

INSPECTION REPORT

**ST CRISPIN'S COMMUNITY PRIMARY INFANT
SCHOOL**

Westgate-on-Sea, Margate

LEA area: Kent

Unique reference number: 118411

Headteacher: Mrs M Kehoe

Lead inspector: Mr S Hill

Dates of inspection: 5th to 8th July 2004

Inspection number: 257626

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Community
Age range of pupils:	4-7
Gender of pupils:	Mixed
Number on roll:	241
School address:	St Crispin's Road Westgate-on-Sea Kent
Postcode:	CT8 8EB
Telephone number:	01843 832040
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr P Corey

Date of previous inspection: 29th June 1998

CHARACTERISTICS OF THE SCHOOL

This is an average sized infant school catering for 241 pupils aged from 4 to 7. It is in Westgate on Sea, just outside Margate. Pupils' social circumstances vary but overall are less favourable than average, and the entitlement to free school meals is above average. Above average numbers of pupils have special educational needs. These needs are varied but the most common are speech and language difficulties, or social and emotional difficulties. The overall attainment of children when they start in the school is below average. Most pupils are of white British ethnic origin, but about 10 per cent come from a range of other backgrounds. The vast majority of pupils have a home language of English, but four pupils on roll are at early stages of learning English. A high number of pupils start in the school other than at the beginning of reception, or leave before the end of Year 2.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21277	Mr Steven Hill	Lead inspector	Science Information and communication technology Art and design Design and technology Physical education Religious education English as an additional language
9163	Mr Geoff Humphrey	Lay inspector	
24137	Mrs Gail Robertson	Team inspector	Foundation Stage Mathematics History Geography
32155	Dr Christine Taylor	Team inspector	English Music Special educational needs Personal, social and health Education Citizenship

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a school with high standards of pastoral care where pupils behave well, work hard, enjoy learning and achieve well overall. Teaching and learning are good because of good leadership. Management is satisfactory. The school's effectiveness is **good** and it provides good value for money.

The school's main strengths and weaknesses are:

- Teaching is good throughout the school, so that pupils achieve well in most subjects.
- Standards are below average in writing and science and, although standards in mathematics are average, too few pupils attain the higher levels.
- Pupils are cared for very well, have very good relationships with staff and each other, and have very positive attitudes to school.
- The headteacher, strongly supported by the deputy, provides good leadership to an effective staff team.
- Standards are good in information and communications technology (ICT) and are very good in physical education.
- Children get a good start in the Foundation Stage.
- There are weaknesses in school development planning, and subject co-ordinators do not have enough opportunities to check on the provision and outcomes in different classes.
- There is a need for more precision in how assessment information is used to match work to pupils' needs.
- The school provides an interesting and lively curriculum with very good provision for enrichment.
- Links with parents are good.

The school has made satisfactory improvement since the last inspection. Standards have improved in many areas, but remain too low in writing and science. Teaching has improved. The provision of a wider range of reading books, and systems to record pupils' progress in reading have improved. Assessment procedures have improved considerably. Teachers now routinely try to provide different work for different pupils, but the match of work to their needs is not consistent enough.

STANDARDS ACHIEVED

Overall achievement is **good**. It is good in the Foundation Stage and in Years 1 and 2.

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

Key: A - well above average; B - above average; C - average; D - below average; E - well below average

Similar schools are those with similar percentages of pupils eligible for free school meals

Children come into the reception class with a wide range of ability but their attainment overall is below average. They make good progress but many will not achieve the Early Learning Goals (the standards children are expected to reach by the end of reception) before they go

into Year 1. The results of national assessments for Year 2 pupils have fluctuated considerably over several years, but have generally been well below average compared to schools nationally. In comparison with similar schools, results have been broadly average, as can be seen from the table above. The provisional results for 2004 show improvements in writing and considerable improvements in reading.

Inspection evidence shows that, in Years 1 and 2, pupils make good progress in reading, and standards at the end of the school are now average. In writing, they make satisfactory progress but their standards are still below average by the end of Year 2. Although most pupils reach the expected standards, only a few exceed them, and too many fail to reach them. In mathematics, standards are average and almost all pupils reach the expected standards, although very few reach the higher standards. In science, standards are below expectations because of weaknesses in pupils' recording skills. Standards in ICT are above average and are improving. Standards in physical education are well above expectations by the time pupils are seven. Standards in religious education meet the expectations of the locally agreed syllabus. Examples of standards observed in other subjects at least meet the national expectations. Some examples of work, particularly in art and design, exceed national expectations. Pupils' written work is a relative weakness in most subjects, even when pupils' understanding is sound. Pupils with special educational needs achieve well in relation to their starting points. Achievement in learning English is good for those pupils for whom it is not their mother tongue.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are **good**. Pupils have very good attitudes to school and enjoy learning. Behaviour is good. Attendance is satisfactory.

QUALITY OF EDUCATION

The quality of education is **good**. Teaching and learning are **good**. Assessment is satisfactory. Teachers successfully promote enthusiasm and effective learning in most lessons. Classroom management is good so that pupils behave well and work hard. Good use is made of skilled support staff, particularly in helping pupils with special educational needs. In some lessons, particularly in English and mathematics, the match of work to pupils' need is not tight enough, so some groups make only satisfactory progress, even when teaching is otherwise good. The curriculum is good, being interesting and wide-ranging, and provision for its enrichment is very good. The provision for care and guidance of pupils is very good and provides a firm basis for their achievement. Links with parents, the community and other schools are good.

LEADERSHIP AND MANAGEMENT

Leadership and management are **good** overall. Good leadership from the headteacher has established a committed team who work hard for the benefit of the pupils. Good leadership from the deputy head and other key staff provides good educational direction to the school in a number of areas. Management is satisfactory. Procedures to keep an eye on standards and teaching in different classes are informal and do not give a clear enough picture for co-ordinators to target their expertise most efficiently. Financial management is good and is targeted on the school's educational priorities, but criteria for success are not specific enough, and longer-term planning is weak. Governance is good. Statutory requirements are all met and governors support the school effectively.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very positive about the school, and particularly appreciate that the teaching is good, that the school is well run, and that they are comfortable in approaching staff if there are concerns. Their children enjoy school, feel that lessons are fun and take a pride in their work. They like their teachers and are confident that staff will help them if they have problems.

IMPROVEMENTS NEEDED

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

- raise standards in writing and science, and for higher attainers in mathematics;
- ensure a more consistent match of work to pupils' needs, based on the accurate assessment of their progress;
- implement more systematic procedures for co-ordinators to check up on standards and teaching in their subjects;
- improve school development planning.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils' **achievement** is **good** overall and, by the end of the school, **standards** are broadly **average**. Children start at the school with standards that are below average. They make good progress in reception but overall are still below average in several important areas when they start Year 1. By the time they are seven, they have attained the national expectation in most subjects, although they still lag behind in science and writing. Achievement has been maintained overall since the last inspection.

