

## INSPECTION REPORT

**St Luke's Church of England Primary School**

Cookham Road, Maidenhead, Berkshire, SL6 7EG

LEA area: Windsor & Maidenhead

Unique reference number: 109970

Headteacher: Miss Gill Harbut

Lead inspector: George Wallace

Dates of inspection: 26<sup>th</sup> – 29<sup>th</sup> April 2004

Inspection number: 257777

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: Voluntary Controlled  
Age range of pupils: 5-11  
Gender of pupils: Mixed  
Number on roll: 223

School address: Cookham Road  
Maidenhead  
Berkshire  
Postcode: SL6 7EG

Telephone number: 01628 621600  
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Appropriate authority: Governing Body  
Name of chair of governors: Mr A. Davidson

Date of previous inspection: 14<sup>th</sup> June 1999

## CHARACTERISTICS OF THE SCHOOL

The school is situated in the Royal Borough of Windsor and Maidenhead and serves the communities of several adjacent wards with a wide socio-economic and ethnic mix of people. The school has 223 pupils aged 5 – 11. Children join the school in the term after their fifth birthday.

St Luke's School is an expanding school and now has nine classes, two of which are taught in mixed age groups. The school has very pleasant grounds. Buildings are in good repair, with nearly half the school being in new accommodation. Fifty-nine pupils have been identified as having special educational needs, a proportion of pupils that is above the national average. Seventeen pupils are placed on the higher levels of the special needs Code of Practice<sup>1</sup>, including three pupils with a statement of special educational need. Pupils have learning, social, emotional and behavioural needs, speech and communication difficulties and visual impairment.

Over 40 per cent of all pupils are from homes where English is not the first language, but proportionally few of these children enter the school not speaking any English. Punjabi, Urdu and Bengali are the main first languages spoken by this group of pupils. Eighty-one pupils are identified as being at the early stages of learning English, and 46 pupils are currently supported through additional Ethnic Minority Achievement Grant funding. Whilst the attainment of most pupils on entry to the school is below the national average for their age, there is a significant minority of relatively high achievers starting school.

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<sup>1</sup> Code of Practice – this gives practical advice to schools and local education authorities about their responsibilities, duties and tasks to ensure that pupils who have special educational needs receive the most appropriate help and support to further their learning and personal development. This is a statutory duty under the Special Educational Needs and Disability Act 2001.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
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4099	Rodney Braithwaite	Team inspector	Foundation Stage, Art, Information and Communication Technology, Music
33648	Catherine Crooks	Team inspector	Mathematics, History, Citizenship/Personal, Social and Health Education, Religious Education
22424	Kathy Taylor	Team Inspector	English, Modern Foreign Languages, English as an Additional Language, Special Educational Needs

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## **PART A: SUMMARY OF THE REPORT**

### **OVERALL EVALUATION**

The school provides a sound quality of education. It adds value to pupils' education and therefore makes a positive difference to the lives of the pupils because of its caring and friendly ethos which provides an enriching experience for pupils. Pupils and parents value their school. Overall, teaching is satisfactory with several strengths. Pupils make good progress and in most subjects they reach standards expected for their age by the time they leave school. They achieve well in relation to pupils in schools that have similar characteristics. The leadership and management of the acting headteacher is satisfactory overall. A new headteacher will be joining the school in September 2004.

The school's main strengths and weaknesses are:

- the school ethos is good. Pupils get on well together, enjoy their school and feel that they are included in all activities and therefore their attitudes to learning, co-operation, relationships and general personal and social development are good;
- that standards in English, mathematics and science at Key Stage 1 are below average as is English at Key Stage 2. However, at Key Stage 2 standards when compared to similar schools are favourable;
- pupils achieve well and make good progress throughout their time at school;
- the leadership and management roles of subject leaders, including responsibilities for English as an additional language and special educational needs, are mostly unclear and highly inconsistent between staff;
- the use of information that teachers acquire through their assessment of pupils is inconsistently used in their planning and teaching meaning that too frequently the specific needs of pupils are not being attended to;
- the support provided by learning support assistants is good and highly beneficial to pupils' learning and achievements;
- parents believe in their school and feel that it works hard in the best interests of their children;
- the care and welfare provided by staff to pupils is of a good quality;
- governance of the school is good;
- attendance is below the national average, in particular unauthorised absence.

The school has made satisfactory progress since the last inspection. In some areas such as care, welfare and the management of health and safety, improvements have been significant. However, in areas concerning the overall management of most subjects, including some aspects of special educational needs and English as an additional language, the weaknesses identified at the last inspection remain. Attainment in English and mathematics through the national tests has been improving year on year and when these results are compared to similar schools results have improved since the last inspection. Although attendance is still below average it is better than at the time of the last inspection.

## STANDARDS ACHIEVED

### Year 6 results

St Luke's School results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	E	D	C	A
mathematics	E	D	D	B
science	E	C	E	C

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.

**Overall, pupils achieve well** and although standards in the core subjects of English, mathematics and science have varied, often considerably over recent years, it is clear that in both English and mathematics the school has made a significant positive impact on the standards reached by pupils by the time they leave school.

Pupils' attainment on entry to school is below (and sometimes well below) that expected of children of a similar age, especially in communication and language skills, mathematical development and personal and social development. However, they make a positive start to school with good achievement in aspects of social and physical development.

In Years 1 and 2 pupils' standards are well below average when compared to all schools nationally and below average when compared to schools with a similar intake. However, when the achievements of the most able are compared with other schools their standards are in line with those nationally and above those for similar schools. Inspection findings are similar to the results of the national tests.

Pupils' achievements improve more rapidly during Years 3 to 6. Inspection findings show that pupils' standards in mathematics and science by the end of Year 6 are as expected for their age, but slightly below that expected in English. In the 2003 national tests, standards in English compared to all schools were average, but in mathematics below average, and in science well below average. However, when compared to similar schools the combined standards in English, mathematics and science show that St Luke's is in the top 25 per cent of schools with a similar intake. The most able pupils also show positive achievements which when compared to all schools nationally are above average in English, however they are below average in mathematics and science.

In all other subjects standards are as expected for pupils of their age. In Year 5 both French<sup>2</sup> and German are taught and pupils show a good aptitude for learning these languages.

Pupils' personal development is **good**. Their attitudes to school and behaviour are also **good**. Pupils are enthusiastic, keen to please and willing to work hard, take part in lessons and enjoy learning. Relationships are good and there is racial harmony. **Pupils' social and moral development are good** with several strong elements to this. Their **spiritual and cultural development are satisfactory**. Overall attendance is good for the vast majority of pupils, however, it is **below the national average**.

## QUALITY OF EDUCATION

Overall the school provides a sound quality of education with some good features. Teaching and learning are satisfactory overall with strengths in teaching at both key stages. The focus on numeracy and literacy has ensured that pupils make good progress. By the time pupils leave school at the end of Year 6 standards are higher than one might have expected on the basis of their standards at the end of Year 2. Therefore the staff add value to the education of pupils at the school. Nearly every lesson observed was at least satisfactory with nearly half of all lessons

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<sup>2</sup> German is taught to Year 6 in the summer term after national tests have been taken.

observed at least good. Staff know the pupils very well, and pupils overwhelmingly state that there are always teachers that they feel able to turn to and talk with if they are experiencing anxieties of any kind. Teachers are inconsistent in the way they use their good knowledge and understanding of their pupils, and in their use of other assessment information when planning lessons to meet all pupils' needs. The curriculum is satisfactory with good enrichment activities. The welfare, care and support given to pupils are good and pupils feel that their thoughts are considered in the school. Links with parents and other schools are largely good.

### **LEADERSHIP AND MANAGEMENT**

The acting headteacher has made a good start to the process of maintaining an effective school in the two terms between the former head leaving (December 2003) and the new head joining the school (September 2004). Overall, the quality of leadership and management of the school are satisfactory. There is a clear commitment to school improvement, but not always sufficient emphasis on the management of pupils' learning because of the inconsistent approach by teachers on planning lessons for specific pupils' needs. The quality of subject leadership varies from good to unsatisfactory because several teachers are unsure of what their role entails and therefore what is expected of them. Governors support the school well. They are aware of the school's strengths and inconsistencies and have over the past year, taken the necessary time to appoint a new head.

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

Parents view their school positively. They feel that the school is open, and has high expectations of their children in both behaviour and their attitudes towards their school activities. Parents are well informed about how well their child is doing at school and feel that it is easy to talk with teachers at almost any time about their child. Pupils have much praise for their school and talk engagingly about it.

