

### AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in the Foundation Stage is **good**.

#### Main strengths and weaknesses

- The good partnership between teachers and their assistants leads to a good quality of teaching and learning in both Foundation Stage classes.
- From well below average attainment when children join the school, they make good progress.
- Assessment is good.
- Standards in children's physical development are above expectations, as a result of particularly good provision in this area of learning.
- Provision is led well by the co-ordinator.

#### Commentary

29. Time limitations mean that it is not possible to make secure judgements on standards in **personal, social and emotional development, knowledge and understanding of the world and creative development**, but all activities in both classes are planned in such a way that all areas of learning are interwoven, making learning relevant and fun. High expectations of behaviour, concentration, co-operation and perseverance in all sessions promote children's personal, social and emotional development consistently.
30. Teaching in both the nursery and reception is **good** across all the areas of learning. The partnership between teachers and their assistants is a strength. All adults working with these youngest children have a **good** understanding of how they learn, and are adept at engaging them in thinking and talking about what they are doing as they work and play. They seize all opportunities to turn children's comments into meaningful learning and, as a result, children make **good** progress and **achieve well** in relation to their abilities. Adults work hard to include all children in each activity, so that those for whom English is not their first language, who form a significant proportion of each class, make steady progress in language acquisition. Those with special educational needs are supported well and make good progress in line with their peers. All sessions are well planned to cover the six recommended areas of learning in a relevant and stimulating way. Provision is led well by an experienced co-ordinator. She manages provision satisfactorily, and has a detailed action plan to improve this, particularly in planning together with her colleague to ensure skills, knowledge and understanding are developed progressively. Thorough assessment, involving all adults, ensures that each individual's needs and progress are fully documented. Good resources, particularly for outdoor play, are used well to ensure that all sessions are packed with exciting opportunities.

### COMMUNICATION, LANGUAGE AND LITERACY

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

#### Main strengths and weaknesses

- The consistently high focus placed on developing children's communication skills.

#### Commentary

31. Children join the nursery with low levels of language skills. An increasing proportion, around half of current nursery children, are learning English as an additional language, and are not

confidently speaking in their own language. Standards in this area of learning are below expectations, but children make good progress as a result of good teaching. All adults in both classes consistently interact with children as they work and play, encouraging effective speech and vocabulary development through expert modelling and constant repetition. Children listen enthralled to stories, such as *The Very Hungry Caterpillar*, but need considerable encouragement to make comments of their own. They experiment enthusiastically with writing, and a significant minority are already forming letters correctly, which is directly connected with their good physical development in control of small apparatus.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **good**.

### **Main strengths and weaknesses**

- Good teaching, which focuses on the language of mathematics.

### **Commentary**

32. Children's mathematical development is below expectations, but this is directly related to their low level of language skills and understanding of vocabulary. Consequently, good teaching focuses on this aspect, with good modelling of language and consistent repetition to develop children's understanding. In reception, for example, children compare the length of straws, and size of drawings to develop their understanding of relative size. Despite constant repetition and good use of praise, however, a significant number of children are still confusing longer and shorter. Children know a good range of counting songs, although the singing by the teacher and her assistant is more confident than the children's! Most children confidently count to five with much adult encouragement.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **good**.

### **Main strengths and weaknesses**

- Attractive, well-equipped outdoor play area which is easily accessible to children.
- Good teaching in reception by the physical education co-ordinator.

### **Commentary**

33. Children's standards in their physical development exceed expectations for their age. This is promoted well by the easily accessible and well-equipped outdoor area, which extends across both Foundation Stage classrooms. Even the very youngest children are well co-ordinated and confident as they pedal wheeled toys and clamber on the climbing frame, under the close supervision of staff. Teaching is good, as adults take every opportunity to maximise on children's play, using good questioning skills to encourage them to think and talk about what they are doing, and making valuable contributions to all the other areas of learning. Children in the nursery, for example, enjoy role-play on the 'road'. They understand the rules of the road, such as 'driving' on the left and stopping at red traffic lights, and thoroughly enjoy taking roles, such as that of the lollipop person.
34. Reception children benefit greatly from the expertise and enthusiasm of the physical education co-ordinator, who is their teacher. In a good hall lesson, they moved with confidence and control, making good use of the space, and managing speed and different ways of moving with ease. They thoroughly enjoyed well-established and interesting 'warm-up' and 'cool-down' routines, and had a clear understanding of the effect of exercise on their bodies. In both

classes, children manage small apparatus, such as pencils, scissors and modelling material with confidence and good control.