Main strengths and weaknesses

- Reading standards have improved and are now average.
- Children in the Foundation Stage make particularly good progress in their personal, social and emotional development, which gives them a firm foundation for further learning.
- Despite improvements in the last year, pupils' standards in writing are still low and affect the quality of work in a number of subjects, particularly in science.
- Almost all pupils attain the expected standards in mathematics, but few exceed them.
- Pupils with special educational needs make good progress.
- Standards are good in ICT and very good in physical education.
- Pupils who are new to learning English make good progress.

Commentary

1. For several years, the results of national tests have been well below average compared to all schools, and broadly average when compared to similar schools. These figures do not always do the school justice and the results in 2003, given in the table below, were lowered by the late arrival at the school of several pupils with special needs. The results of pupils who had been at the school since the start of reception were better in reading and writing, with average points scores of 15.3 in reading, and 13.5 in writing, both closer to the national average.

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

Standards in:	School results	National results
reading	14.6 (14.7)	15.7 (15.8)
writing	13.0 (13.2)	14.6 (14.4)
mathematics	15.6 (15.9)	16.3 (16.5)

There were 78 pupils in the year group. Figures in brackets are for the previous year

2. The preliminary results for 2004 show significant improvement in scores for reading and writing, although the national averages for 2004 are not yet available to make secure comparisons. However, the average points score for reading of 15.9 is a clear improvement, and is backed up by inspection evidence that pupils in Year 2 are now broadly average in their reading standards. Despite improvements in writing, with a score in 2004 of 14.6, inspection evidence suggests that standards are still below

average overall, although many pupils do meet the expected level. Mathematics scores have remained the same, even though there has been a drop in the number of pupils exceeding the expected level. There has been a major improvement for lower attaining pupils, with virtually everyone getting to the expected Level 2. Over time, despite considerable fluctuations, the overall trend in results has been in line with the national average.

3. Children achieve well in the reception classes, from a low starting point. They do particularly well in their personal, social and emotional development. By the time they go into Year 1, most have achieved the Early Learning Goals in this area, as well as in their physical and creative development. However, despite good progress, most pupils have not attained the Early Learning Goals in communication, language and literacy, in mathematical development, or in their knowledge and understanding of the world. Their positive attitudes to learning and their greatly increased social skills continue to strongly support their learning when they get into Year 1.
4. Pupils continue to achieve well through Years 1 and 2. Inspection evidence suggests that, by the age of seven, standards are in line with expectations in reading and mathematics, and below expectations in writing. This represents good achievement in reading and mathematics, and satisfactory achievement in writing. In science, pupils achieve well in their knowledge and understanding of different topics, but their weak written work means that overall their standards are still below average, with overall achievement satisfactory. In religious education, pupils achieve well and meet the standards set out in the locally agreed syllabus by the end of Year 2. Achievement in ICT is good, with standards exceeding the national expectation by the end of Year 2. Achievement is very good in physical education and standards are well above those expected by the time pupils leave. Standards in speaking and listening are still weak and this sometimes impairs pupils' progress in other subjects.
5. Superficially, standards appear to have declined since the judgements made at the last inspection. However, detailed records show that fluctuations from year to year have been affected by pupils' mobility, and their varying levels of special education needs. Overall standards have been maintained and have improved significantly in ICT and physical education. During the last year, standards have improved in reading and writing, following a concentration on these by the school, but there is still need for further improvement in writing.
6. Standards in ICT are now above expectations at the end of Year 2. The provision of new equipment, which effectively gives the school a mobile computer suite, has contributed strongly to this. Pupils are confident in using the new 'tablet' computers, both in learning about ICT and in supporting learning in other lessons. They have good skills and tackle new work with confidence.
7. Standards in physical education are well above expectations. There is a comprehensive programme of lessons, often with 3 sessions during each week, which enables pupils to develop their skills very well. Teachers' high expectations, coupled with the regular practice they get, ensure that standards are much higher than are usually found by the time pupils are seven.
8. Pupils who have special needs achieve well in most lessons and make good progress towards the targets set for them. Teachers ensure that work is well matched to these

pupils' needs and, in many lessons, effective classroom assistants support their learning.

9. The school has a small number of pupils who are at early stages of learning English. They do well because they get good support. Teachers are careful to ensure that these pupils get help when they need it in class. The school makes good use of the services of a support teacher who visits the school on a weekly basis. She keeps detailed records of pupils' progress, which show they achieve well in learning English. She works with individual pupils herself, but also provides guidance and support for colleagues so that they can help maximise pupils' progress in lessons across the curriculum. Termly plans are made for this, based on careful assessments. These pupils are very well integrated into the life of the school and take a full part in what goes on.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes are **very good**. Overall provision for pupils' spiritual, moral, social and cultural development is **good**. Behaviour is **good** and attendance is **satisfactory**.

Main strengths and weaknesses

- The school encourages and nurtures very good relationships throughout the whole school.
- Pupils behave well and behaviour in lessons is well managed.
- Pupils have a good understanding of living in a community.
- Pupils are interested in school life and the range of activities provided.
- Pupils are enthusiastic and have very positive attitudes to learning.

Commentary

10. Pupils are enthusiastic about school and enjoy it. In lessons, throughout the school, they are keen to participate. During class discussions, lots of hands shoot up to answer questions because of the very positive relationships pupils have with the staff.
11. Pupils have a good understanding of the need for good behaviour and can work and talk about their work with little support from the teacher or assistant. Pupils are supported by the teachers' good management skills, which lead to pupils being ready for each lesson, keen to offer ideas and to learn from the activities offered to them. Routines are clear and help to ensure the smooth and orderly running of the school day. The pupils know the difference between right and wrong and are aware of the need to respect people's feelings and beliefs. Their moral development is good. In discussions, pupils are positive about the school. There were few examples of challenging behaviour in lessons or in going about the school. Playtimes and lunchtimes are relaxed and happy, with few incidents of silly behaviour.
12. The school is successful in eliminating any bullying or oppressive behaviour. The school's very positive ethos, reinforced by good opportunities to discuss moral issues in lessons, is the most important factor in this. Pupils and parents are confident that any instances of weak behaviour are nipped in the bud. All pupils, whatever their gender or ethnic background, are fully integrated into all aspects of the life of the school. The school is good at helping the substantial number of pupils who arrive from other schools at different times of the year to settle in quickly and happily.

13. Pupils are given good opportunities to use their own initiative, for example, in the school council. Pupils are currently working on an environmental issue to improve the external environment, and an energy saving initiative. School council members have managed the £200 budget, which was used to installed push top taps in the toilets, to save water. Pupils read the meter monthly to see whether there have been savings, and this information is shared with the whole school.

14. The school has a varied programme of visits and visitors to broaden the pupils' moral, social and cultural awareness, and this enriches the curriculum. Opportunities to develop an awareness of the richness of multicultural society are actively planned for in religious education topics and through the geography around the world week, which had a positive impact on pupils' understanding.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.5	School data	0.1
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.