### **IMPROVEMENTS NEEDED**

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

- raise standards in English, mathematics and science in Key Stage 1 and standards in English at Key Stage 2;
- increase attendance rates overall, improve the procedures used by the school to promote good attendance and improve the efforts of parents to ensure year round attendance by their child(ren);
- ensure that the leadership and management role of subject leaders, including overall leadership of EAL (English as an additional language) and some aspects of special educational needs, are clearly understood, and
- ensure greater consistency in the use of assessment information by teachers in their planning for pupils' individual needs.



## **PART B: COMMENTARY ON THE INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

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

Achievement of children in their reception period at school is satisfactory. Standards by the end of the Foundation Stage are below average, although there is a significant minority who do reach standards expected for their age. In view of the needs of the children, teachers and the nursery nurse concentrate on the development of language, social and creative skills so children make a productive start to school.

In Years 1 and 2 pupils' achievements are satisfactory in all subjects. Through Years 3 to 6 achievements are also satisfactory, however, in some subjects achievement is good.

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

- Pupils achieve well and show that by the time they leave school they have made good progress.
- Whilst standards in the national tests at the end of Year 2 are below average overall, the standards reached by a significant minority of pupils are above average.
- Currently, by the end of Year 6, standards in mathematics and science are average, and for English are below average. However, the 2003 national test results show standards in English to be average but for mathematics and science, standards were below average.

#### **Commentary**

##### **Foundation Stage**

1. The attainment of pupils when they first come to St Luke's School is below, and sometimes well below that expected of children of a similar age, especially in communication and language skills, mathematical development and personal and social development. However, they make a positive start to school. They are at nationally expected levels in their physical development and about half of the group reach such standards in their personal, social and emotional development and creative development, however, in general, standards by the end of their Foundation Stage are below that expected for children of their age. It has to be noted that only about one-third of the children have two terms in the Foundation Stage class, a further third have one term and the others join at the start of Key Stage 1, in Year 1.

##### **Key Stage 1**

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

Standards in:	School results	National results
reading	14.1 (12.2)	15.7 (15.8)
writing	12.4 (11.6)	14.6 (14.4)
mathematics	15.0 (13.8)	16.3 (16.5)

There were 39 pupils in the year group. Figures in brackets are for the previous year

2. In Years 1 and 2 standards in reading and writing are below average, however, pupils work hard, make sound progress and achieve well. The school's oracy project is having a positive impact on pupils' achievements and overall attainment.
3. The 2003 national tests, standards for pupils at the end of Year 2 were well below those seen in all schools nationally and below those seen in similar schools. The achievement of these pupils is satisfactory when compared with assessments made on starting school.

4. Overall standards in science by the end of Year 2 are below the national average, however, there are wide variations in pupils' attainment throughout Years 1 and 2. This represents a decline in science standards since the last inspection. However, weaknesses identified in science in experiments and investigations have improved.

## Key Stage 2

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

Standards in:	School results	National results
English	26.7(26.2)	26.8(27.0)
Mathematics	26.6(26.0)	26.8(26.7)
Science	27.2(28.4)	28.6(28.3)

There were 35 pupils in the year group. Figures in brackets are for the previous year

5. The 2003 national test results show that standards in English were average when compared to all schools, however, when compared to schools with a similar intake they are well above average. In mathematics, standards, as shown by the national tests, are below average when compared to all schools, and well below average in science, yet above average in mathematics when compared to similar schools, but only average in science.
6. The percentage of pupils reaching the higher levels of attainment, Level 5 and above are above average in English and below average in mathematics and science as compared to all schools nationally. This partly reflects the significant minority of higher ability pupils in each year group together with the emphasis the school has placed on improving standards in English. The school exceeded its Level 5 targets for 2003 in both English and mathematics. The Level 4 targets were met in mathematics but were below the target set by the school for English.
7. Inspection findings show that overall standards in English by Year 6 are slightly below that expected for their age. However, throughout Years 3 to 6 pupils make faster progress than in their earlier years. This is because pupils are gaining in confidence; they are given and respond positively to a greater degree of independence both generally and in their classwork. Pupils also have improved their speaking and listening skills. Such improvements are a consequence of the school's concentration on staff training, better quality and greater quantity of resources for English and the development of an oracy programme. Girls and boys and pupils of different capabilities largely achieve at similar rates. However, improvements to the special needs provision and that for pupils still acquiring English would help these pupils to improve at a faster rate, and increase the number of pupils attaining the expected levels by age seven and 11. There are no differences in pupils' attainment based solely on ethnicity.
8. The 2003 national test results at the end of Year 6 showed standards in mathematics to be below average when compared to all schools nationally, but average when the results were compared with results in schools with a similar intake to that of St Luke's. In mathematics, pupils make good progress between Year 3 and Year 6.
9. Standards in science are broadly in line with the national average. In recent national tests, the results have shown large changes from well below average nearly three years ago, to average in 2002 and again well below average in 2003. This reflects the wide variation in attainment levels of pupils in different year groups also reflected in the school now.
10. Standards in information and communication technology (ICT) are in line with national expectation throughout the school. The achievement of all pupils is also satisfactory. Resources were unsatisfactory at the last inspection and this has been remedied. In all other subjects inspected standards in Year 6 are as expected for children of their age. Additionally,

pupils in Years 5 and 6 are taught German and French. The pupils achieve well and show a good aptitude for learning new languages.

11. In both key stages, pupils with special educational needs make satisfactory progress. Pupils learning English as an additional language achieve satisfactorily and in line with their peers. Nevertheless, improved identification of the precise learning needs of both groups of pupils would enable the additional support to be more focused and pupils to progress at an even faster rate.

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

Pupils' attitudes are **good** and they behave **well**. Opportunities for personal development are **good** and pupils form **very good** relationships with one another. Attendance continues to be below the national average and is unsatisfactory.

### **Main strengths and weaknesses**

- Pupils have positive attitudes to their school and to work.
- Behaviour in the classroom and around school is good.
- Relationships among pupils, including racial harmony, are very good.
- Pupils' social and moral development is good.
- Opportunities for spiritual and cultural development have improved since the last inspection.

### **Commentary**

12. Pupils like school. They think that their school is a good school which expects them to work hard and do their best. In lessons they are interested and eager to learn. They are very keen to join in and appreciate that their answers and ideas will be valued. Pupils from a wide range of backgrounds work together well and respect each other's cultures and beliefs. Pupils are equally enthusiastic about the out-of-school activities available to them and the range of visits that they go on.
13. The pupils' behaviour is good and teachers have high expectations which are enforced calmly and consistently when necessary. There is a clear behaviour policy which has been successfully put in place since the last inspection. Pupils have a good understanding of the school rules and many classes have set up complementary class rules which fully support the inclusive nature of the school and the positive approaches to learning. Pupils think that these rules are fair and feel that they are applied equally. There is a positive reward system in place and pupils can earn merit marks in a number of ways, working towards individual and group targets. Playtimes have a happy, friendly feel and the pupils play well together irrespective of ethnic background. Pupils have confidence in the school's procedures for handling bullying should it occur and feel that any incident of name calling or racism would be dealt with seriously.
14. Pupils with special educational needs have good attitudes to their learning, both when working as part of the whole class and when working in small groups. They often work hard and concentrate well. Pupils with behavioural needs and difficulties make good progress in managing and improving their behaviour. This aspect has improved well since the last inspection.
15. Pupils' personal qualities develop well while they are at the school. Relationships are very good and pupils get on very well with each other and the staff. Social responsibilities are well developed by the school. Pupils are provided with a wide range of opportunities to help in the running of the school, from class-based monitor duties to being members of the school council. All roles are undertaken willingly and enthusiastically. The school also provides a good grounding in moral issues. Pupils recognise the need for rules and understand the difference between right and wrong.

16. Opportunities for spiritual and cultural development are satisfactory and this is an improvement since the last inspection. Examples of pupils reflecting on their work and expressing wonder were seen in a number of lessons during the inspection, including a history lesson when pupils were encouraged to imagine how it would have felt to be a servant in Victorian times. Daily assemblies or acts of worship allow pupils time to reflect, for example on how their behaviour affects others or what it means to be a good friend. During one assembly seen, pupils applauded the work of other children and there were audible gasps when a fabric wall hanging made by Year 3 pupils was displayed. Time provided for reflection is not always sufficient, however, and opportunities for spiritual development are still somewhat haphazard as they are not regularly included in lesson planning. The school now capitalises much more upon the experiences and knowledge of its pupils in terms of cultural diversity. Their contributions are valued in many lessons, especially those of personal, social and health education, religious education, history and geography. The school has also improved its cultural resources and opportunities for culturally based visits and visitors but these are still often focused on the religious education curriculum and have not yet been extended to all curriculum areas.