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

### **ENGLISH**

Provision in English is **satisfactory** overall.

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

- Standards are below average, particularly in reading and writing, when compared with schools nationally.
- The subject is well led and managed.
- The use of assessment to identify the school's strengths and weaknesses is good.
- Pupils are given a clear idea of what they have to do to improve.

#### **Commentary**

35. Standards in English appear to have fallen since the last inspection. Too few pupils in both the 2002 and 2003 national tests, at either seven or eleven, attained the higher Levels 3 or 5, although their achievement was satisfactory, reflecting their low attainment on entry. This fall is due to the changing nature of the school's population, with increasing numbers of pupils with special educational needs in each year group. The school anticipates that standards are likely to rise slightly this year, and this is confirmed in pupils' work and lesson observations. However, standards will remain below average because of the high percentage of pupils with special educational needs, particularly in Year 6. The likely rise in standards is, firstly, because the school has implemented effective target-setting procedures so that pupils themselves know what they have to do to improve. Secondly, it has provided targeted additional support for pupils with special educational needs. There is a significant difference in standards between pupils' achievements in reading and in writing, which has already been identified by the school.
36. The quality of teaching and learning is satisfactory overall. Teachers plan lessons in detail and try to ensure that work is matched accurately to pupils' needs, so that they are challenged appropriately. Most evaluate their lessons carefully, especially when planning further work, although this is not consistent throughout the school. Teachers' expectations are sometimes high, for example in Year 5, where pupils faced some challenging work on Charles Dickens. However, consistency in teachers' expectations for pupils to achieve well through giving them work that challenges them is again lacking and this results in a dip in standards in the middle of Key Stage 2. More able pupils are not always challenged sufficiently, for example by being expected to work independently. Consequently, too few pupils are achieving the higher levels in their tests.
37. The curriculum is well balanced, with a strong emphasis on speaking and listening to develop pupils' low levels of skill in communication. Reading strategies are taught systematically, especially in Years 1 and 2. However, the school has rightly identified that older pupils' skills of inference and deduction are weak. The school is well aware that the quality of writing and spelling is below average. It is taking significant steps to rectify this. These include the use of specialist teaching materials, and additional classes that give a clear focus on writing skills, including grammatical skills, and ensure that pupils have the opportunity to write for a wide range of purposes. Assessments in the subject are good. They are used effectively to raise standards and to encourage pupils to learn, which is a significant improvement since the last inspection.
38. The co-ordinator is providing dynamic leadership and her enthusiasm is apparent in the attitudes of staff and pupils to the subject. She clearly identifies the strengths and weaknesses

in the subject through her analysis of data, and through monitoring lessons and teachers' planning. She then uses this information to set targets and to identify training needs. Targets are set for individual pupils and their progress towards them is monitored closely. Pupils are regularly referred to these targets in lessons and are clear about what they have to do to improve. In addition, those pupils with special educational needs, and those who are learning English as an additional language, have targeted help and achieve well. The co-ordinator also enables pupils to be given a wide range of encouragement and support for their work through events such as book weeks and writing competitions.

## Language and literacy across the curriculum

39. Teachers sensibly encourage pupils to develop their speaking and listening skills through discussions in other subjects, such as the humanities. Poor speech is often, but not consistently, corrected. Although some good writing was seen, such as in history in Year 5, there are not enough planned opportunities in the curriculum for writing to take place in other subjects.

## MATHEMATICS

Provision for mathematics is **satisfactory**, but standards are **below average** for pupils in both key stages.

### Main strengths and weaknesses

- Standards are below average at the end of Years 2 and 6.
- The new mathematics co-ordinator provides very good leadership.
- Some good and very good teaching is in evidence.
- Turnover in teaching staff, however, has interrupted the flow of learning.
- Some teaching is less effective, where work is not well matched to pupils' abilities or interests.
- Pupils' speaking skills are low and affect their ability to explain their work.
- Resources are not well organised or well used.