15. Attendance levels are similar to the national average. Good attendance is rewarded by certificates, which are greatly valued by pupils. There is very little unauthorised absence. The family liaison officer has had a positive impact in developing further partnership with parents and helping to promote attendance.

Exclusions

There has been one exclusion in the last few years. This was for a limited period and was fully justified, to safeguard the safety and wellbeing of this pupil and others.

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	142	0	0
White – any other White background	4	0	0
Mixed – White and Black Caribbean	3	0	0
Mixed – White and Black African	2	0	0
Mixed – any other mixed background	1	1	0
Asian or Asian British – Bangladeshi	1	0	0
Black or Black British – Caribbean	1	0	0
No ethnic group recorded	7	0	0

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a **good quality education** throughout the age range. Teaching and learning are good, and there is a good curriculum, with very good enrichment. Accommodation is satisfactory and resources are good. The school is well provided with skilled teachers and support staff. Provision for the care, guidance and support of pupils is very good. Partnerships with parents and the community are good, and there are good links with other schools.

Teaching and learning

Teaching and learning are **good** throughout the school. Assessment of pupils' work is **satisfactory**.

Main strengths and weaknesses

- Very good relationships support good classroom management and positive attitudes to learning.
- Teachers make learning fun, by choosing interesting activities and resources and making good use of cross-curricular themes.
- Good use is made of learning support staff, particularly in helping pupils with special educational needs.
- Assessment is satisfactory, but is not always precise enough to provide the right level of challenge, and its use to match work to pupils' needs is too variable, particularly for high fliers.

Commentary

Summary of teaching observed during the inspection in 46 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	8 (17%)	28 (61%)	10 (22%)	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.

16. Teaching is consistently good in all age groups and examples of good teaching were observed during the inspection in every class and from every teacher. Teachers are very good at ensuring that pupils behave well and are successful in encouraging them to work hard. Routines are well-established and high expectations are made clear. Pupils understand this and respond positively. At the heart of the pupils' good behaviour and very positive attitudes to work are the very good relationships that they have with staff. Staff treat pupils kindly and listen to them carefully. Pupils' views are respected and any mistakes are dealt with sensitively. As a result, pupils are keen to contribute in lessons and do so with enthusiasm. They like and respect their teachers and are keen to please them. They know they can do this by working hard and behaving well, and this is how they respond.
17. Their hard work and enjoyment of lessons are furthered by the interesting things that teachers plan for them to do. Good use is made of practical experiences in many subjects, and this helps all pupils to fully understand what they are doing. Lessons are enlivened by trips out around the area, and by inviting in visitors whose expertise contributes to pupils' learning. Good links are made between different subjects and this helps to consolidate pupils' learning in many aspects. For example, work in ICT is often related to work going on in other subjects. In design and technology, work in science was consolidated by building 'hotels' for different animals that were being studied. In the Foundation Stage, different areas of learning are linked well. For example, role-play, which develops communication and creative skills well, is often linked very effectively to plans for developing pupils' knowledge and understanding of the world.
18. The school has good numbers of skilled learning support staff who make a significant contribution to pupils' learning. Teachers plan their involvement well, ensuring that good use is made of their expertise to provide extra help where it is needed, particularly when different groups of pupils do different work. They make a particularly valuable

contribution to helping pupils who struggle with their work or who have special educational needs.

19. Pupils with special education needs are taught well. Teaching assistants sometimes help an individual pupil who has special needs, or sometimes provide support for a group of pupils. They make a good contribution to the quality of teaching and learning. Assistants who work with pupils who have special needs keep them focused on the lesson and provide invaluable support when these pupils are tackling activities. Teachers make sure that the assistants know what to do and they value the part they play in pupils' learning. The small number of pupils who are just starting to learn English are taught well. Teachers make good use of advice from the specialist teacher who works with them, and ensures that they have full access to the curriculum.
20. Assessment procedures are satisfactory and give a good basis for termly assessments of how pupils are getting on. However, not enough use is made of day-to-day assessments to plan different work for individuals or groups. As a result, pupils sometimes are faced with work which is too easy for them or, more rarely, too difficult. In general, teachers check how pupils are getting on during lessons and ensure that they get help if they are "stuck." They try to give pupils tasks that are modified according to their abilities. They are particularly successful in ensuring that pupils who struggle either get something easier to do, or have extra adult help so that they can cope. Similarly, extension work is sometimes provided for higher-flying pupils. However, teachers too seldom make use of assessment information to target work specifically at pupils, based on what these pupils already know and what they need to learn next. Pupils' work shows that, in many lessons, all pupils do the same work, with brighter pupils simply either doing more of it, or producing neater or more accurate work. Teachers in the Foundation Stage are generally more successful in matching work to children's specific needs. They have successfully used the new national profile to assess how children are doing, but this is not built upon enough when pupils move into Year 1.

The curriculum

The school provides its pupils with a **good** curriculum. The enrichment of the curriculum is **very good**. Accommodation is **satisfactory** overall, but there are some important weaknesses. Resources are good.

Main strengths and weaknesses

- Learning is made fun by the wide range of interesting activities provided.
- Meaningful links between subjects strongly support pupils' learning.
- The range and quality of learning experiences provided for children in the reception classes are good.
- Provision for pupils with special educational needs and for those for whom English is an additional language is good.
- The school plans interesting, enjoyable focused weeks.
- The curriculum is enriched through a wide range of visits, visitors and extra curricular activities.