## Attendance

### Attendance in the latest complete reporting year 2002-03 (%)

Authorised absence		Unauthorised absence	
School data:	5.1	School data:	1.2
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.

17. The current rate of attendance, although better than at the time of the last inspection, is still below the national average. Unauthorised absences are high compared to the national average, but are declining, for example the figure for 2003-04 is 0.9%.
18. The school's procedures for monitoring and improving attendance are unsatisfactory. There is no attendance policy and insufficient attention is paid to improving the overall picture. No one in the school has responsibility for monitoring trends or patterns of absence across the year groups. Unauthorised absences are not always questioned. It is left to the class teacher to follow up unexplained absences and this practice is inconsistent between classes. Many pupils take holidays during term time and most action to improve attendance is normally left to the Education Welfare Office on twice termly visits. Although the school has introduced rewards for pupils achieving 100 per cent attendance, links with parents about attendance are poor and there is no contact with parents on the first day of absence. Although some pupils are late for school, the teachers do not allow this to disrupt the smooth start of lessons.

## Exclusions in the last school year

### Ethnic background of pupils

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions
White – British	49.3%	3
White – any other White background	2.4%	0
Mixed – White and Black Caribbean	1.4%	0
Mixed – White and Asian	0.5%	0
Mixed – any other mixed background	1.4%	0
Asian or Asian British – Indian	4.3%	0
Asian or Asian British – Pakistani	34.3%	0
Asian or Asian British – Bangladeshi	1.4%	0
Asian or Asian British – any other Asian background	3.4%	0
Black or Black British – African	1.0%	0
Any other ethnic group	0.5%	0

There were no permanent exclusions.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a **sound** quality of education. Teaching is **satisfactory** with nearly half of all teaching of at least a good quality. The use of assessment outcomes, including the teachers' very good knowledge of their pupils, is too frequently ineffective. The curriculum is **satisfactory** and includes a **good** range of extra-curricular activities. Care for pupils is **good**. Parents are supportive of the school, Links with parents and other schools are **good**.

### Teaching and learning

The quality of teaching and learning is **satisfactory** overall. Whilst there is a variation in the quality of teaching throughout the school, that variation is relatively narrow. The use of assessment is satisfactory in some classes and with most pupils, but is unsatisfactory in the main when used in the interests of the more able pupils. Although the least able receive very good support from learning support assistants, too frequently the support is not a consequence of the identification of their specific needs.

### Main strengths and weaknesses

- The management of pupils' behaviour is good.
- Staff know their pupils well, but the use of assessment information in the planning of lessons is inconsistent and is unsatisfactory in relation to the most able pupils in several classes.
- The work of learning support assistants is highly effective, especially with pupils with special educational needs.
- Teaching largely engages pupils and therefore they enjoy taking part in lessons.

## Commentary

### Summary of teaching observed during the inspection in 48 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	5 (10%)	18 (38%)	23 (49%)	1 (2%)	0 (0%)	0 (0%)

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

19. Almost all teaching is satisfactory or better. Nearly half is good or better with one in ten lessons being of a very good quality. Whilst the overall quality of teaching has not improved since the last inspection there are improvements because there is now a much smaller proportion of unsatisfactory teaching. Teachers' subject knowledge is good. Teaching is stronger in science, art, history, religious education and German and French than in other subjects. However, there are good lessons in all subjects.
20. In the best lessons, teachers ensure that their prompt early questioning of their class involves and interests all pupils by ensuring that a wide range of questions are asked of pupils at different levels of challenge therefore making pupils really think. Such an approach recognises the different abilities of pupils. Another strong feature of good lessons was the short length of time allotted to whole class questioning including an explanation of the purpose of the lesson, and the practical main part of the lesson. In such cases, the lesson had been planned extremely well and plenty of resources were available to ensure that all pupils were involved in the task. For example, in a science lesson on forces, some challenging questions together with a clear demonstration about the links between weight, shape and air resistance led into practical work. This enthused the pupils who were energetic, motivated, eager to learn and successful. They worked very well at different times as individuals and as part of a team.
21. Frequently, teachers emphasise the importance of subject vocabulary and the need to express themselves as clearly as possible, in writing or speech. Good examples of the importance of clear written work are demonstrated. Teachers have high expectations of pupils' behaviour. The pupils respond positively and work hard to succeed. Teachers generally use praise well. Teachers work with and alongside pupils, when necessary re-group the class to make a specific teaching point and ensure that their support assistant(s) have the tools for the jobs they do so well.
22. Where learning is unsatisfactory it is noticeable that pupils become confused quickly and therefore do not understand the purpose of the lesson. It is most often a product of overly long explanations by the teacher. Sometimes teachers recap on previous work and the lengthy recap does not flow quickly enough into the new topic. In such cases pupils spend too much time simply listening and not getting involved in the new, often practical elements of the main part of the lesson. Pupils, who throughout the school are largely quite highly motivated and keen to learn and respond well to their lessons, begin to fidget and lose attention. In such circumstances they achieve little.
23. Another aspect of teaching that does not provide sufficient challenge is when the more able pupils have to start at the same point as every other pupil in the class. In the worst examples, all pupils are asked to identify and colour in paper coins that have a value of less than 10p. In another lesson a good experiment about the conductivity of materials meant that all pupils had to test all materials in the same way rather than acknowledge that the most able understood the principles of conductivity and required a more challenging task about this topic.
24. Pupils with special educational needs and those learning English as an additional language are given plenty of extra adult support in lessons, which enables them to learn satisfactorily. Where teaching is good teachers emphasise and explain key vocabulary, provide visual clues and prompts, keep a good overview of pupils' progress and direct specific questions to pupils

to ensure that they understand and are included. In general, however, teachers assign too much responsibility to the support staff for meeting these pupils' needs.

25. The specialist teaching of pupils who learn English as an additional language in withdrawal sessions is good. This teaching supports pupils well to extend their spoken language and vocabulary.

## Assessment

26. The school has improved its systems for assessing pupils' academic progress since the last inspection, especially in English and mathematics and these are now satisfactory. Teachers are using the considerable volume of data being produced to monitor closely the progress of pupils in these subjects. However, there is no whole school system yet for assessing ICT or the foundation subjects. Subject leaders have few opportunities to monitor their subjects effectively. As a result there is very little impact from the use of such observations in teachers' day-to-day planning. Where it is available, especially for those pupils with special educational needs or who have English as an additional language, it is used inconsistently. These pupils are sometimes well supported in lessons and make good progress, especially when working with learning support assistants. At other times though, they attempt tasks with no support and are reliant on using their own initiative, copying others or doing very little. Analysis of pupils' books also shows pupils of different abilities frequently attempting the same work. This indicates that in almost all subjects, teachers are not using their formal or informal knowledge of pupils' learning in their daily planning, and is unsatisfactory. This is in spite of the fact that in lessons, teachers frequently demonstrate through their varied questioning that they have a good knowledge of pupils' individual capabilities. Likewise, marking across the school is inconsistent, and whilst frequently offering praise and encouragement, gives too few hints to pupils on how they can improve.
27. The procedures for identifying pupils' with special needs, and their additional needs in learning English, are unsatisfactory. Staff do not always make a clear distinction between the two, which results in too many pupils who are still learning English, also being identified as having special educational needs. The school identifies some pupils whose attainments are below the expected level for their age, as "slow learners", without giving full consideration to other relevant factors, such as pupils' relatively late entry to school.
28. The co-ordinator for special educational needs has introduced a computer program to help draw up individual education plans for pupils with special educational needs. This helps to ensure that some pupils' targets are precise and measurable, but inconsistencies occur because not all teachers use the program. Some pupils' targets are then too general and carried forward from one review to the next. Learning support staff and teachers keep satisfactory records of pupils' progress in lessons and over time.
29. The progress of those pupils receiving additional support to acquire English is currently being assessed and reviewed regularly, but past records of pupils' progress are incomplete. This limits the school's ability to track individual pupils' progress over time and direct the support to those pupils most in need.

## The curriculum

The curriculum is **satisfactory** overall. It is enriched by a good variety of additional activities. Accommodation is **good** while resources for learning are **satisfactory**.

### Main strengths and weaknesses

- Cross-curricular links are good.
- The curriculum is enriched through well-planned visits, visitors and out-of-school activities.
- There are not always enough support staff in the Foundation Stage.