### Commentary

40. There has been an apparent decline in standards since the last inspection, but since that time there has been a significant increase in some classes in the number of pupils with special educational needs. These pupils are well provided for, with teachers and teaching assistants ensuring that all pupils are fully included in lessons. They achieve satisfactorily, in line with their abilities. However, they do not attain the standards expected for their age, and this has an impact on the school's results in national tests. Pupils learning English as an additional language are well integrated into lessons and make good progress.
41. Teachers prepare a sound range of mathematical activities, which fully comply with the National Curriculum. Some very good teaching is well matched to pupils' interests and abilities and resources are used imaginatively. As a result, pupils are very well motivated to learn. They work hard and with obvious enjoyment. By contrast, the small proportion of unsatisfactory teaching is not well matched to pupils' abilities and interests, and resources are not used to help support learning. Teaching assistants give good support to pupils with special educational needs and, where necessary, to those with English as an additional language. The changes in teaching staff, which have been beyond the school's control, have had an impact on pupils gaining on-going mathematical knowledge and understanding. Pupils have not been able to make appropriate progress from year to year, for example, in understanding fractions or the properties of shapes. Pupils' speaking skills and their mathematical vocabulary are not well developed, and they find it hard to explain their thinking clearly. This has an impact on how quickly teachers can pinpoint problems, ensure understanding and move on to the next stage

of learning. Good target setting for individual pupils in mathematics exists although, in some cases, there are too many targets set at one time.

42. The new mathematics co-ordinator is enthusiastic and pro-active. He is approaching his work with vigour and, in less than half a term, has started to monitor mathematics planning and teaching. As a result, he already has a clear idea of strengths and weaknesses in the subject, and a sound action plan to deal with them, for example devising new procedures for recording assessments. Resources for the subject are sufficient, but not well organised or used.

### **Mathematics across the curriculum**

43. Mathematical skills are used satisfactorily across the curriculum, for example in measuring liquids in science experiments, and drawing and measuring simple plans and routes in geography.

### **SCIENCE**

Provision in science is now **satisfactory**, although standards are **below average**, which is an apparent decline since the last inspection.

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

- Standards are below average at the end of Year 2 and Year 6.
- Detailed analysis of results in national tests means that areas for development are clearly identified.
- Effective teaching for the oldest pupils means they are making good progress.

#### **Commentary**

44. Results in national tests for Year 6 pupils have shown wide variation over the past four years, from above average in 2001 to being in the lowest 5 per cent nationally in 2002. Results in the 2003 tests are similarly low, although national comparisons are not yet available. Teacher assessment of science in Year 2 in 2002 was below average, and results from the 2003 assessments are similarly below average. This fluctuation reflects the significant difficulties the school has experienced in recruiting and retaining staff, and follows the same pattern as in other subjects. It also reflects the changing nature of the school's population, with increasing numbers of pupils joining and leaving during the year, and an overall increase in the percentage of pupils identified as having special educational needs. Half of the current Year 6 pupils have special educational needs, but are now benefiting from good teaching by an experienced teacher, who is also co-ordinator for science. Her detailed analysis of where improvements need to be made, and her good teaching, means that the school is in a good position to improve results in the future. This analysis has identified the need to improve pupils' experimental and investigative skills and the presentation of their work. The co-ordinator has made a sound beginning to addressing these areas in the few weeks of the current school year. In a good lesson, Year 6 pupils enthusiastically tested the effect of different liquids on bicarbonate of soda, investigating reversible and irreversible changes. They worked co-operatively, and had a good understanding of the need to make their tests fair. More able pupils correctly identified the gas given off as carbon dioxide. In Year 2, pupils competently constructed electrical circuits and made careful observations of the effect of adding more bulbs within the circuit. Planning shows effective links between science and design and technology, as pupils are going on to using their knowledge of circuits to make houses with lights.
45. Scant evidence was available of work pupils completed last year, but planning shows requirements are covered fully. What was available confirms the need to improve both the presentation and the marking of pupils' work. The co-ordinator's marking is detailed and

evaluative, and pupils are already responding in writing to her comments. It provides a valuable role model for her colleagues in how to develop pupils' understanding of what they need to do to improve their work.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in information and communication technology (ICT) is **satisfactory**. Standards have not improved since the last inspection, however, and remain **below expectations** throughout the school.

### **Main strengths and weaknesses**

- Standards are below expectations for pupils in both Year 2 and Year 6.
- Leadership, development planning for the subject and the range of resources available are good.
- Pupils do not automatically consider using ICT as a tool to support their learning across different subjects.