Commentary

21. The school has improved the curriculum since the last inspection. There are many exciting ideas and activities to capture pupils' interests and imaginations so that learning is fun and lessons are enjoyable. It ensures that all learners, whatever their abilities, background or gender, are able to achieve well. In addition to teaching all the subjects that it should, the school finds time to ensure pupils have quality story time. The well established practice of story time is helping raise pupils' standards of English. Significantly improved results in the recent national tests in both reading and writing show this to be effective. The school plans special weeks when pupils' learning is concentrated on a focused subject. Pupils recalled with a great amount of enthusiasm the countries and capital cities they visited, the food they enjoyed, the dances they learned and the objects they made during the *Round the World* geography week. The impact of these new initiatives is measured by the school looking at pupils' attitudes and behaviour, as well as how much they learn.
22. Planning is thorough and checked to see that links between subjects are clear. These are meaningful and what pupils learn in one subject often builds on and supports learning in another. For example, during the inspection, the science theme of *minibeasts* recurred in ICT, design and technology, story time and dance lessons. This contributed well to pupils' understanding by making learning more meaningful to them. The clear direction of the head teacher and co-ordinators ensures the curriculum is appropriate and relevant to the pupils, understood by all staff and meets statutory requirements. Teachers are particularly good at ensuring all pupils are fully included in what the school offers.
23. The school provides very well for pupils who have special educational needs and ensures that these needs are fully met in all aspects of school life. Teachers devise both good individual and group plans to address particular aspects of these pupils' learning, and in lessons they receive good support. As a result, they ensure that these pupils are fully involved in all that the school offers.
24. The school now provides good extra-curricular activities. The clubs are popular and oversubscribed. The school offers performing arts; dance, recorders, Lego and bingo clubs, and more clubs are in the process of being set up. Pupils really enjoy the chance to join in and they are well served by the opportunity. The school maintains its very good range of visitors to the school, such as authors, librarians, theatre groups, musicians and members of Charlton Athletic football club. Pupils really look forward to them coming and they recall vividly what was said or performed. In addition, pupils visit places of interest in their immediate locality and further afield. All these experiences contribute very well to the good curriculum. Pupils' high participation in arts and sports are enhanced both by these activities and by the high quality provision for dance and games in physical education lessons.
25. The accommodation is satisfactory overall. Some aspects of the building are unsatisfactory. There is very little extra space for group work to take place and limited disability access. In some instances, children and adults have to walk through classrooms to get to the next, which is a distraction to the pupils. The governing body and head teacher are aware of this and have a future building project planned. Apart from the new Foundation Stage buildings, parts of the school are in need of fresh decoration. The staff compensate for this with their colourful, creative displays of pupils' and adults' work. Resources are good in quality and quantity, particularly in ICT.

Care, guidance and support

The provision for pupils' care, welfare, health and safety is **very good**. The involvement of pupils through seeking and acting upon their views is **very good**. Support, advice and guidance are **very good**.

Main strengths and weaknesses

- Pastoral care and guidance are well matched to the individual needs of pupils.
- Pupils know their views and opinions are valued.
- There is very good mutual respect and trust between pupils and staff.
- There are very good arrangements for child protection, health and safety.

Commentary

26. Provision has been consistently maintained at a high level since the previous inspection. All members of staff fully understand their pupils' needs, and this enables the school to provide an ethos in which everyone is encouraged to work hard and achieve to the best of their ability. Pupils with special educational needs are supported well by teaching assistants. During whole-class introductions to lessons, teaching assistants often check the understanding of pupils' learning and encourage them to contribute to the discussion. There are satisfactory arrangements for welcoming and supporting children when they first enter the reception classes. Pupils who join the school at other times are well supported.
27. The school makes very good provision for the needs of vulnerable pupils and their families. It has very good access to external advice and support when it is needed. The arrangements for child protection are very effective because those responsible are experienced and well trained. Health and safety practice is very good. Risk assessments and the monitoring of all health and safety matters by governors and staff are rigorous. There is good provision for first aid. The building is cleaned and maintained to a high standard. The school has a good personal, social and health education programme that teaches pupils about personal hygiene and relationships.
28. The relationships and trust among pupils and between pupils and staff are very good. Pupils express confidence in the fact that should they have any concerns, or need to seek help or guidance, staff will listen to them and respond to their needs. Pupils also know that their views and opinions are valued. The members of the school council take their responsibilities very seriously. They function both as a very effective consultative link between pupils, their teachers and the school management, and also consider issues that have an impact on the whole school environment.

Partnership with parents, other schools and the community

The school has achieved **good** links with parents. The links with both the community and other schools are **good**.

Main strengths and weaknesses

- The very positive views that parents have about St Crispin's are based on the good partnership successfully fostered by the school.

- The well-developed links with the wider community contribute positively to pupils' learning.
- Good liaison with other schools particularly helps the smooth transfer when pupils leave.

Commentary.

29. The school works hard to engage and involve parents and has built an effective partnership that has been well maintained since the previous inspection. It provides good information about the curriculum and what children will be expected to learn. The annual reports give a good summary of progress and attainment but could be more helpful for parents if they included more target setting with guidance for parents on how to better support their children's learning. Parents, for their part, have very positive views about the quality of education and standards of care. All parents of pupils who are assessed as having special educational needs attend regular review meetings.
30. The school has good lines of communication with parents that enable it to elicit their views and concerns and respond accordingly. A good example is the ongoing exchange of ideas as to how to better manage traffic congestion at the beginning and end of the school day. The majority of parents participate in, and support, their children's learning well. A significant number of parents help in the classroom and with extra-curricular activities and school trips. Attendance at progress review meetings is good. Parental participation and support for school social and fund raising events is very good.
31. The school has established good links with the wider community. There is some sponsorship from local businesses in the form of prizes for achievement, such as books and tickets to local cinemas. The school draws upon a number of local organisations and institutions for speakers at assemblies, including the police, the fire brigade and local lifeguards. Retired local residents regularly hear readers and the local vicar is a frequent visitor. There are good links with other schools through the local cluster group and close liaison with St Saviour's junior school to which most pupils transfer at the end of Year 2. Pupils are very well prepared for the transfer to their next school.

LEADERSHIP AND MANAGEMENT

Leadership and management are **good** overall. The leadership by the headteacher and senior staff is **good**. The effectiveness of management is **satisfactory**. Governance is **good**.

Main strengths and weaknesses

- The headteacher, well supported by the deputy head, provides strong leadership with a clear vision and leads a team united in a strong sense of purpose.
- The governing body makes a good contribution to the work of the school.
- The very good provision for special educational needs is very effectively led and managed by the co-ordinator.
- All staff work very well as a team, with co-ordinators ably supporting colleagues.
- Subject co-ordinators do not have enough chance to find out in detail about standards and teaching in other classes.
- The school development plan is not sufficiently long-term, and targets are not always specific enough.

Commentary

32. The headteacher provides strong leadership for the school. She works hard to provide the best for all pupils and staff. She is ably supported by the deputy head, senior teachers and the chair of governors. Together, they form a team committed to the school's vision of a totally

inclusive school and set a strong direction for its development. The head teacher and subject co-ordinators are active in developing the curriculum, ensuring that it is meaningful to pupils.

33. The governors have a clear understanding of the school's strengths and weaknesses, and both support and actively challenge the school's work. They ensure that statutory duties are fulfilled, and the governing body improves its own performance through training.
34. Subject co-ordinators have a high level of commitment to developing their area of responsibility. They give good support and advice to colleagues, and keep an eye on what is happening through discussion and informal observations. They lack sufficient opportunities for checking up on standards and teaching in the different classes in a systematic way. As a result, they do not have the information to target their help where it is most needed.
35. The leadership and management of provision for pupils with special educational needs are very good. The co-ordinator is very experienced, very supportive of colleagues and highly regarded by them. She leads developments in the school well and has introduced an extensive range of intervention strategies to support pupils. Paperwork is well organised. Under her leadership, the school rightly prioritises practice in the classroom, where teaching assistants provide a valuable contribution to pupils' learning.
36. The effectiveness of management is satisfactory. The school's self-evaluation of its performance is realistic, and its improvement plan outlines appropriate short-term priorities for development. Staff development has recently been focused on English, and individual performance management targets for staff were linked to pupils' achievement in the subject. This contributed to improved standards in reading across the school, and better results in national assessments in both reading and writing. However, the improvement plan lacks a time scale for longer-term goals, and lacks any outline for monitoring the different subjects in a systematic and orderly way.
37. Priorities are carefully linked to finances. For example, the large carry-forward at the end of last financial year is earmarked for specific projects, particularly improvements to the buildings. Funds are directed to the priority areas and the governors' policy of achieving best value in their transactions is effective. The decision to maintain and to further increase the high levels of support staff is well considered, and is fully justified by the very good contribution they make in class.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	635,367
Total expenditure	628,886
Expenditure per pupil	2,609

Balances (£)	
Balance from previous year	92,300
Balance carried forward to the next	98,781

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The overall provision for children in the Foundation Stage is **good** and has improved since the previous inspection.