## Commentary

30. The curriculum across the school is broad and balanced. Planning for all subjects ensures that the required areas of the National Curriculum, the Foundation Stage curriculum and religious education are covered satisfactorily. Subjects such as history, geography and religious education are organised in two-year cycles to ensure that all pupils cover the required areas whether they are in single or mixed age classes. Provision for personal and health elements of the curriculum, such as sex education and drugs awareness education is satisfactory. Pupils' receive good provision and opportunities for their social and moral development and for spiritual and cultural development they are satisfactory. This is an improvement since the last inspection.
31. Pupils with special educational needs and those learning English have full access to the curriculum and current arrangements enable pupils to progress at the same rate as their peers. This is, however, heavily dependent on employing a high level of additional teaching assistants and buying in good quality advice and services from external providers. Funds allocated to these areas have been reduced recently. It is therefore essential that the school both challenges and supports class teachers to ensure that their teaching consistently addresses all pupils' additional needs.
32. Teachers make good links between and within subjects, relating new work to previous learning. Displays of pupils' work are of good quality and highlight links between subjects. The whole school oracy project to develop pupils' speaking and listening skills is beginning to have a positive effect on pupils' progress. Teachers consciously build opportunities for this into all their lessons as well as providing specific times to focus on speaking and listening such as 'show and tell' or circle time.
33. The curriculum is enriched by a wide range of well-planned visits, visitors to school and out-of-school activities. Pupils talk enthusiastically about the visits they have taken part in and can explain how these fit in with the work they have been doing in school. For example after a visit to Hampton Court Palace the pupils produced high quality leaflets to act as a guide for children visiting the Palace. A lot of preparatory work is undertaken with the pupils before a visit takes place to ensure that they get the most from it. A wide range of clubs are available for all pupils. These include netball, cricket, football, swimming, choir, recorders and guitar. Other opportunities include working towards an English Speaking Board award, French club, mathematics/games club and a revision club for Year 6. Overall these activities are attended by boys and girls from across the school regardless of ethnic background or ability.
34. The school is staffed well with qualified teachers. Teaching assistants are effective throughout the school and they are used well to support pupils with special educational needs and those learning English as an additional language. The deployment of the additional staff for pupils learning English as an additional language is primarily based on pupils' needs. There are not always enough support staff in the Foundation Stage to enable all children to reach their full potential.
35. The school's accommodation is good and has improved since the last inspection. The whole school site is safe, well maintained, and very attractively presented with lots of good displays. The grounds of the school are particularly pleasant and are well used by the pupils. There is a satisfactory range of curriculum resources which are used well but there are insufficient computers in the ICT suite for the number of pupils in many of the classes..

## Care, guidance and support

Care and support for pupils is **good** and an improvement over the situation at the time of the last inspection. Pupils are encouraged to be involved in the work of the school.



### **Main strengths and weaknesses**

- Child protection and health and safety procedures are now in place.
- Staff know the pupils well and care for them well.
- Pupils feel valued and know their views matter.
- Teachers assess pupils' work well but do not always use this information as effectively as they might.

### **Commentary**

36. The school's arrangements to ensure that pupils are supervised and safe at all times are good. Procedures for child protection and health and safety are now fully in place and understood by all the teaching and support staff. This is an improvement since the last inspection. There is close co-operation with various responsible agencies to ensure the pupils' welfare. Teachers and support staff make good efforts to get to know their pupils and to establish a trusting relationship with them. Every effort is made to find out about pupils' health and dietary needs when they join school and the administration of medicines follows clear procedures. All decisions about health and safety are based on careful risk assessments that ensure that pupils and adults work in a safe and hazard-free environment.
37. The procedures for supporting and guiding pupils are satisfactory. Although the teachers know their pupils well and regularly assess their performance in the core subjects, they do not always use this information effectively to tell them what pupils need to learn next. Good induction routines have been established to settle new pupils into school and pupils are also well prepared for transfer into secondary school.
38. The school values its pupils and takes care to acknowledge their achievements, particularly when they have made efforts and tried hard. There is a good system of rewards that is greatly prized by the pupils and encourages them to work well and do their best. A school council has been formed to involve the pupils in improving the school's routines and facilities and pupils believe their views and comments are taken seriously.

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

The partnership with parents is **satisfactory**. Parents are pleased with what the school offers and are supportive of the school. There are **good** links with the community and with other schools.

### **Main strengths and weaknesses**

- Parents have positive views of the school.
- Parents receive essential information about the school and children's progress.
- There are regular opportunities for parents to talk to teachers and nearly all teachers are approachable.
- There are good links with partner institutions which enhance pupils' learning opportunities.
- The school is outward looking and has developed productive links with the community.

### **Commentary**

39. Parents have positive views of the school and are pleased with the quality of education it provides. They like the way the school keeps them in touch with what it does by newsletters, annual reports and regular consultation evenings which are always well attended. Families with children with special educational needs are invited to attend their children's annual review of their progress. A few parents help the teachers in class and a few come into school to listen to children read. There is an active Parents' Association, which organises a good programme of social and fundraising events to support the school's work.
40. Each term the school includes in its newsletter to parents an outline of the topics that pupils will be covering in their lessons. Although this is found useful, some parents would like more detailed information about homework and the curriculum in order to support their children's

learning at home. There are few curriculum meetings in school and some annual reports do not make clear the levels their children are working towards. While many parents find teachers very accessible and helpful, some parents feel that their concerns are not always taken seriously. Currently, there is no mechanism within school to seek parents' views.

41. There is a home/school liaison worker who makes good efforts to communicate with parents whose first language is not English. Wherever possible, she will help with translations and deal with any queries. While this help is very valuable, few parents volunteer to work in the school therefore getting to know the school and understanding more about the way their children learn.
42. The school is outward looking and uses every opportunity to develop links with the local community. These have a direct impact upon the progress pupils make through the provision of additional resources and facilities. Teachers make good use of the local area to extend pupils' learning and there are good links with the local church, the mosque, the library and the emergency services. There are very effective links with local volunteers who come in each week to listen to children read. Theatre groups and other regular visitors come into school to speak in assemblies and to support various aspects of the curriculum. The school has developed a good range of links with other secondary schools which enhance the range of learning opportunities for pupils in ICT and modern foreign languages. Teachers benefit, too, as they share and extend their expertise with other professionals. The school works actively with feeder secondary schools to ensure smooth transition and induction arrangements. There are very effective links with several pre-school groups and nurseries which ensure that children settle down quickly into the reception class.

## LEADERSHIP AND MANAGEMENT

Overall, the leadership and management of the school are **satisfactory**. There is a clear commitment to school improvement, but not always sufficient emphasis on pupils' achievements. The headteacher's leadership is **satisfactory** although in the circumstances she has done a good job in steering the school during the current gap between the former head leaving and the new head starting in September. Governance of the school is **good**. The school provides **satisfactory value for money**.

### Main strengths and weaknesses

- The leadership of the acting headteacher is satisfactory and she has high aspirations and sense of purpose for the school.
- The management structure is inadequate, and therefore management contributions by other key staff and co-ordinators are unsatisfactory.
- The governing body is well led, and makes a good contribution to the management of the school.
- The school budget is overstretched, and the school is spending more than its income.
- Some development targets are not always followed effectively enough.

### Commentary

43. The deputy headteacher has been acting headteacher since January 2004 because the previous headteacher resigned his post at the end of the previous term. This has been a formidable task because she continues to carry nearly all of her previous responsibilities as a deputy headteacher in addition to considerable teaching duties. She has also been faced with severe budget restrictions, a number of building problems and the fact that the overall management structure is significantly underdeveloped. Nevertheless, her leadership has been satisfactory, and she has shown considerable fortitude in bearing this load. Her many years of dedication to the school drive her strong aspirations for improvement, and sense of purpose in providing a safe and caring environment for the pupils.