### **Commentary**

46. The elements within the key issue raised by the last inspection, to improve provision for ICT and devise a system to assess pupils' progress, have been addressed satisfactorily. The high turn over in staff, however, has meant that any training provided has been lost to the school. The enthusiastic and knowledgeable co-ordinator has detailed and comprehensive plans to improve teaching and learning, and thus raise standards. She has already set in place a programme of training for the current staff, with a high level of valued support from the local education authority, to develop their awareness of the potential, and use, of the current good range of hardware and software in the school.
47. In lessons, teaching is satisfactory overall, and good when taken by the co-ordinator. Her high expectations and clear explanations enable Year 1 pupils to search a database for information efficiently, demonstrating a good level of skill. Work is well matched to pupils' different abilities and all are well supported, so that they are fully included in the lesson. In other lessons, satisfactory teaching enables pupils to develop their skills appropriately. In Year 2, for example, pupils make steady progress in mastering the functions of a graphics program to create lines and other effects, using different sized 'brushes'. Their excitement in enthusiastic discovery is evident, but their skills are below those expected of their age. Older pupils' word processing and publishing skills are also below expectations.
48. Specific skills programs are used well to support pupils with special educational needs to consolidate their understanding, and similar programs are used equally effectively with pupils learning English as an additional language. Good teaching in small groups and on a one-to-one basis by teaching assistants, means that those pupils targeted for specific support make good progress, particularly in developing their literacy skills.

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

49. Planning shows that all aspects of the subject are covered appropriately, and most teachers plan carefully to make work in ICT relevant to other curriculum areas. In Year 6, for example, pupils publish newspaper-style accounts of inventions related to their history and, in Year 5, use word processing and Internet research to support their science. The graphics work in Year 2, however, is not linked to that being undertaken in art and design, which is a missed opportunity. At present, pupils are not able to use independently the computers in the suite, so that they do not automatically consider ICT as a tool to support their learning in different subjects, or for research into topics. The co-ordinator recognises this as an area in need of urgent development.

## HUMANITIES

### HISTORY

50. Provision for history is **satisfactory**. History topics alternate with geography every half term. There was insufficient evidence during the inspection to form a secure judgement about pupils' standards, their achievements or the quality of teaching and learning. Limited evidence from pupils' books, teachers' planning and discussions with pupils, shows that statutory requirements are met. Planning for history includes appropriate work in ICT. Researching the Vikings in reference books, for example, makes a useful contribution to literacy skills. Talking to pupils shows that they are interested in their work. Improving assessment procedures is a current focus for development in history.

### GEOGRAPHY

51. Provision for geography is **satisfactory**. As in history, there was not enough evidence during the inspection to make secure judgements about pupils' standards, their achievements or the quality of teaching and learning. Limited evidence from pupils' books, teachers' planning and discussions with pupils, shows that statutory requirements are met. Drawing and measuring simple plans and routes makes a useful contribution to numeracy skills. Talking to boys and girls shows that they are interested in their work. Improving assessment procedures is a current focus for development in geography.

## RELIGIOUS EDUCATION

Provision for religious education is **satisfactory**, maintaining the position at the last inspection.

### Main strengths and weaknesses

- The new co-ordinator has begun to implement well the new locally agreed syllabus.
- Resources for the new locally agreed syllabus, including library books, need reviewing.

### Commentary

52. There was insufficient evidence to make secure judgements about standards and achievement at Key Stage 1 but, by the time pupils leave the school at the age of 11, standards and achievement are satisfactory. Appropriate use is made of literacy skills when pupils discuss work and retell stories accurately. Boys and girls of all abilities are fully included in lessons and make appropriate progress. Teachers have a sound knowledge of the subject, which enables them to tell stories and describe beliefs clearly. Teachers make satisfactory use of their own beliefs and those of members of the community to explain religious practices, and to relate them to other faiths. This promotes well pupils' awareness and understanding of different beliefs. Good contributions are made to pupils' personal and social development by encouraging respect for the beliefs of others.
53. A new locally agreed syllabus has been introduced recently. The new co-ordinator for the subject has settled into her role well and rapidly organised the new syllabus into units of work for each class. The planning is thorough but has only been in use for a very short time, so it is not yet making an impact on pupils' knowledge and understanding. Resources for religious education are satisfactory, but have not yet been reviewed to make sure they fit the requirements of the new topics.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

### Art and design

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

#### Main strengths and weaknesses

- The scheme of work ensures that skills are developed systematically.
- Sketch books are now being used more effectively.
- Assessment opportunities have not yet been identified.

#### Commentary

54. The artwork on display indicates that standards are satisfactory, and that the curriculum is broad and balanced and takes full account of the 'design and make' process. This includes making three-dimensional models and finishing them carefully, such as the head ornaments in Year 5. Pupils at an early age begin to learn about and appreciate the work of other artists, such as Matisse. The 'design and make' process is a strong feature of pupils' work, as seen in Year 3, where pupils had drawn simple designs of playground sculptures, together with a materials list, and were then making their designs in the classroom. Observational drawings of chairs by pupils in Year 4 were reasonably realistic. In lessons, pupils work conscientiously and readily explain what they are doing. They take care with their work, some of the work in Year 1 being very 'Matisse'-like. Older pupils think carefully and try to make their three-dimensional models attractive.
55. The quality of teaching is satisfactory overall and teaching assistants are deployed effectively to provide additional support. All pupils are fully included in the tasks. It is not possible to identify pupils from different groups, such as those with special educational needs. The co-ordinator, although new in post, is enthusiastic and keen to see that pupils' skills are developed systematically. She has already introduced sketchbooks, which are beginning to be used effectively as tools for learning, although this is not yet fully established in all classes. She has a detailed action plan and is providing staff with good ideas and expertise.