38. Teaching and learning are good and children achieve well. Children join the reception classes in the September after their fourth birthday. Autumn born children attend full time immediately, while spring and summer born children attend on a part-time basis for the first term. The sound induction procedures mean that children settle well and parents understand the school organisation and daily procedures. Most children come to school with skills and knowledge below those expected for this age group, particularly in their personal, social and emotional development and their communication, language and literacy. Teachers and support staff have made a good start in the use of the new national assessments to check how well children progress. Staff work hard to provide a secure, welcoming and calm environment and the children are clearly happy to come to school. The teaching excites children's curiosity and desire to learn. Children say they like "everything". The curriculum offered is good and the balance between adult and child selected activities is well thought out and resourced.
39. The leadership and management are good. Teamwork is a strong feature and has a beneficial effect on the way the reception classes are run. Resources throughout the Foundation Stage are of good quality, plentiful in quantity and used effectively to make learning fun. Despite the good teaching, good resources and children's desire to learn, most children will not reach the Early Learning Goals in communication, language and literacy, mathematical development or their knowledge and understanding of the world by the time they go into Year 1, because of their low starting points.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children's attitudes to school are very good; children feel safe and secure and trust teachers and teaching assistants.
 - Children are encouraged to work independently.
 - Staff develop very good relationships with children.
40. This area of learning receives a high profile when children start school. Teaching and learning are good and children achieve very well. Children have many opportunities to develop their self-confidence, to make choices and decisions and to become aware of others. Teachers value children in what they achieve, do and say. They are very good role models and treat children with respect and understanding. Children develop independence by being allowed to choose which learning activity to undertake at certain times during the day. They are good at clearing away because they know that staff will give them well-deserved praise. Children's concentration develops well and is as expected for this age. Each teacher works very effectively to keep children's attention,

interest and enthusiasm going. At lunchtime, children show that they know how to take turns, to talk politely and to ask for help if they need it. The very good attention given to this area ensures that, when they leave the reception classes, the majority of children are achieving the Early Learning Goals.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- A wide range of interesting activities sustains children's interest and enthusiasm.
 - Children love stories and listen well.
41. Children's achievement is good, but standards are still low overall because of their low starting points. Teaching is good. Teachers provide children with a wide range of activities to promote language and literacy. These encourage the children to talk, to describe and discuss. They become confident because teachers effectively encourage all their efforts and conversations. Staff are good at promoting listening skills by reading stories with excitement and drama, and children listen attentively. There are good links between the stories told and read and the work in the role-play area. This encourages children to use the language heard in the story in their imaginative play. Each reception room has a very good supply of attractive books and the children enjoy choosing and sharing stories. There is a strong focus on learning the sounds of the words and letters. Children learn hand actions to accompany the sounds and these help them to remember them. This good method of teaching phonics and the teachers' good practice are good models, which could beneficially be built upon in older classes. Children are encouraged to think of themselves as writers. There are good supplies of paper, pens, crayons and pencils throughout the activities offered, inside and out. Although teachers carefully show children how to form letters correctly, many find this difficult, as their hand control skills are not well developed. Teaching writing activities promotes a range of tasks, from mark-making, to making books and creating their own stories. By the time these children reach Year 1, despite their good achievement and progress, the majority will not achieve the Early Learning Goals.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- The planned activities to develop mathematical understanding are imaginative and enjoyable.
 - Children are encouraged to use mathematical vocabulary properly.
42. The practical activities and good teaching help children to achieve well from a low starting point and some will attain the Early Learning Goals by the end of reception. However, the majority will not, because they do not have sufficient understanding of language. Teachers plan and teach a programme of oral number games and rhymes.

They give a strong emphasis to developing mathematical vocabulary to help children become confident when trying to solve mathematical problems. All activities are supported by a very good variety of equipment for counting, sorting and matching. Children enjoy exciting mathematics games and these activities help to develop their personal and social skills, because they work well together, sharing equipment and checking each other's calculations. They use the computer well to match numerals and sets, making accurate use of the mouse.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Children are curious, interested and excited by what they learn.
 - The school uses its grounds well to develop children's understanding of the world around them.
43. The good teaching and organisation give children many opportunities to develop their knowledge and understanding of the world. Children enter reception with limited knowledge or experience of the world around them and their weak language skills hinder their ability to express what they know. They are stimulated and excited by the range of interesting activities provided for them. Children play, explore confidently and use tools carefully. Many are able to use adhesive neatly and cleanly when creating models. Imaginative role-play areas reflect the planned topic. For example, children were learning about Italy and the role-play area was transformed into *Leonardo's Pizza and Pasta Café*. Children celebrate different festivals of the world, for example, Chinese New Year. They learn about religious festivals, such as Christmas, and join in school assemblies to enhance their spiritual development. Children use computers confidently and can program a toy ladybird to knock down teddies. They achieve well and make good progress, but they will not reach the Early Learning Goals by the time they leave the reception class.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Good use made of the outdoor area.
 - Attainment is as expected by Year 1 because all children achieve well.
44. All children use the outdoor area each day. There are a suitable number and range of wheeled toys and bicycles outside for the size of the area. The children enjoy riding round the marked play area, which allows them to practise and improve their skills. They use the large climbing frame well, developing control of their movements and increasing agility. Children develop small physical skills by using tools and scissors, although some of them in the reception class still find it difficult to cut accurately. Although difficult for some, children are beginning to improve their skills in manipulating pencils and brushes.

Good teaching helps them to achieve well, so most meet the Early Learning Goals by the time they leave the reception class.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

- Planning of creative development links well with other areas of learning.
 - Well-chosen resources are accessible to all the children.
45. Children generally start the reception with under developed creative skills, but, by the time they are ready to start Year 1, they have reached the expected level for this age. This good achievement results from good teaching. Staff plan very good opportunities for children to learn how to use their imagination, and to explore a range of materials, which make learning meaningful. Good links are made with other areas of learning, such as communication, language and literacy, knowledge and understanding of the world and mathematical development. Children confidently develop an interest in what they see, touch, feel and smell. Resources are clearly labelled and made accessible to the children. This enables them to progress well in their learning and develop independent skills. They paint, creating their own colours and textures. They successfully enjoy creating pictures in the style of Matisse and other famous artists.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **satisfactory**.