44. Her leadership has been characterised by taking on a large number of responsibilities herself, but she now realises she simply has not the time to achieve all she would like for the school. She has been hindered by the fact that the school has not established an effective management structure. Most staff have named responsibilities but have not been empowered to carry them out satisfactorily. Their leadership roles vary considerably, from those whose roles are known well such as the Key Stage 1 and Key Stage 2 co-ordination roles, subject leaders for English and mathematics, to others whose roles are ill defined so that they are left to function in an *ad hoc* manner.
45. The overall leadership and management of special education needs and the provision for pupils learning English as an additional language are unsatisfactory, as was the case at the time of the last inspection. The good features of the role of the special needs co-ordinator includes the maintenance of links with external agencies, ensuring that pupil reviews take place regularly and that parents are invited to attend. However, her role in strategically developing the school's provision needs improvement because some staff need further advice and guidance.
46. No one in the school has overall responsibility for leading on ethnic minority achievement, nor managing the provision for pupils learning English as an additional language. As a result the overall provision is not monitored satisfactorily and decisions about which pupils receive specialist support are largely left to teachers to determine. Pupils receive good support from two specialists, one of whom works with pupils in Years 3 to 6, and the other with pupils in the early years of the school. There has been some good staff training to extend and improve all teachers' understanding of teaching pupils with English as an additional language, but the lack of in school leadership of provision means that there are some weaknesses, for example, in the identification procedure of need and teachers' planning making little reference to such pupils' needs. Additional funding and therefore provision has also been significantly reduced in recent years, despite the level of pupil need remaining constant, and the school is unsure about why this is the case.
47. The governing body is led strongly by a relatively new chair, who is well aware of the weaknesses of the school in its management structure. The governors have consequently taken time and great care in their appointment of a new headteacher, and have outlined very clear plans as to what they want for the future of the school. The relatively high financial balance carried forward from last year was mainly a product of staff cost savings because the school was unable to secure a full complement of staff and the former headteacher had to teach full time. The governors have a good knowledge of the strengths and weaknesses of the school and how the school should be seeking to achieve 'best value' in all areas. All governors are active in school and have defined responsibilities. Much of their common motivation is driven by the clear understanding they have of the school's shrinking budget and the decisions they will have to make to secure a balanced budget if they are to avoid the operation of a deficit budget of up to £40,000 in the current financial year. The governing body is preparing an action plan which will include projecting a much stronger image of the school as a community which is in high demand by local parents. Although there are management weaknesses in the school, the governors now form an effective body, and are making a good contribution to the management of the school.
48. The school has satisfactory procedures in place for self-evaluation, producing and monitoring performance data in English and mathematics, staff performance management and professional development. The school also produces a detailed and well-defined development plan, which clearly identifies and costs priorities. However, the school is not so effective at using the information provided by these procedures. The objectives laid out are not always followed through, and so professional development through training of teachers, for example, is sometimes not linked with the school priorities. The present school governors and management have recognised these deficiencies and are now attempting to ensure that targets set in all areas will be met within clearly defined time scales. These targets include a much higher profile for the school in order to attract staff when there are vacancies. The most

recent additions to the staff have been effectively introduced to the school, well supported by other staff mentors, and given good opportunities for professional development.

49. The day-to-day financial management of the school is good. Overall financial management is satisfactory because governors are now taking action to deal with budget problems which had not previously been anticipated.
50. The school is at an interesting and exciting stage of development. The governors are driving change, and the school accepts that there are many challenges ahead, not the least being the renewal and redevelopment of its leadership and management.

## Financial information

### Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	673,838
Total expenditure	609,644
Expenditure per pupil	2,733.81

Balances (£)	
Balance from previous year	64,194
Balance carried forward to the next	17,500[est.]

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

### AREAS OF LEARNING IN THE FOUNDATION STAGE

51. Provision for children in the Foundation Stage **is satisfactory**. Children enter the school in the term after they reach the age of five. This gives them significantly less time in a reception class than most children nationally, although many, but not all of them, attend pre- school groups or nurseries.
52. A significant number of children who enter the school do not speak English at home and so their command of the English language is limited. Their attainment on entry is below, and sometimes well below, that expected of children of a similar age, especially in communication and language skills, mathematical development and personal and social development. However, they make a positive start to school. Their achievement is generally satisfactory, but good in aspects of social and physical development. Children with special educational needs, and those with little English are identified early, but their achievement is difficult to quantify as they spend little or no time in the Foundation Stage. Those that do are fully integrated into all areas of learning.
53. Teaching overall is sound. Children receive a satisfactory curriculum in the reception class. All areas of learning are planned for, although not always in much detail, so some children sometimes spend too long on one activity and not enough on others. Teachers and the nursery nurse concentrate on the development of language, social and creative skills so children make a productive start to school. Children's progress is also assessed satisfactorily and carefully monitored. The ratio of adults to children is variable. In the spring term it is low and children have much individual attention. In the summer term when the class is twice as big, and when at least half the children are new entrants, the ratio is higher and children sometimes do not receive sufficient adult support for their many needs.

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision for children's personal, social and emotional development is **good**.

#### Main strengths and weaknesses

- Most of the older children achieve well in their personal, social and emotional development.
- The quality of teaching and learning is generally good.

#### Commentary

54. When children enter the school, their personal, social and emotional skills are below, and sometimes well below average. Most settle in to their class well where the quality of teaching and learning is good. Adults encourage them to work with each other and also independently, which is a new experience for many of them. It is also not easy, as a significant number of children do not speak the same language as each other. Nearly all of them, though, are interested and excited in what happens at school, and are strongly motivated to learn. They start developing an awareness of the needs of themselves and others, although one or two are not sensitive to the feelings of their classmates. Most of them, though, play and work well together and realise what is right or wrong and what is expected of them. They learn to say 'good morning' politely to their teacher, take turns and sit and listen to stories on the carpet. By the time children in the school have completed the Foundation Stage, about half of them will attain the goals they are expected to reach, and the remainder will be making steady progress towards them.

## COMMUNICATION, LANGUAGE AND LITERACY

Provision for communication, language and literacy is **satisfactory**.

### Main strengths and weaknesses

- Standards in speaking, listening, reading and writing are below average.
- In the summer term, there is not always sufficient adult support available for the communication needs of the children.

### Commentary

55. Children in the reception class achieve satisfactorily and for those at the early stages of English language acquisition achievement in speaking and listening is satisfactory. However, standards for most of the children remain below the level expected for their age in reading and speaking by the end of the Foundation Stage. This is because a significant number of children start school at the early stages of language acquisition and have insufficient time in the reception class to meet all their needs.
56. The quality of teaching and learning is satisfactory. Teachers and the support staff have a good understanding of the needs of the children. Activities motivate the children and encourage them to learn. Children in the early stages of learning English occasionally have good individual support, but sometimes go for lengthy periods without speaking to an adult in their classroom. Some children particularly enjoy role-play in the playhouse, but their talking is limited and frequently in their home language. Although many listen to stories with increasing attention, a smaller number are able to give explanations or describe what has happened. Most children know how to handle books carefully and turn the pages, but few can yet read simple sentences independently. Most of the children can hold and use a pencil to draw lines and circles, and a few can write their names using recognisable letters. Most lessons are based on the development of these skills, including reinforcement of initial sounds like 't'. Rhymes and songs are used successfully by teachers to reinforce skills. Resources are adequate, although some books are quite worn.

## MATHEMATICAL DEVELOPMENT

Provision for mathematical development is **satisfactory**.

### Main strengths and weaknesses

- Standards when children leave the Foundation Stage are below average, although achievement is satisfactory.
- Progress for a significant number of children is slowed by language difficulties and limited prior experiences.
- Children enjoy their learning in mathematics.

### Commentary

57. By the end of the Foundation Stage, children's attainment in their mathematical knowledge and understanding is below that expected for their age. However, children start from a low base of knowledge and have a very short time in the reception class, so their achievement in that period of time is satisfactory. The standards for some children are hindered by their limited previous experiences and language skills.
58. Teaching and learning in mathematical development are satisfactory. Most children recognise numbers up to five but few can recall the names of shapes when using them in constructive play. All shapes in one group observed were called 'squares' or 'circles'. Children enjoy shape puzzles, although needing constant repetition to remember where they fit. One more able girl was well challenged by a mathematical problem solving game, which she worked with independently on the computer. A few children can talk about 'bigger' and 'smaller'.

Assessment data is gathered and used satisfactorily in planning for mathematical development. Children enjoy their experiences in mathematics, with a majority preferring to play maths games rather than record.

## **KNOWLEDGE AND UNDERSTANDING OF THE WORLD**

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

### **Main strengths and weaknesses**

- Most children leave the Foundation Stage with limited knowledge and understanding of the world around them.
- Children enjoy their experiences and investigations especially in designing and making with a variety of resources.

### **Commentary**

59. Attainment by the end of the Foundation Stage for most children is below the level expected. On entry to the class they have limited experience and understanding of the world about them. They are interested and excited by their new surroundings and enjoy exploring the new experiences they are offered. Some of them can operate simple programmes on the computer or use story tapes with headphones, but the majority need an adult in order to do this. The limited language skills of a number of children on entry means they have difficulty in describing their own lives and significant things that may happen to them.
60. Teaching and learning are satisfactory. At the time of the inspection, over half of the class had only been in school for a few days, so teachers were concentrating on letting them settle into their new surroundings. The most successful aspect of their learning about knowledge of the world is their increasing familiarity with using construction pieces to build and balance their versions of 'houses' and 'towers'. However, the monitoring of children in these activities is not always sufficiently rigorous to ensure that they all experience the planned activities.