#### Design and technology

56. Design and technology is not a focus subject this term, except in Year 6, and there was too little evidence of pupils' work to judge standards, achievement or progress in the subject. Consequently, it is not possible to make a judgement about any improvements since the last inspection, where pupils' progress was deemed to be unsatisfactory, except the implementation of sketchbooks. The co-ordinator, who is new in post, is following the well-written action plan, and has already ensured that sketchbooks are being used in the one class where the subject is being taught this term. In this lesson, there was strong and appropriate emphasis on pupils' planning their work by using their sketchbooks before making a model shelter. Pupils learn how to use tools such as saws correctly, and to make corners using wood and card.
57. The school is using a commercial scheme to ensure that skills are developed step-by-step, which represents an improvement since the last inspection. The co-ordinator, who is not a specialist, is providing satisfactory support to teachers, for example in lesson planning. She is also planning to model lessons to indicate what can be expected and to give feedback to teachers on the use of sketchbooks in order to raise standards.

#### Music



58. There is insufficient evidence to make a judgement about standards in music, but the scheme of work ensures that skills are developed systematically. For example, pupils in Year 1 learn about tempo, whilst those in Year 4 learn to use percussion instruments, including the body, to beat rhythms. The co-ordinator is not a specialist but is an enthusiast. He is taking significant steps to raise the profile of music in the school. This is being done very successfully through the school choir and through singing in assemblies. The school is making good use of the newly available backing tracks of children's voices, as there are no instrumentalists in the school. Pupils' faces clearly indicated their enjoyment in singing, which was lively, tuneful and rhythmical. The school has already put on a polished performance at a parents' evening, which was enjoyed by all. The co-ordinator is providing good support and encouragement and, consequently, the provision for music in the school is satisfactory. Whilst it is not possible, from the little evidence available, to make a clear judgement about pupils' progress, it appears to be satisfactory, which is an improvement since the last inspection when it was unsatisfactory.

### Physical education

59. This was not a focus subject during the inspection and, as only one lesson was seen, it is not possible to judge pupils' standards, achievements or progress. The school implemented a new scheme of work last year, which ensures that all aspects of the subject are covered appropriately, including gymnastics, dance and games. Pupils are learning to swim in a nearby pool and, by the time they leave, about 60 per cent can swim the required 25 metres. The school makes good use of its links with the nearby secondary school and the community. Two specialist physical education teachers visit the school regularly to lead lessons and demonstrate skills and techniques to class teachers. Various organisations, including, for example, dancers from the Royal Ballet, also visit the school and share their expertise. These are valuable sources of in-service training. The co-ordinator is enthusiastic but has been in post for only five weeks. She is taking steps to implement the action plan drawn up by her predecessor. The school is raising the profile of physical education by holding sports days in which Year 7 pupils from the secondary school help, and linking work to healthy living programmes. Out-of-school clubs, such as football and netball, enhance lessons. Overall provision is satisfactory.

### PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision in personal and social education is **good**. Provision in health education and citizenship is **satisfactory**.

#### Main strengths and weaknesses

- The good relationships and respect for others fostered by the school.

#### Commentary

60. Quiet and effective opportunities are taken throughout the school day to encourage pupils to respect others and understand the impact of their actions. As a result, relationships between pupils are good. They respond with thoughtful appreciation to students from the local special school when they sing and sign in assembly. Relationships between adults and pupils are also good and contribute to pupils' developing confidence. Sensible use is made of science topics for aspects of health education, and local police contribute to special lessons about misuse of drugs. Citizenship is beginning to be taught to help pupils make decisions, for example about choices for and against school uniform. This is a developing area of the curriculum. A school council is at a formative stage, but pupils are enthusiastic and keen to contribute to school life. There was insufficient evidence to form a judgement about the quality of teaching and learning in lessons. However, from the limited evidence available, the conduct of the pupils and discussions with them, it is possible to state that it is satisfactory. All pupils are fully included

and equally valued in all aspects of school life. As a result, personal and social education is a strength of the school.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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