- Good leadership has helped staff to work together to raise standards in the last year.
 - Standards in reading are improving.
 - The school is well resourced and uses visits and visitors to enrich the English curriculum.
 - Standards are below average in writing, speaking and listening.
46. Test results have varied over the years, but have generally been well below average for all schools and below average for similar schools. This was the case in 2003, except that results in reading were average compared to similar schools. Results have improved considerably in 2004, but national results are not yet available to enable secure comparisons.
47. Inspection evidence shows that overall standards are below average and achievement is satisfactory. Standards by Year 2 are broadly average in reading and below average in writing, speaking and listening. Achievement is good in reading and satisfactory in other aspects of the subject. While work is generally matched to pupils' abilities, encouraging good achievement for many, this is not always the case and some pupils then make insufficient progress. Very good support for pupils with special educational needs helps them to make good progress and to achieve their own individual targets. The extra help given to pupils who are new to learning English helps them to achieve well, and their rapidly developing skills in spoken English help them take a full part in the curriculum. Overall standards have been maintained since the last inspection.
48. Staff have worked hard and successfully to drive up standards in reading. Standards are now better than are found in similar schools. Good teaching and the introduction of a structured

reading programme have contributed to pupils' good achievement. Pupils make good progress in their reading and the majority read accurately, although fluency and the use of expression are less well developed. They talk confidently about authors and their preferences for favourite stories. Pupils of all abilities are encouraged to develop their library skills. The school has focused on improved reading standards this year, and this has been a part of performance management targets for staff. A number of factors have been instrumental in raising standards, including improved provision of books, better assessment, training for all staff, and the introduction of a specific programme to promote pupils' skills in phonics. The school has also sought and taken account of pupils' views and preferences about books and reading. The daily story time has been very effective in promoting pupils' enthusiasm and understanding.

49. Most pupils speak confidently and make themselves understood, but some pupils struggle to explain their ideas clearly, and rely on a small vocabulary. Consequently, both their understanding and their ability to communicate effectively are hampered. In lessons, pupils listen attentively to their teachers, and to one another, and follow instructions well. They are keen and enthusiastic in asking and answering questions. Pupils develop their speaking and listening skills in a variety of contexts, including presentations in assemblies. Staff work hard to help pupils extend their vocabulary by repeating and explaining unfamiliar words, although pupils do not always have sufficient opportunity to talk to each other in a structured way.
50. Pupils of all abilities are given many opportunities to write. Year 1 pupils contribute well to shared writing activities, showing a good grasp of letter sounds and developing an understanding of full stops and capital letters. Writing is planned for a range of purposes and pupils in Year 2 are developing an awareness of the reader. For example, they write a letter from Florence Nightingale, describing the conditions found in the hospital and asking for funding, using appropriate language. Teachers are not always clear enough about what they want different groups of pupils to learn. They do not always provide enough support structures for writing. Standards in spelling and handwriting are below average, and in some classes, there are not enough opportunities for pupils to practise these skills.
51. Teaching and learning are satisfactory overall and are good in many lessons. Teaching has improved since the last inspection. Lessons are managed well and work is often interesting and stimulating. Teaching assistants provide very good support for pupils, encouraging them through high quality questioning. Pupils are not always given enough support and guidance to structure their writing and have too little opportunity to draft work and revisit it.
52. The subject leader has a clear view of what needs to be improved and has taken effective methods to raise standards, particularly in reading. Good use of the assessment information has enabled teachers to track the progress pupils make in reading. Management of the subject is satisfactory. There is not enough liaison between the Foundation Stage and Year 1 teachers, and work in Year 1 does not build sufficiently on good practice and assessment information established in the reception classes. The pupils' termly writing targets are not written in language that is clear to pupils, and they are not always specific enough.
53. Overall there has been satisfactory improvement since the last inspection. Good improvement has been made in raising standards in reading and there has been some improvement in writing. There is work to be done in devising additional strategies for the development of pupils' vocabulary, spelling, handwriting and in further improving writing.

Language and literacy across the curriculum

54. The promotion of language and literacy across the curriculum is satisfactory overall. Good opportunities are provided for pupils to read aloud in lessons, but apart from this teachers do not plan enough talking opportunities. In some subjects, pupils are not given enough guidance or suggested structures to support their writing. A strength is in ICT, where pupils use their language skills well when they produce word-processed pieces.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- The majority of pupils reach the expected level at the end of Year 2.
- Very few pupils achieve the higher level.
- Teachers successfully enthuse pupils by providing interesting activities in lessons.

Commentary

55. Results of national assessments have varied for several years. At the last inspection, standards were slightly above average, but since then, have generally been below average. Results have improved for several years and for the last two years have been average compared to similar schools. In 2004, provisional results show that virtually all pupils were at the expected level, but few exceeded this. Provision has been maintained since the previous inspection.
56. Inspection evidence shows that standards in mathematics are as expected in Year 2. Achievement is good and almost all pupils now get to the expected level. Samples of work and lesson observations show that pupils generally achieve well, but the more able are insufficiently challenged. The school has high aspirations for all its pupils but few achieve higher than the expected level in this subject. The school has focused on pupils' attainment in the lower levels and has successfully improved these pupils' standards. Pupils with special educational needs and those for whom English is an additional language are making good progress throughout the school. These pupils often benefit from the support that can be given in smaller groups and the effective teacher assistant support.
57. Teaching and learning are good in both year groups. Teachers have good relationships with pupils, often using humour to gain pupils' attention and to make them feel confident and secure. Lessons are well planned so that teachers and pupils share a sense of purpose about what exactly is to be learned. Teachers make learning fun. Generally, teachers have good subject knowledge and this enables them to explain new knowledge simply and in a way that is understood by the pupils. This results in the majority of pupils trying hard and attitudes and behaviour being good. The staff work hard to find interesting problem solving situations. For example, Year 2 pupils had to interpret football scores from the European Cup Challenge. Pupils had to calculate a points system, draw a grid and work out the winning country. Pupils found it difficult to express their thoughts mathematically, but they tried hard because they were well motivated by the teacher.
58. Mathematics is well led by a leader who is part of the senior management team. She has a clear understanding of the subject and has written a good action plan. Curriculum provision is good with a strong emphasis on developing problem solving skills. Pupils are given termly targets, but these are not reviewed regularly enough to be effective for learning. Management is satisfactory. The subject is well organised, but not enough is in place to show the co-ordinator what is happening in different classes.