## **PHYSICAL DEVELOPMENT**

Provision for physical development is **good**.

### **Main strengths and weaknesses**

- Children's achievement in physical development is good, and most reach expected standards by the time they leave the reception class.
- Teaching and learning and children's attitudes are good.

### **Commentary**

61. Many children enter the reception class with limited physical skills and previous experiences. A good emphasis is placed on physical development in the class, and the generally good resources, both inside and outside the building are used effectively. By the time they leave the class a majority of children are achieving well and likely to attain the Early Learning Goals expected for their age.
62. Teaching and learning is always at least satisfactory and sometimes good. Children move with confidence and safety both on the school field and in the hall, whether running, striding or using different parts of the body when in small groups. They show an awareness of space and of other children around them, and work well together. A majority are able to dress and undress reasonably independently and show control over their clothes, and pick up, release and arrange objects in classroom activities. Teaching is enthusiastic and lively which is reflected in the attitudes of the children. They really enjoy their physical activities, and although often excited, still listen when they are supposed to and behave well.

## CREATIVE DEVELOPMENT

Provision for creative development is **satisfactory**.

### Main strengths and weaknesses

- Standards are a little below those expected by the end of the Foundation Stage.
- Children achieve satisfactorily overall.
- Their learning is best when using different media and materials.
- Learning is weakest in children's expression and communication of ideas.

### Commentary

63. By the end of the Foundation Stage, children's attainment is a little below the expected level, although a few are attaining the Early Learning Goals. Children's achievement overall is satisfactory. In their class children experience a wide range of activities which they tackle with enthusiasm. Children's learning is most effective when they use a range of materials, for example, when making 'a car', and in painting. Many children recognise a wide range of colours including 'pink, purple, grey and dark green'; and know how they want to use them in their pictures. They like being led by their teachers in singing simple songs and learning about sounds. Their learning though is slower in their expression and communication of ideas. They find it difficult to describe, either in words, or through their activities, what they have done in the past or what they are trying to do.
64. Teaching and learning are satisfactory. The adults give children plenty of opportunities to be creative, and make choices, but could sometimes guide them a little more, particularly in expressing themselves through the spoken word in both formal and informal situations.

## ENGLISH AND MODERN FOREIGN LANGUAGE

### English

The provision for English is **satisfactory**

### Main strengths and weaknesses

- Although standards in reading and writing are below those expected at ages seven and 11, pupils achieve satisfactorily.
- Test results at age 11 compare well with those in similar schools.
- Pupils' speaking and listening skills improve well during their time in the school.
- Pupils have good attitudes to learning and try hard.
- Resources are good.

### Commentary

65. When children join Year 1 standards are well below those expected for their age. Key factors that depress standards at this stage relate to the relatively short time many children have previously spent in the Foundation Stage of Learning, and some pupils' limited skills in speaking English. Pupils' achievements in Years 1 and 2 are satisfactory, except in speaking and listening in which pupils achieve well so that standards are close to those expected by the end of Year 2. Overall standards in reading and writing remain low at age seven and this is reflected in the school's test results, both in 2003 and over time. However, in reading, the proportion of Year 2 pupils taking the national tests in 2003 and gaining Level 3, which is above national expectations, was average. In the same tests the result was well below average for writing.
66. Pupils progress at a slightly faster rate throughout Years 3 to 6 and this is supported by an increase in pupils' confidence, greater independence in learning and pupils' improved



speaking and listening skills. Standards in speaking and listening meet those expected by age 11, although some pupils, here and in other year groups, are more confident speakers in an informal context than in whole class sessions. Standards in reading and writing remain slightly below the national picture at age 11, but pupils' achievements are satisfactory and test results compare very well with those in similar schools. Therefore, overall, the inspection findings show that standards in English by Year 6 are slightly below what is expected for their age. The school has been working to raise standards in English, by providing staff training and by substantially improving the quantity and quality of resources. The additional catch-up programmes and the whole school focus on developing oracy are also contributing to raising standards. In some English lessons seen, teachers did not do enough to question those pupils not volunteering to speak. Girls and boys and pupils of different capabilities achieve at similar rates. There are no differences in pupils' attainment based solely on ethnicity. Further improvements to the special needs provision and that for pupils still acquiring English would help these pupils to improve at a faster rate, and increase the number of pupils attaining the expected levels by age seven and 11. In the national tests last year for pupils in Year 6, standards were average when compared to all schools, however, when compared to schools with a similar intake they are well above average.

67. Teaching and learning are satisfactory. Teachers' good subject knowledge means the basic skills are taught well. Teachers choose a good range of texts, including those to interest boys. This helps pupils of all prior attainments to develop good ideas for writing. Higher attaining and average attaining pupils' writing is often lively and contains a good range of interesting vocabulary. Although lower attaining pupils' vocabulary is more limited pupils nevertheless present their ideas logically. The key weaknesses in teaching relate to teachers not routinely explaining key vocabulary and providing visual clues to support lower attaining pupils, and insufficient opportunities for the whole class to read together.
68. Assessment in English is satisfactory overall. There are good procedures to keep track of pupils' progress and set new targets. However, teachers do not always use this information to plan tasks that match the full range of attainment within their class. A good feature of assessment is the way that older pupils are increasingly involved in setting and reviewing their own targets for improvement
69. Leadership and management of English is good. The subject leader has implemented some good improvements to the provision for English, and whilst these improvements are having a positive impact on all pupils the impact is slower on the younger pupils where attainment of pupils by the age of seven has been consistently below average for several years. An important weakness in the way the subject is organised and led in the school, is that there are insufficiently clear links made between the English provision, the additional provision for pupils learning English as an additional language and that for pupils with special education needs.

### **Language and literacy across the curriculum**

70. Opportunities for pupils to talk and listen in other subjects are good and pupils' speaking and listening skills improve well as a result. Pupils have regular opportunities to read and write as part of their work in other subjects. In history for example pupils read and write about times in the past, and in science they successfully write up their predictions and the results of investigations. There is a significant amount of Word processing to support LY.

### **Modern Foreign Languages**

71. This year the school has for the first time introduced a series of lessons in French and German for all Year 5 pupils. This is organised through a very effective partnership scheme with a local secondary school which has specialist language college status. Pupils receive an hour-long lesson each week for two terms, taught by a specialist language teacher. The teaching seen during the inspection was very good and highly skilled so that pupils learned very quickly as a result. All pupils could for example convey basic information about themselves, and ask and answer simple questions in German. This was despite the fact that prior to this pupils had

previously had only one German lesson. This indicates that pupils' past learning of French is having a very positive impact on their confidence and ability to use languages. Every pupil was totally engaged throughout the lesson, and pupils' attitudes and behaviour were excellent. From discussion with pupils it is clear that they really enjoy lessons. They say they are finding German easy to learn. The class teacher also has a background in modern foreign languages so that she is able to support pupils' learning well and extend it further.

## **MATHEMATICS**

Provision in mathematics is **satisfactory**.

### **Main strengths and weaknesses**

- Pupils make good progress in mathematics by the end of Year 6.
- More able pupils are not always sufficiently challenged and the pace of some lessons is too slow.
- The oracy project is beginning to have a positive effect on pupils' progress in mathematics.
- Pupils have positive attitudes towards mathematics.
- Pupils are not clear about how good they are at mathematics and what they need to do to improve.

### **Commentary**

72. In the 2003 national tests, standards for pupils at the end of Year 2 were well below those seen in all schools nationally and below those seen in similar schools. The achievement of these pupils is satisfactory when compared with assessments made on starting school. At the end of Year 6 standards last year as revealed in the 2003 national test results show pupils' attainment to be below average when compared to all schools, but in line with similar schools nationally. Inspection findings show that standards in Year 2 are below average, but in Year 6 they are as expected for pupils at the end of Key Stage 2. Pupils make good progress between Year 3 and Year 6.
73. Teaching and learning are satisfactory across the school. Teachers usually explain the lesson objective to pupils but this is not always followed up at the end of lessons and therefore opportunities to reinforce understanding are lost. Pupils with special educational needs are well supported by teaching assistants and make satisfactory progress. More able pupils are not always challenged sufficiently, however, and there are times when they are expected to complete the same work as the majority of the class before being able to move on. In some lessons, the pace during the main activity is too slow and the focus is on the least able which hinders the progress of the other pupils. However, in others teachers reveal a good knowledge of mathematics and teach with enthusiasm which engages the pupils who are caught up in the topic being covered. Pupils are willing learners. Some good teaching shows teachers picking up on pupils' questions and turning them into very useful whole class points to illustrate and reinforce learning.
74. In line with the whole school oracy project, focus is given to developing pupils' language skills within lessons and this is beginning to have a positive effect on pupils' progress. Pupils are willing and able to explain the strategies that they have used. In Year 2 this is most often the case with the more able pupils but develops to almost all pupils by the end of Year 6. Older pupils show a good grasp of mathematical vocabulary, for example, pupils in Year 4 talked confidently about the numerator and denominator of a fraction. There is also a focus on strengthening the pupils' ability to apply mathematics in different practical contexts, for example, when Year 6 pupils carried out an investigation to create a number pattern. The school is actively working to develop opportunities for problem solving and to raise the profile of mathematics, for example through a mathematics week.
75. Pupils have a positive attitude towards mathematics and enjoy the lessons and talking about the subject. They are keen to show what they know and work well in whole class, group and

independent activities. The older pupils in particular demonstrate a willingness to learn and the ability to apply existing knowledge in a new context. As pupils move through the school they become more confident mathematically and develop a wide range of mental and written strategies. For example when a group of five pupils in Year 4 were asked to solve 7 lots of 8, a fact only one could recall immediately, the others each used a different method to successfully find the solution.

76. The subject is well led and managed by joint subject leaders who are both knowledgeable and keen to develop the subject further. They undertake regular data analysis and this is used to set school targets and identify pupils requiring additional support. Pupils' work is marked regularly but there are few comments made to give feedback on progress or to suggest ways in which they could improve. Apart from the lesson objective shared at the start of a lesson the pupils have no set targets to work towards. This results in pupils not knowing how good they are at mathematics or what they need to do to improve further. The subject leaders monitor lessons, and the whole staff review pupils' work on a termly basis, and in doing so they identify the progress made by pupils but do not identify points for development sufficiently clearly.

### **Mathematics across the curriculum**

77. The provision for mathematics across the curriculum is good. Opportunities for pupils to use and develop numeracy skills within other subjects occur in many subjects including symmetry and Rangoli patterns in religious education, time zones in geography and time lines and Roman numerals in history. Reference is also made to other areas of the curriculum during mathematics lessons, for example, in one lesson seen links were made between the history topic, Ancient Greece, and the Fibonacci Series pupils were investigating. There are good links between mathematics and information communication technology. These include the use of floor turtles, control programmes and data handling programmes. The regular use of an individualised learning programme is helping to increase the rate of pupils' progress.

## **SCIENCE**

Provision in science is **good**.

### **Main strengths and weaknesses**

- Good quality planning and teaching of science investigations.
- Standards overall are below average in Key Stage 1 and average by the time pupils leave school.
- Pupils show a capacity to achieve well when teaching is good.
- Leadership of the subject is good.

### **Commentary**

78. Science teaching is largely of a good quality and is focused on investigations. This is an improvement over the position at the time of the last inspection. Pupils are working logically in science and above all nearly all understand how to carry out an investigation in a way that ensures that the results have meaning and value. Pupils work very well as individuals and are inquisitive. They also show very good working relations in groups and recognise the value of each other's questions and contributions to solving problems. This approach to science teaching is helping to ensure that pupils make gains in knowledge and also acquire a stronger understanding of why and how particular aspects of life work. Pupils concentrate hard and are eager to learn. Good teaching brings out their practical interest in the subject and therefore they achieve well. Although standards in science vary considerably, and overall are below those expected of pupils in Years 1 and 2, they are broadly in line with those expected of pupils in Years 5 and 6.
79. National test results over recent years have varied considerably. In 2002 pupils' achievements were in line with those nationally, yet last year they were well below the national average,

whilst the proportion of pupils gaining Level 5 in their science tests was just below the national average. However, the overall trend of improvement is below that of the national trend. Girls' and boys' results are similar.

80. Good teaching in lessons observed largely ensured that pupils were given tasks or were asked questions that challenged and extended their thinking. Most often pupils all start with a common activity, but some tasks showed that the teacher soon moved the more able pupils into activities which stretched their thinking and developed their understanding. For example, pupils had to show information in a way that ensured that someone who did not see the investigation could still understand its purpose and the results. Lessons had good pace and pupils were kept interested by the quality of the tasks and the intensity and variation of questioning across the class. In some weaker lessons, all pupils were required to follow the same investigation in the same way as every other pupil and therefore no attention was paid to the differences in pupils' abilities. In nearly all lessons, pupils with special educational needs were supported through the work of learning by support assistants. In these cases pupils received good support and were able to achieve well. Such work offers many opportunities for pupils to use ICT and therefore the lack of this particular aspect of pupils' work in science is unsatisfactory.
81. However, no matter the approach to teaching the pupils' behaviour and attitudes to learning were always at least good.
82. The subject leader for science is in her second year of teaching and is already making a positive impact on the quality of science provision throughout the school. There is a strong capacity for this subject to improve significantly. However, the subject leader has not received specific training in how to carry out this task. In addition there are no expectations as to how the role should be interpreted and performed.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- Standards and achievement in ICT are as expected in all age groups.
- Resources, although improved, are insufficient for the needs of pupils.
- Pupils are enthusiastic learners, but do not have enough opportunities to do so.
- The leadership and management of ICT are good.

### **Commentary**

83. Standards in information and communication technology are in line with national expectations throughout the school. The achievement of all pupils is also satisfactory. At the last inspection, standards were described as above average by the end of Year 6, but no judgement was given on standards in the earlier years. Resources were described as 'unsatisfactory'. This weakness has been partially remedied. Resources are now of better quality, but there are insufficient of them, so the enthusiastic pupils have limited opportunities to develop their skills to higher levels. The light and spacious new ICT suite has only ten computers, which are networked to each other and the new classes, but not networked throughout the school. Consequently, when larger classes are in the computer suite, pupils often work in threes on one computer, although some are placed in corridors, and pupils are often given opportunities to use them, especially for the very popular mathematics programme which all attempt. Some of these computers, although working, are quite old and sometimes incompatible with modern software. Although the school budget is now severely limited, the governors are determined that the good start made to improving resources will be continued shortly, in order to harness the very evident enthusiasm for ICT throughout the school.

84. Teaching and learning throughout the school is mostly satisfactory and occasionally good. Pupils in a class where a significant number of them have learning or language difficulties are helped by good teaching to find the information about their own and others' book reviews, access the internet, understand the meaning of 'www', and appreciate some of the dangers there may be when using the 'net'. Teachers are generally confident in their knowledge of ICT and use their classroom assistants effectively. However, learning is sometimes unsatisfactory when teachers spend too much time in giving lengthy instructions, and pupils have too little time for 'hands on' experience in order to improve their individual skills.
85. Most pupils, when given the opportunity, use computers competently. Many of them in all age groups access programmes independently and save and print their work. They generally work co-operatively in their pairs and trios, but learn considerably better when working individually whether on their class computer or in the suite. They occasionally enjoy opportunities to work with visitors. For example, during the school's mathematics week, pupils and parents worked together with programmable robots. Both adults and pupils worked successfully together learning to programme the robots to perform simple and complex movements. All pupils in the school are fully included in all ICT activities.
86. The leadership and management of ICT by the acting headteacher are good. She has taken on many responsibilities for upgrading equipment, coping with major hardware and networking problems, delivering effective training herself to both teachers and learning support assistants, and encouraging the enthusiasm of pupils throughout the school in their ICT learning. She has created a detailed and well-focused action plan, which includes the trial introduction of assessment procedures, which has not been possible previously because of her very extensive duties in the school in the last nine months. With an improvement in its resources, the school is well placed to raise pupils' standards further.

### **ICT across the curriculum**

87. Opportunities for using ICT across the curriculum are satisfactory. At present these are mainly in mathematics, particularly in data handling and an individualised self-assessment mathematics programme for all pupils. There is also word processing and use of publisher software. Some older pupils find information on the internet for things like their history studies, but the overall scarcity of equipment means that opportunities for ICT use in other subjects are still severely limited.

### **HUMANITIES**

88. During the inspection no geography was being taught in the school. The curriculum focus for most lessons in this early part of the summer term was history. There was evidence in teachers' planning and from an analysis of pupils' work that geography is a subject that is taught and that pupils have a growing awareness of the links that exist between places, for example, in travelling from their home to school or the character of a river from its source to mouth.