Mathematics across the curriculum

59. This is satisfactory. Mathematics is used appropriately in other subject areas, such as science, geography and history. There are good cross-curricular links with ICT to promote the skills of data handling and in extending pupils' learning in number recognition and computation. As yet, however, there are no formal mechanisms to ensure mathematics is incorporated into a wide range of subject areas.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Pupils achieve well in their knowledge and understanding of scientific concepts and ideas, supported by strong links with other subjects.
- Pupils tackle practical work with enthusiasm and show good skills in undertaking experiments.
- Pupils' recorded work in science is weak, and pulls down their standards.
- The subject is well led but the co-ordinator lacks opportunities to check up on progress in other classes.
- Pupils with special needs are given good support, but higher fliers are not always given more challenging work.

Commentary

60. Achievement is satisfactory overall. Results of national assessments in 2003 were average in terms of similar schools, but below average compared to schools nationally. Inspection evidence reflects a similar picture. Provision has been maintained since the previous inspection. Standards are below average overall because pupils' recorded work does not do justice to their knowledge and understanding. In discussion, they show a secure understanding of the topics they have covered, such as the work on minibeasts being undertaken in Year 2. They know that different creatures live in different habitats, for example, and are beginning to understand why different places suit different animals. They show good skills in undertaking practical work, handling equipment sensibly. They are less secure in other aspects of investigative work, and many pupils in Year 2 struggled when they needed to use a simple key to identify particular animals.
61. When recording their work, they suffer because of their weak writing skills and the work in their books do not show the good understanding which is evident when they discuss things or undertake practical work. Their understanding is boosted and consolidated well by cross-curricular links, and good examples were seen during the inspection of scientific knowledge being reinforced in design and technology and ICT lessons. Good use is made pupils' reading skills, when they are asked to research information on particular topics.
62. Teaching and learning are good overall, but vary from satisfactory to very good. Classroom management and organisation are consistent strengths, as is the use of learning support staff to help pupils, particularly those with special educational needs. The work in pupils' books shows that not enough attention is paid to providing different, more difficult work for brighter pupils. This is confirmed by the results of national assessments, when a below-average number of pupils manage to attain the higher levels, although most get to the expected level.
63. The subject is well led, and the co-ordinator checks planning to ensure that the full curriculum is covered, and gives good advice and help to colleagues when required. A useful

assessment pack has been produced which helps track pupils' progress from term to term, but this is not used enough to plan work for individuals or groups. The management of the subject is satisfactory. Although provision is well organised, the co-ordinator has too little opportunity to check on standards and teaching in the different classes. This means she is unable to target her expertise where it is most needed, and she does not have a clear enough view of strengths and weaknesses in the subject.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **good**.

Main strengths and weaknesses

- Standards are good and improving, and pupils are confident and enthusiastic users of ICT.
- Teaching and learning are consistently good.
- Good use is made of ICT to support work in other subjects.
- Good use is made of the new high-quality equipment.

Commentary

64. Achievement is good and standards are good by the time pupils are seven. Provision and standards have improved since the last inspection. Virtually all pupils meet the expected levels and many exceed them in their skills in using computers. Pupils have quickly developed very good skills in using the new 'tablet' computers. They enjoy using them and can use the various features well. In Year 1, they can switch on the computers and load programs with minimal help. By Year 2, they use the pens confidently to draw and to 'click' or 'double-click' on buttons and confidently bring up the screen keyboard if they need to. They can add to or modify their work, add text to pictures and use the various features of a graphics program. Their finished art-work has a good level of detail and makes good use of a range of visual effects.
65. Teaching and learning are good. Relationships are very good so pupils behave well. Teachers have good subject knowledge and explain specific new information clearly. Pupils take on board new ideas well and confidently put them into practice. Teachers' expectations are high and pupils work hard to meet them. Pupils are given good hands-on opportunities with computers and thoroughly enjoy this, concentrating hard and working effectively. They share machines amicably and help each other with ideas. Other opportunities are taken to use ICT, and pupils responded positively and sensibly to the chance to use a digital camera to record their work in design and technology, for example.
66. The subject is well led and managed the co-ordinator has a clear view of the strengths and weaknesses in provision. She has had opportunities to work alongside colleagues and provides them with good support and advice. Good use is made of the new equipment. It is carefully timetabled and staff make sure that full use is made of these opportunities, in a variety of lessons. The pupils are making good progress in using the 'tablets' and, although they also successfully use conventional computers with keyboard and mouse, they prefer to use the new equipment and feel they can work better with this.

Information and communication technology across the curriculum

67. Good use is made of ICT in a number of subjects. Some of the best writing seen during the inspection was the word-processed work on Florence Nightingale, linking ICT to both history and English. When pupils use an art program and link it with text, they draw and write about topics from other subjects, such as insects, when studying them in science. This supports their learning in these subjects, as well as showing them that the computer is a useful tool to aid their learning, and giving them practice in ICT skills. Good use was made of digital cameras in a design and technology lesson to record 'habitats' pupils had made, which would clearly not last long as models.

HUMANITIES

68. It was not possible to make secure judgements about overall provision in the humanities, except in religious education. Work was sampled in history and geography, with only one lesson seen in each. In addition, there were discussions with pupils and with teachers who are managing these subjects.
69. In **geography**, Pupils enthusiastically talked about their excursion around the world. Each classroom studied a different country and pupils became the "experts" on the country's capital city, popular food, dance, pastime and many other features. To visit these countries, pupils made passports and became world travellers. Geographical facts were well recalled, for instance, "India is hot and they wear silk clothes, Italy is famous for ice cream and pasta. South Africa is connected to Africa. It is very hot. One girl in our class was born there". The positive impact this week had on pupils is reflected in the way pupils confidently used atlases to show the countries that were visited.
70. In **history**, pupils loved talking about what they had learned about 'The Great Fire of London'. They knew that a monument commemorates where the fire started. They explained how a man called Samuel Pepys wrote a diary about the fire and that the details he wrote helped us to learn what happened a long time ago. Teachers promote first-hand experiences by changing role-play areas into historical settings and providing appropriate costumes and props. There were many 'Florence Nightingales' and 'wounded soldiers' in school during the inspection week! Teachers work hard and successfully to bring history alive for pupils, and this is evident in the resulting enthusiasm.
71. Subject co-ordinators ensure there is adequate provision, but lack systematic opportunities to check up on standards and teaching in different classes.

RELIGIOUS EDUCATION

Provision in religious education is **good**.

Main strengths and weaknesses

- A good balance is maintained between learning about religions and learning from religions.
- Teachers bring the subject to life for pupils by using a wide range of interesting approaches.
- The co-ordinator provides a clear lead to colleagues, but has few opportunities to check on provision in other classes.