### **Religious Education**

Provision in religious education is **satisfactory**.

### **Main strengths and weaknesses**

- Pupils' cultural backgrounds are valued and their knowledge and experiences are used to good effect in lessons.
- There have been no opportunities for the subject leader to monitor the quality of teaching and learning.
- Improvement since the last inspection is good.

## Commentary

89. By Year 2 and Year 6, pupils' attainments are similar to those expected for pupils nationally. The school follows the local scheme of work for religious education and pupils study major world faiths including Christianity, Hinduism, Sikhism and Judaism. Islam, the faith of many of the school's pupils, is not taught separately but is incorporated into as many units as possible. Pupils also make visits to places of worship linked to different faiths. The cultural backgrounds of all pupils are valued, and this is shown particularly within religious education lessons where the knowledge and experiences that the pupils bring to lessons are used to good effect.
90. Teaching and learning is at least satisfactory and often good. This shows improvement from the last inspection when it was unsatisfactory. Teachers provide opportunities for discussion and pupils show good understanding, making links to previous work. For example, work on Hindu Gods was linked by pupils in Year 6 to earlier work on the Christian Holy Trinity. In one very good Year 3 lesson, the teacher used her knowledge of the pupils to explore ideas associated with symbolism using artefacts to symbolise their lives and interests, for example, prayer beads, a flag from Pakistan, an Irish shamrock. This helped to develop the pupils' learning considerably.
91. Pupils present their written work well, taking a pride in it, but much of the work is completed orally through discussion or drama. There is evidence of a developing understanding of religious traditions and beliefs. The religious education curriculum is closely linked to that of personal, social and health education, for example in the friendship unit taught to the younger pupils. This helps to make the work more meaningful to the pupils. Year 2, for example, were thinking about what makes a friend special and during a discussion about what all humans have in common the pupils made the following suggestions: 'feelings', 'love', 'spirit' and 'soul'.
92. The leadership and management of the subject are sound and the improvement since the last inspection is good. There is now a clear scheme of work in place and teachers have access to a good range of resources. There are still weaknesses in terms of the subject leader's monitoring role and the lack of assessment procedures.

## History

Provision in history is **satisfactory**.

### Main strengths and weaknesses

- Teaching and learning are good.
- Teachers make good links to other subjects and with previous learning to help develop pupils' understanding.
- The role of the subject leader is under-developed.

## Commentary

93. Standards in history at the end of Year 2 and Year 6 are in line with those expected nationally and pupils achieve well. This is because teaching is good and teachers have good subject knowledge and their interest in history comes across to the pupils. Standards have been maintained since the previous inspection. Pupils find out about the past using a range of different sources and communicate their knowledge in a wide variety of ways including, talking, writing, art and drama but there are limited opportunities for independent research. Girls and boys make similar progress and pupils with special educational needs also achieve well.
94. The quality of teaching and learning is good. The teachers try hard to make links for the pupils and to help them relate the topic to their everyday lives. For example, during a Year 2 history lesson pupils were fascinated by a range of household items from the Victorian period and responded thoughtfully to the teacher's questions. In another lesson in addition to the quality

of history being taught, strong attention was successfully paid to developing pupils' vocabulary.

95. Pupils are encouraged to make links with other subjects and previous learning as well as bringing their own knowledge to bear. When introducing a topic on the Ancient Greeks using a time line, one teacher included both Jesus and Mohammed as reference points for the pupils.
96. Leadership and management of the subject are satisfactory. The subject leader, who has held this responsibility for one year, is knowledgeable and has many ideas to develop the subject but has not been given the opportunity to do so because the actual nature of the role has not been clearly defined and is therefore underdeveloped. The scheme of work is due to be reviewed. Resources are satisfactory and well used. Visits and visitors make a good contribution to the teaching and learning of history.

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

97. During the inspection, there was one design and technology lesson taught and no music lessons. Therefore no overall judgements are therefore made on standards or provision. In the very good Key Stage 1 design and technology lesson pupils were well motivated on a design task which included all pupils, enhanced their learning in mathematics and successful led to good learning and achievement by the pupils. Evidence was seen, though, of pupils' enthusiastic participation in musicals such as 'Robin Hood'. A musical play involving all pupils in the school is put on each year. There is one play for pupils in Years 1 and 2, and separately for those in Years 3 to 6, and the performances are to their parents, relations and friends. The school choir also sings occasionally in public and pupils from Years 2 to Year 6 take the opportunity to join different recorder clubs in the school.

### **Art and Design**

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

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

- Standards attained are in line with national expectations, although some pupils' work is above average.
- Pupils and teachers enjoy art and design and work is effectively displayed.

#### **Commentary**

98. Standards in art and design for Year 2 and 6 pupils are in line with national expectations. Although during the inspection only two lessons were observed there was abundant evidence throughout the classrooms and public display areas of pupils' colourful and varied work in art. Whilst the standards of most pupils were as expected for their age, several pieces of work were seen which were clearly above average. Such work comes from pupils as young as six and include, for example, skilled pastel pictures of African animals, powder pictures of spring scenes and fabric printing. Pupils' work also showed they had a variety of opportunities to work with charcoal, clay, tissue, pencil, wax and chalk.
99. Teaching and learning in the lessons observed varied from satisfactory to very good. The very good teaching was characterised by the good subject knowledge of the teacher, the active approach to teaching which promoted good learning of skills by pupils and the effective contributions of the classroom helper. This enabled most pupils to achieve and learn well.
100. Many pupils identify art as their 'favourite' in school, and talk animatedly about what they have done, and their visit to a local artist. This is shown by the fact that nearly all pupils have their artwork displayed somewhere in the school.

101. The leadership and management of art are satisfactory. Although art is a popular area of learning for teachers and pupils alike, there is little opportunity for the subject leader to monitor teaching and learning, and there is no formal assessment of pupils' work and progress.

## **Physical Education**

Provision for physical education is **good**.

### **Main strengths and weaknesses**

- Quality of teaching is good.
- Pupils' enthusiasm and opportunities to take part in lessons and after school activities are good.

### **Commentary**

102. Standards overall are in line with those expected for their age. Pupils are taught by a specialist instructor and the games focus this term is cricket. Teaching is good and pupils are involved in a wide range of activities. It is clear that pupils enjoy their lessons and are eager to be involved and show that they are able, with practise, to develop their skills. Pupils work extremely well together and when in pairs or larger groups co-operate extremely well. In doing so they make solid progress and achieve much even in one lesson. In such lessons they show a wide range of technical skills from satisfactory to very good. In whole class lessons, teachers support the instructor and help pupils to improve their skills as they work through each activity, for example, such as throwing and catching, bowling and holding a bat correctly.
103. Those pupils who show an aptitude for any aspect of their work are encouraged and often have the opportunity to develop this through their involvement in a school team. From the very youngest children to the oldest pupils, whether performing a gymnastic action, or involvement in a game, space is used well. Co-operation between all is high and the desire to improve is central to the way pupils work. In a Reception class children showed that they can use space well and that their co-ordination is good. In other year groups through to Year 6 pupils equally revealed high levels of concentration and both a desire to be involved and a real desire to improve their skills. They know that through practise comes an increase in skills and more enjoyment.
104. The subject is satisfactorily led at the moment which is more a product of the subject leader's initiative and work of the physical education instructor than design for the future, because there is no clear direction or management from the headteacher as to what is expected of the subject leader. The school has a small outdoor swimming pool and this, according to pupils, is used well in the latter part of the summer term only. Other enriching experiences are a product of involvement in school teams and competitions with many other schools.

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

105. No lessons were seen in this area and so no judgements are made about overall provision, although the subject features strongly in the overall curriculum.

### **Commentary**

106. Pupils' personal development is regarded as an important part of the school's work across all year groups and is incorporated into many areas of the curriculum. There is a good programme of activities including work on healthy eating, general health awareness, sex and drugs education and personal safety. The school is currently working towards a Healthy Schools Award. Citizenship is taught as an integral part of the curriculum in which showing respect for both people and the environment; making appropriate choices and valuing others are central features. The pupils demonstrate their understanding well in the way they care for



and look out for each other in school. There is a school council in place which pupils' view positively and which they see as having positive outcomes.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

*Inspection judgement*

*Grade*

<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>4</b>
Pupils' achievement	3

<b>Pupils' attitudes, values and other personal qualities</b>	<b>3</b>
Attendance	5
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3

<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	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	3
The school's links with other schools and colleges	3

<b>The leadership and management of the school</b>	<b>4</b>
The governance of the school	3
The leadership of the headteacher	4
The leadership of other key staff	5
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).*