Commentary

72. Pupils achieve well and standards meet the requirements of the locally agreed syllabus. Good provision has been maintained since the previous inspection. Pupils are developing a sound knowledge of stories from different religious traditions, such as the early life of Moses, or some of Jesus' miracles. They are starting to have a good understanding of the motives and feelings of people in the stories, and to relate this to their own experiences. Teachers are careful to link the stories they tell to pupils' own lives. For example, when pupils in Year 1 learnt about Moses, they discussed how he was cared for by his family and by the Egyptian princess. They then discussed who cared for them. This helped them to understand the story better, and to think about issues in their own lives. Similarly, the story of how Jesus' disciples were afraid in a storm gave pupils the opportunity to discuss things that they had found frightening or worrying.
73. Teaching and learning are good, and in some lessons are very good. Teachers prepare resources well and use a variety of approaches to engage pupils' interest. Very good relationships with the teachers give pupils the confidence to express their own ideas or feelings. Stories are told in a lively and interesting fashion. Pupils act out parts of stories and this brings them to life and helps pupils to remember them better. In a lesson about Jesus stilling the storm, the teacher used very effective music to set the scene. This held pupils' attention and meant they concentrated well on the story. Pupils gain a good understanding of issues because teachers handle them sensitively. In a very good lesson with Year 2 pupils, the teacher illustrated the idea of trust when she trusted the class to handle a lock of her son's hair from when he was a baby. They reacted by doing so with great care and showed genuine awe at this experience. One girl said that it made her feel like crying.
74. Leadership is good and management satisfactory. The subject is well planned and organised and the co-ordinator is a good source of support and help to colleagues. Planning is monitored and teachers have a common approach, particularly in relating stories to pupils' own lives and making them relevant. However, the co-ordinator has few structured opportunities to see the results of her work in terms of teaching and learning in other classes.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

75. Only physical education was inspected in detail. Not enough evidence was seen to make secure overall judgements about provision in art and design and design and technology, where one lesson was seen in each, or in music, where two lessons were seen. Samples of work were examined in art and design, and in design and technology.
76. In **art and design**, in the lesson seen with Year 1, teaching and learning were good. The lesson was well organised and specific techniques were taught clearly. As a result, pupils made good progress and produced work of a good standard. They learned about a new medium (painting onto clear plastic with a PVA/paint mix) and worked carefully and enthusiastically. Most of the art work on display, in this class and around the school, was also of a good standard. A striking aspect of the work was the good use of a wide range of artists from different times and places to help develop pupils' understanding. Pupils have the chance to experiment with a wide range of materials and tools, and do so very effectively. The work in Year 2, based on the paintings of Turner, was of a particularly high standard, showing a good understanding of the artist's style, and making very subtle use of colour and tone.
77. In **design and technology**, the one lesson seen was very good, and pupils' standards were good. The lesson was imaginatively linked to work about *mini-beasts* in science, as pupils in Year 2 constructed habitats for the glove-puppet animals they had made

previously. A wide range of exciting materials stimulated pupils' interest and enthusiasm and they worked with very high levels of independence and concentration. They fully understood the purpose of the design, and showed imagination and originality in their designs. They were able to relate all the aspects of what they built to the requirements of their particular creature, and knew that different animals had very different needs. Other work around the school was of at least a satisfactory standard, and some examples were good. The best work had a considerable design input from pupils, such as the glove puppets of mini-beasts, which were imaginatively made from a wide range of materials. All the work on display showed good making skills, with the quality of finish often high, and pupils having good opportunities to work with different materials. However, in some instances, the basic design was the teacher's, and pupils' contribution tended to be in deciding on decorative aspects.

78. The planning for **music** throughout the school is good and includes all the elements required. Only two lessons were seen during the inspection, both in Year 2. Teaching was satisfactory in one lesson and good in the other. Standards of performance were in line with expected levels for their age. In assembly, pupils sang action songs tunefully with enjoyment. The singing was accompanied by pupils from Year 2, playing recorders and percussion instruments. There is a range of creative arts activities that enrich the curriculum and give pupils an opportunity to develop both musical and social skills, through a range of concerts and performances. The subject is well led by the co-ordinator, who offers practical support to other members of staff. There are currently no formal assessments in music, although these are planned for.

PHYSICAL EDUCATION

Provision in physical education is **very good**.

Main strengths and weaknesses

- Standards are high because of very good teaching.
- Pupils have lots of opportunities to take part in all aspects of the subject.

Commentary

79. Achievement is very good and pupils reach standards well above those expected. There has been good improvement in standards and provision since the last inspection. Pupils' gymnastic skills are exceptionally high and they show an ability to balance and move in controlled ways far better than is typical of their age. Virtually all pupils attain the expected levels and many exceed them. They show high levels of confidence in using large apparatus, jumping and landing safely and, in many instances, gracefully. Standards in dance are similarly high and pupils show imagination in devising a range of movements, when acting out the life-cycle of a butterfly, for example. When working in small groups, they show very good appreciation of each other's movements, working together sensitively and co-ordinating their movements well. Standards are also good in games. Pupils show good awareness of space and good control when using a hockey stick to control a ball. In all aspects of the subject, pupils are developing good skills in assessing each other's performance, and when they praise another's work they can say why it was good. They are also able to offer suggestions as to how a sequence or movement could be improved. They have a good understanding of the effect of exercise on their bodies, and they have a good understanding of safety considerations.

80. Teaching and learning are very good. Expectations are very high. Teachers insist on high standards of discipline and pupils' levels of concentration and effort are extremely good. Their behaviour is very good and they work together well when needed. Teachers give very clear, specific instructions on techniques, based on good subject knowledge, and intervene sensitively to help pupils refine and improve their skills. They question pupils carefully to get them to examine their own and other's work, with a view to improvement. Good links are made with other subjects. Pupils thoroughly enjoy their lessons and take a pride in what they achieve.
81. Pupils generally have three lessons a week, which means that the different strands of the subject are covered thoroughly and pupils are able to build on what they learn from week to week and term to term. A variety of activities are undertaken. As well as gymnastics, dance and games, pupils enjoy activities, such as parachute games, 'write-dance' and receive professional football coaching from the staff of Charlton Athletic.
82. Leadership and management are good. The subject is very well organised. Although there is not much formal monitoring of work in different classes, the co-ordinator has had the opportunity to observe lessons when a final-practice student took her class, and has a clear understanding of the work that is done across the school.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

83. Insufficient work was seen to provide a secure overall judgement on the provision in these subjects. However, from the work sampled, and from conversations with pupils, parents and teachers, it is clear that provision is well established and that pupils are effectively supported as they develop into mature individuals. Accordingly, as parents reported with approval, pupils feel secure and happy at school and enjoy their schooling. It is evident from the good relationships, attitudes and behaviour throughout the school that personal, social, health education and citizenship are well provided for. Science teaching makes a good contribution to health education through consideration of a healthy lifestyle, and the very good provision for physical education helps pupils to understand how their bodies work. The school council, made up of elected 'councillors', gives the pupils opportunities to take part in making decisions about some whole school issues, and they take these opportunities with enthusiasm.

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	2
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	3
Overall standards achieved	4
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	4
Attitudes	2
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	4
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
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	4

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

